

## IB History of Europe I Curriculum Map 2016-17

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|--|---|---|-----------------|--------------|------------|
| <b>Teacher(s)</b>  | Colleen Murray  | <b>Subject group and course</b>   | Group 3 History |              |            |
| <b>Course part and topic</b>   | Regional Option 4: History of Europe<br>Topic 8: French Revolution and Napoleon | <b>SL or HL/Year 1 or 2</b>   | HL Year 1       | <b>Dates</b> | Weeks 1-12 |
| <b>Unit description and texts</b>  |   | <b>Summative assessment(s) for unit</b>   |                 |              |            |
| <p>The French Revolution and Napoleon I (1774–1815)</p> <p>This unit deals with the origins, outbreak, course and impact of the French Revolution. It focuses on the social, economic, political and intellectual challenges confronting the Ancien Régime and the stages of the revolutionary process during this period, culminating in the rise and rule of Napoleon Bonaparte. The section requires investigation of the impact of the French Revolution, as well as Napoleon’s domestic and foreign policies, upon France and its European neighbours.</p>  |   | <p>4 Week Assessment (Paper 1 Style w/focus on Analysis and Compare/Contrast)</p> <p>9 Week Assessment (Content-based objective test)</p> <p>12 Week Assessment (Paper 3 Style)</p> |                 |              |            |
| <b>Transfer goals</b>  |   |   |                 |              |            |
| <p><b>Assessment objective 1: Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate detailed, relevant and accurate historical knowledge.</li> <li>• Demonstrate understanding of historical concepts and context.</li> <li>• Demonstrate understanding of historical sources.</li> </ul> <p><b>Assessment objective 2: Application and analysis</b></p> <ul style="list-style-type: none"> <li>• Formulate clear and coherent arguments.</li> <li>• Use relevant historical knowledge to effectively support analysis.</li> <li>• Analyse and interpret a variety of sources.</li> </ul> <p><b>Assessment objective 3: Synthesis and evaluation</b></p> <ul style="list-style-type: none"> <li>• Integrate evidence and analysis to produce a coherent response.</li> <li>• Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.</li> </ul> |   |   |                 |              |            |

# IB History of Europe I

## Curriculum Map 2016-17

### Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.

### Content/skills/concepts—essential understandings

#### Students will know or know better the following content:

- Students will be able to explain the crisis of the Ancien Régime: the role of the monarchy, specifically Louis XVI; and the intellectual, political, social, financial and economic challenges it faced.
- Students will be able to explain the transition from monarchy to republic: the causes and significance of the Revolution; the role of the 1791 Constitution; the fate of the monarchy; the terror; Robespierre; and the Thermidorean reaction
- Students will be able to explain the political, social and economic impact of the Revolution and be able to discuss the French revolutionary wars (1792–1799)
- Students will be able to explain the establishment of, nature of, and collapse of the Directory (1795–1799)
- Students will be able to explain the rise and rule of Napoleon (1799–1815) and the impact of Napoleon’s domestic and foreign policies on France
- Students will be able to discuss the Napoleonic Wars (1803–1815); the collapse of the Napoleonic Empire; Napoleon’s military defeat; and the Hundred Days

#### Students will be able to show increased competence in demonstrating the following skills:

- Using historical vocabulary in order to answer verbal and written expression
- Acquiring, selecting and categorizing information
- Organizing new information by relevance and integrating it with prior knowledge
- Defending interpretations of change or continuity
- Identifying different approaches and interpretations of historical events and topics.
- Developing and defending a thesis statement
- Using historical terminology and factual knowledge to formulate and defend historical analysis
- Writing a sophisticated and powerful conclusion
- Writing timed essays in class under exam conditions
- Writing an appropriate essay that presents arguments which are clear, coherent, relevant and well-substantiated
- Selecting exam questions appropriate to student’s knowledge

#### Students will be able to grasp or grasp more fully the following concepts:

- The French Revolution as change. Students should think about, and look for, change where some claim none exists, or using evidence, challenge orthodox theories and assumptions about people and events that it is claimed led to significant change.

## IB History of Europe I Curriculum Map 2016-17

- The French Revolution as continuity. While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity.
- Causal factors of the French Revolution and Napoleonic Rule. Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated.
- The effects of the French Revolution and Napoleon. It is important for students to understand and be able to explain how significant events and people have had both short-term and long-lasting effects.
- The significance of the French Revolution and Napoleon in historical context. It is important for students to be able to evaluate and to assess the relative importance of events, people, groups or developments, and to determine whether the evidence supports the claims that others make about their significance.
- The French Revolution and Napoleon in comparative perspective. It is important for students to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence.

