

IB History of Europe II Curriculum Map 2017-18

Unit I: *The First World War*

Teacher(s)	Colleen Murray	Subject group and course	Group 3 History		
Course part and topic	World history topic 11: Causes and effects of 20th century wars HL Option topic 13: Europe and the First World War (1871–1918)	SL or HL/Year 1 or 2	HL Year 2	Dates	Weeks 1-8
Unit description		Summative assessment(s) for unit			
<p>This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. The subject of detailed study for this unit will be the First World War (1914-1918).</p> <p>Specifically, this unit deals with the shorter- and longer-term origins of the First World War. It covers the breakdown of European diplomacy pre-1914 and the crises that occurred in international relations. It covers how the practice of war affected the military and home fronts. The section also investigates reasons for the Allied victory/Central Powers' defeat.</p>		<p>Week 4 Summative Assessment (Paper 1 Style Causes of WWI)</p> <p>Week 8 Summative Assessment (Paper 3 Style Causes/Practices/Effects of WWI)</p>			
Transfer goals					
<p>Assessment objective 1: Knowledge and understanding</p> <ul style="list-style-type: none"> • Demonstrate detailed, relevant and accurate historical knowledge. • Demonstrate understanding of historical concepts and context. • Demonstrate understanding of historical sources. <p>Assessment objective 2: Application and analysis</p> <ul style="list-style-type: none"> • Formulate clear and coherent arguments. • Use relevant historical knowledge to effectively support analysis. • Analyse and interpret a variety of sources. <p>Assessment objective 3: Synthesis and evaluation</p> <ul style="list-style-type: none"> • 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. 					

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- 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:

- Causes of the First World War
 - Economic, ideological, political, territorial and other causes
 - Short- and long-term causes
- Practices of the First World War and their impact on the outcome
 - Types of war: Total War
 - Technological developments; theatres of war—air, land and sea
 - The extent of the mobilization of human and economic resources
 - The influence and/or involvement of foreign powers
- Effects of the First World War
 - The successes and failures of peace-making
 - Territorial changes
 - Political repercussions
 - Economic, social and demographic impact; changes in the role and status of women

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:

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- The First World War 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 First World War 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 First World War. 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 First World War. 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 First World War 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 First World War 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.

Unit II: *Twentieth Century Authoritarian States in Europe*

Teacher(s)	Colleen Murray	Subject group and course	Group 3 History		
Course part and topic	World history topic 10: Authoritarian states (20th century) HL Europe 14: European states in the inter-war years (1918–1939)	SL or HL/Year 1 or 2	HL Year 2	Dates	Weeks 9-20
Unit description and texts		Summative Assessment(s) for unit			
This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Material for detailed study will include authoritarian states in Russia (Lenin/Stalin), Germany (Hitler), Italy (Mussolini), and Cuba (Castro—weeks 29-30)		12 Week Summative Assessment (Paper 3 Style) 16 Week Summative Assessment (Paper 3 Style) 20 Week Assessment (Paper 2 Style)			

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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:

- Emergence of authoritarian states
 - Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system
 - Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda
- Consolidation and maintenance of power
 - Use of legal methods; use of force; charismatic leadership; dissemination of propaganda
 - Nature, extent and treatment of opposition
 - The impact of the success and/or failure of foreign policy on the maintenance of power
- Aims and results of policies
 - Aims and impact of domestic economic, political, cultural and social policies

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- The impact of policies on women and minorities
- Authoritarian control and the extent to which it was achieved

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 rise of authoritarian states in the 20th century 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 authoritarian states in the 20th century 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 behind the rise of authoritarian states in the 20th century. 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 rise of authoritarian states in the 20th century. 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 rise of authoritarian states in the 20th century 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 rise of authoritarian states in the 20th century 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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Unit III: *The Move to Global War*

Course part and topic	Prescribed Subject: The Move to Global War	SL or HL/Year 1/2	HL Year 2	Dates	Weeks 21-24
Unit description and texts		Summative assessment(s) for unit			
<p>This prescribed subject focuses on military expansion from 1931 to 1941. Two case studies are prescribed, from different regions of the world. The first case study explores Japanese expansionism from 1931 to 1941, and the second case study explores German and Italian expansionism from 1933 to 1940. The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion. Discussion of domestic and ideological issues should therefore be considered in terms of the extent to which they contributed to this expansion, for example, economic issues, such as the long-term impact of the Great Depression, should be assessed in terms of their role in shaping more aggressive foreign policy.</p>		24 Week Summative Assessment (Paper 1 Style)			
Transfer goals					
<p>Assessment objective 1: Knowledge and understanding</p> <ul style="list-style-type: none"> • Demonstrate detailed, relevant and accurate historical knowledge. • Demonstrate understanding of historical concepts and context. • Demonstrate understanding of historical sources. <p>Assessment objective 2: Application and analysis</p> <ul style="list-style-type: none"> • Formulate clear and coherent arguments. • Use relevant historical knowledge to effectively support analysis. • Analyse and interpret a variety of sources. <p>Assessment objective 3: Synthesis and evaluation</p> <ul style="list-style-type: none"> • 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. <p>Assessment objective 4: Use and application of appropriate skills</p> <ul style="list-style-type: none"> • Structure and develop focused essays that respond effectively to the demands of a question. 					