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| <b>Course part and topic</b>   | Regional Option 4: History of Europe<br><br>Topic 11: Italy (1815–1871) and Germany (1815–1890) | <b>SL or HL/Year 1 or 2</b>  | HL Year 1 | <b>Dates</b> | Weeks 13-24 |
| <b>Unit description and texts</b>  |   | <b>Summative Assessment(s) for unit</b>  |           |              |             |
| Italy (1815–1871) and Germany (1815–1890)<br><br>This unit deals with the history of both Germany and Italy from 1815; in the case of Italy, from the Congress of Vienna to 1871, and in the case of Germany, up to 1890. There is consideration of the impact of the congress system on both Italy and Germany, and of the causes, events and consequences of revolutions from 1815–1849. There is also a focus on the emergence and growth of nationalism in the German states and the Italian peninsula, as well as the social, economic and political factors involved in the unification process. |   | 16 Week Assessment (Paper 1 Style focus on OPCVL)<br>20 Week Assessment (Content-based objective test)<br>24 Week Assessment (Paper 3 Style) |           |              |             |

# IB History of Europe I Curriculum Map 2016-17

## Transfer goals

### Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

### Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources.

### Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.

### Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.

## Content/skills/concepts—essential understandings

### Students will know or know better the following content:

- Italy (1815–1849): impact of the Congress of Vienna on Italy, Austrian dominance, role of Metternich; nationalism and liberalism; attempted revolutions in Italy between 1820 and 1844; Mazzini and Gioberti; role of the papacy; 1848–1849 Revolutions—causes, nature, defeat and consequences
- Germany (1815–1849): impact of the Congress of Vienna on Germany; nationalism and liberalism in the Vormärz period; economic and social change before 1848; 1848–1849 Revolutions—causes, nature, defeat and consequences
- Unification of Italy (1849–1871); Cavour and Garibaldi; the role of foreign influence

## IB History of Europe I Curriculum Map 2016-17

- The rise of Prussia and the decline of Austria (1815–1866); the Zollverein
- Bismarck, Prussia and final unification: diplomatic, economic, military reorganization; Wars of Unification; the 1871 Constitution
- Germany (1871–1890): Bismarck's domestic policies, including the *Kulturkampf* and the anti-socialist campaign; consolidation of the new German state and the role of Prussia within it

### Students will be able to show increased competence in demonstrating the following skills:

- Identify and explain origin of a source including bibliographic information that places source in context
- Identify the purpose of source's creator, publisher, and historical users
- Understand role of bias and discern author's bias and motivation
- Acquiring, selecting and categorizing information
- Compare and contrast information and ideas from various sources
- Continue to organize new information by relevance and integrate with prior knowledge
- Defend interpretation of change or continuity
- Identify different approaches and interpretations of historical events and topics.
- Analyze and discuss in written and verbal expression, events in historical context
- Explain historical processes
- Use historical terminology and factual knowledge to formulate and defend historical analysis
- Write timed essays in class under exam conditions
- Write an appropriate essay that presents arguments which are clear, coherent, relevant and well-substantiated
- Select exam questions appropriate to student's knowledge

### Students will be able to grasp or grasp more fully the following concepts:

- The unification of Italy and Germany as change. Students should think about, and look for, change where some claim none exists, or using evidence, challenge orthodox theories and assumptions about people and events that it is claimed led to significant change.
- The rise of nationalism across Europe as continuity. While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity.
- Causal factors of the unification of Italy and Germany. Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated.
- The effects of the unification of rising nationalism in Italy and Germany. It is important for students to understand and be able to explain how significant events and people have had both short-term and long-lasting effects.
- The significance of German and Italian unification in historical context. It is important for students to be able to evaluate and to assess the relative importance of events, people, groups or developments, and to determine whether the evidence supports the claims that others make

## IB History of Europe I Curriculum Map 2016-17

about their significance.

- German and Italian unification in comparative perspective. It is important for students to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence.

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| <b>Course part and topic</b>  | Regional Option 4: History of Europe<br><br>Topic 12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924) | <b>SL or HL/Year 1 or 2</b>   | HL Year 1 | <b>Dates</b> | Weeks 25-36 |
| <b>Unit description and texts</b>   |   | <b>Summative assessment(s) for unit</b>   |           |              |             |
| Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)<br><br>This unit deals with modernization and conservatism in tsarist Russia and the eventual collapse of the tsarist autocracy, as well as the revolutions of 1917, the Civil War and the rule of Lenin. There is a focus on the concepts of change and continuity, with examination and consideration of the social, economic and political factors that brought about change.  |   | 28 Week Assessment (Paper 1 Style focus on synthesis of sources and prior knowledge)<br><br>32 Week Assessment (Content-based objective test)<br><br>36 Week Assessment (Paper 3 Style) |           |              |             |
| <b>Transfer goals</b>   |   |   |           |              |             |
| <b>Assessment objective 1: Knowledge and understanding</b> <ul style="list-style-type: none"> <li>• Demonstrate detailed, relevant and accurate historical knowledge.</li> <li>• Demonstrate understanding of historical concepts and context.</li> <li>• Demonstrate understanding of historical sources.</li> </ul> <b>Assessment objective 2: Application and analysis</b> <ul style="list-style-type: none"> <li>• Formulate clear and coherent arguments.</li> <li>• Use relevant historical knowledge to effectively support analysis.</li> <li>• Analyse and interpret a variety of sources.</li> </ul> <b>Assessment objective 3: Synthesis and evaluation</b> <ul style="list-style-type: none"> <li>• Integrate evidence and analysis to produce a coherent response.</li> <li>• Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.</li> </ul> |   |   |           |              |             |

# IB History of Europe I Curriculum Map 2016-17

- Evaluate sources as historical evidence, recognizing their value and limitations.