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Content/skills/concepts—essential understandings

Students will know or know better the following content:

Case study 1: Japanese expansion in East Asia (1931–1941)

- Causes of expansion
 - The impact of Japanese nationalism and militarism on foreign policy
 - Japanese domestic issues: political and economic issues, and their impact on foreign relations
 - Political instability in China
- Events
 - Japanese invasion of Manchuria and northern China (1931)
 - Sino-Japanese War (1937–1941)
 - The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)
- Responses
 - League of Nations and the Lytton report
 - Political developments within China—the Second United Front
 - International response, including US initiatives and increasing tensions between the US and Japan

Case study 2: German and Italian expansion (1933–1940)

- Causes of expansion
 - Impact of fascism and Nazism on the foreign policies of Italy and Germany
 - Impact of domestic economic issues on the foreign policies of Italy and Germany
 - Changing diplomatic alignments in Europe; the end of collective security; appeasement
- Events
 - German challenges to the post-war settlements (1933–1938)
 - Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War
 - German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war
- Responses
 - International response to German aggression (1933–1938)
 - International response to Italian aggression (1935–1936)
 - International response to German and Italian aggression (1940)

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

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- 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 move to global war 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 move to global war 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 move to global war. 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 move to global war. 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 move to global war 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 move to global war 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.

Unit IV: *The Second World War*

Teacher(s)	Colleen Murray	Subject group and course	Group 3 History		
Course part and topic	World history topic 11: Causes and effects of 20th century wars HL Option topic 15: Versailles to Berlin: Diplomacy in Europe (1919-1945)	SL or HL/ Year 1 or 2	HL Year 2	Dates	Weeks 25-28

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Unit description	Summative assessment(s) for unit
<p>This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome. The subject of detailed study for this unit will be the Second World War (1939-1945).</p> <p>In this unit, we will look looking particularly at the impact of the war and the reasons for German defeat and Allied victory. The unit will take up where our prescribed subject, the move to global war, leaves us, with the outbreak of war in Europe. Topics for detailed study include the development of European conflict (1939–1941); the wartime alliance (1941–1945); reasons for Axis defeat in 1945 and for Allied victory; role of economic, strategic and other factors as well as the impact of war on civilian populations in Europe.</p>	<p>28 Week Summative Assessment (Paper 2 Style)</p>
Transfer goals	
<p>Assessment objective 1: Knowledge and understanding</p> <ul style="list-style-type: none"> • Demonstrate detailed, relevant and accurate historical knowledge. • Demonstrate understanding of historical concepts and context. • Demonstrate understanding of historical sources. <p>Assessment objective 2: Application and analysis</p> <ul style="list-style-type: none"> • Formulate clear and coherent arguments. • Use relevant historical knowledge to effectively support analysis. • Analyse and interpret a variety of sources. <p>Assessment objective 3: Synthesis and evaluation</p> <ul style="list-style-type: none"> • 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. <p>Assessment objective 4: Use and application of appropriate skills</p> <p>Structure and develop focused essays that respond effectively to the demands of a question.</p>	
Content/skills/concepts—essential understandings	

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Students will know or know better the following content:

- Causes of the Second World War
 - Economic, ideological, political, territorial and other causes
 - Short- and long-term causes
- Practices of the Second World War and their impact on the outcome
 - Types of war: Total War
 - Technological developments; theatres of war—air, land and sea
 - The extent of the mobilization of human and economic resources
 - The influence and/or involvement of foreign powers
- Effects of the Second World War
 - The successes and failures of peace-making
 - Territorial changes
 - Political repercussions
 - Economic, social and demographic impact; changes in the role and status of women

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 Second World War 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 Second World War 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 Second World War. 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.

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- The effects of the Second World War. 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 Second World War 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 Second World War 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.

Unit V: 20th Century Authoritarian State Case Study: Castro and Cuba

Teacher(s)	Colleen Murray	Subject group and course	Group 3 History		
Course part and topic	World history topic 10: Authoritarian states (20th century)	SL or HL/Year 1 or 2	HL Year 2	Dates	Weeks 31-32
Unit description and texts		Summative Assessment(s) for unit			
This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power. The topic explores the emergence, consolidation and maintenance of power, including the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power. Material for detailed study will include the authoritarian state that developed in Cuba under Fidel Castro		32 Week Summative Assessment (Cumulative Exam)			
Transfer goals					
Assessment objective 1: Knowledge and understanding					
<ul style="list-style-type: none"> • Demonstrate detailed, relevant and accurate historical knowledge. • Demonstrate understanding of historical concepts and context. • Demonstrate understanding of historical sources. 					

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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:

- Emergence of authoritarian states
 - Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system
 - Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda
- Consolidation and maintenance of power Use of legal methods; use of force; charismatic leadership; dissemination of propaganda
 - Nature, extent and treatment of opposition
 - The impact of the success and/or failure of foreign policy on the maintenance of power
- Aims and results of policies
 - Aims and impact of domestic economic, political, cultural and social policies
 - The impact of policies on women and minorities
 - Authoritarian control and the extent to which it was achieved

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

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- 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 rise of authoritarian states in the 20th century 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 authoritarian states in the 20th century 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 behind the rise of authoritarian states in the 20th century. 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 rise of authoritarian states in the 20th century. 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 rise of authoritarian states in the 20th century 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 rise of authoritarian states in the 20th century 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.

Unit VI: *Internal Assessment (Historical Investigation)*

Course part and topic	Internal Assessment-Historical Investigation	SL or HL/Year 1 or 2	HL Year 2	Dates	Overlay Unit Weeks 1-20
Unit description			DP assessment(s) for unit		
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 20)		

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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

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- 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.