## **Assessment objective 4: Use and application of appropriate skills**

- Structure and develop focused essays that respond effectively to the demands of a question.

## **Content/skills/concepts—essential understandings**

### Students will know or know better the following content:

- Alexander II (1855–1881): the extent of reform
- Policies of Alexander III (1881–1894) and Nicholas II (1894–1917): economic modernization, tsarist repression and the growth of opposition
- Causes of the 1905 Revolution (including social and economic conditions and the significance of the Russo-Japanese War); consequences of the 1905 Revolution (including Stolypin and the Dumas)
- The impact of the First World War and the final crisis of autocracy in February/March 1917
- 1917 Revolutions: February/March Revolution; provisional government and dual power (Soviets); October/November Revolution; Bolshevik Revolution; Lenin and Trotsky
- Lenin's Russia/Soviet Union; consolidation of new Soviet state; Civil War; War Communism; New Economic Policy (NEP); terror and coercion; foreign relation

### Students will be able to show increased competence in demonstrating the following skills:

- Analyze and synthesize different sources and pieces of information
- Continue to develop evaluation skills in terms of origin, purpose, value and limitation
- Acquiring, selecting and categorizing information
- Compare and contrast information and ideas from various sources
- Continue to organize new information by relevance and integrate with prior knowledge
- Defend interpretation of change or continuity
- Identify different approaches and interpretations of historical events and topics.
- Analyze and discuss in written and verbal expression, events in historical context
- Explain historical processes
- Use historical terminology and factual knowledge to formulate and defend historical analysis
- Write timed essays in class under exam conditions
- Write an appropriate essay that presents arguments which are clear, coherent, relevant and well-substantiated
- Select exam questions appropriate to student's knowledge

## IB History of Europe I Curriculum Map 2016-17

Students will be able to grasp or grasp more fully the following concepts:

- The Russian Revolution as change. Students should think about, and look for, change where some claim none exists, or using evidence, challenge orthodox theories and assumptions about people and events that it is claimed led to significant change.
- The Russian Revolution as continuity. While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity.
- Causal factors of the Russian Revolution. Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated.
- The effects of the Russian Revolution. It is important for students to understand and be able to explain how significant events and people have had both short-term and long-lasting effects.
- The significance of the Russian Revolution in historical context. It is important for students to be able to evaluate and to assess the relative importance of events, people, groups or developments, and to determine whether the evidence supports the claims that others make about their significance.
- The Russian Revolution in comparative perspective. It is important for students to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence.

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| <b>Course part and topic</b>   | Regional Option 4: History of Europe<br>Internal Assessment-Historical Investigation | <b>SL or HL/Year 1 or 2</b>               | HL Year 1 | <b>Dates</b> | Overlay Unit<br>Weeks 2-37 |
| <b>Unit description</b>  |  | <b>DP assessment(s) for unit</b>          |           |              |                            |
| Internal assessment is an integral part of the course and is compulsory for both SL and HL students. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The free choice of topic means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history. |  | Internal Assessment Final Draft (Week 37) |           |              |                            |

# IB History of Europe I Curriculum Map 2016-17

*INQUIRY: establishing the purpose of the unit*

## **Transfer goals**

*Overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.*

### **Assessment objective 1: Knowledge and understanding**

- Demonstrate understanding of historical sources.

### **Assessment objective 2: Application and analysis**

- Analyze and interpret a variety of sources.

### **Assessment objective 3: Synthesis and evaluation**

- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

### **Assessment objective 4: Use and application of appropriate skills**

- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources.

## **Content/skills/concepts—essential understandings**

Students will know or know better the following content:

- Content will vary according to the subject of the investigation.

Students will be able to show increased competence in demonstrating the following skills:

- Analyze and synthesize different sources and pieces of information
- Continue to develop evaluation skills in terms of origin, purpose, value and limitation
- Acquiring, selecting and categorizing information
- Compare and contrast information and ideas from various sources

## IB History of Europe I Curriculum Map 2016-17

- Continue to organize new information by relevance and integrate with prior knowledge
- Defend interpretation of change or continuity
- Identify different approaches and interpretations of historical events and topics.
- Analyze and discuss in written and verbal expression, events in historical context
- Explain historical processes
- Use historical terminology and factual knowledge to formulate and defend historical analysis
- Understand and apply accepted citation methods and practices
- Write an appropriate essay that presents arguments which are clear, coherent, relevant and well-substantiated

### Students will be able to grasp or grasp more fully the following concepts:

- **Change.** Students should think about, and look for, change where some claim none exists, or using evidence, challenge orthodox theories and assumptions about people and events that it is claimed led to significant change.
- **Continuity.** While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity.
- **Causation.** Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated.
- **Consequence.** It is important for students to understand and be able to explain how significant events and people have had both short-term and long-lasting effects.
- **Significance.** It is important for students to be able to evaluate and to assess the relative importance of events, people, groups or developments, and to determine whether the evidence supports the claims that others make about their significance.
- **Perspectives.** It is important for students to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence.