

TEACHER

Kate Benfield

SUBJECT

History

SHARED GRADES

Year 1

START DATE

Week 3, January

DURATION

10 Weeks

COURSE PART

UNIT DESCRIPTION

INQUIRY & PURPOSE

Essential Understandings

Students need to understand the impact that German, Italian and Japanese Imperialism had on the world during the interwar years.

Inquiry Questions

Content-based	How did Fascism develop in Italy and Germany?
Debatable	Who was the better Fascist leader? Mussolini or Hitler
Content-based	Why did Japan become an Imperialist nation?
Content-based	What impact did Imperialism have on the world?
Debatable	Is it the responsibility of big nations to be Imperialist?
Debatable	Is Imperialism positive or negative?
Debatable	Is/was Imperialism an important aspect of modernisation OR can a country modernise on it's own
Content-based	What imperialist events were Japan, Italy and Germany involved in?

CURRICULUM

Aims & Objectives

AIMS

Encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions

Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material

Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies

Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity

Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty

Develop an understanding of, and continuing interest in, the past

Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments

Promote international-mindedness through the study of history from more than one region of the world

Develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives

Develop key historical skills, including engaging effectively with sources

Increase students understanding of themselves and of contemporary society by encouraging reflection on the past

OBJECTIVES

Knowledge and understanding

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

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
- synthesise information from a selection of relevant sources

Application and analysis

- formulate clear and coherent arguments
- use relevant historical knowledge to effectively support analysis
- analyse and interpret a variety of sources

Use and application of appropriate skills

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

Syllabus Content

PRESCRIBED SUBJECTS

- 3. The move to global war
 - 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)

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Content, Skills & Concepts

CONTENT

Japan:

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
- 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)
- 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

Germany and Italy

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
- 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
- International response to German aggression (1933–1938)
- International response to Italian aggression (1935–1936)
- International response to German and Italian aggression (1940)

SKILLS

- Evaluate sources
- Research and gather own knowledge
- learn strategies to answer Paper One questions
- Complete multiple mock paper ones

ASSESSMENT

Formative assessment

Mock paper 1 questions, mock introductions, mock body paragraphs, quizzes, quiz quiz trade

Summative assessment

Paper 1 - 60 minutes

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Peer and self assessment

student will demonstrate understanding by:

- including a vast range of facts, stats and quotes within their essay practice and final papers
- being able to inform conversations with me/the class about the topic
- students include the perspectives of others (historians, politicians etc) in their paper 1

Standardization and moderation

cross marking with a teaching peer with all summative assessment pieces

Assessment criteria

paper 1 criteria

SL Criteria

External Assessment

Paper 1: Source-based paper based on the five prescribed subjects

- Q1. Understanding of sources
- Q2. Analysis of the value and limitations of sources
- Q3. Comparing and contrasting what sources reveal
- Q4. Evaluation

LEARNING EXPERIENCES

Prior learning experiences

Students don't need prior knowledge for this unit

Pedagogical approaches

notes in class, flipped classroom, class discussions, exam strategies, expert teaching groups, jigsaw, quizzes

Feedback

Students will be partaking in a lot of formative testing that will have feedback from me and/or peers included in it. If the student required a one-on-one discussion they will take place after school in an interview style setting. Feedback will be reported to parents via email if needs be.

Student expectations

- Students receive learning goals and syllabus documents prior to commencement of learning
- Desired outcomes are discussed throughout the unit
- One-on-one discussions are offered to the students if needs be after class

Support materials

Examples

Rubrics

Templates

Sample Exam Questions

Mark Schemes

Learning Process

Lecture

Socratic seminar

Small group/pair work

PowerPoint lecture/notes

Individual presentations

Group presentations

Student lecture/leading

Differentiation

Affirm identity - build self-esteem

Value prior knowledge

Scaffold learning

Extend learning

CONNECTIONS

Approaches to Learning

 **Thinking**

 **Social**

 **Communication**

 **Self management**

 **Research**

Thinking:

Students will create arguments and counter arguments to debate the theories involved with Imperialism in Japan, Germany and Italy during the interwar years

Social:

student will be led through a number of classroom based inquiry activities which will ensure engagement with a team is necessary. They will also celebrate success and be encourage to develop study teams for after hours study and reflection

Communication:

students will utilise written communication as their key form with the classroom however their will be a number of activities which will require other creative forms of communication throughout the unit.

Self-management:

All homework tasks (creating study notes etc) will be carried out within the students own schedule - they will have to self-manage their time to ensure unit objectives are met

Research:

students will be encourage to research their topics widely to ensure valuable perspectives are found for their paper two study. They are encouraged to share these perspective.

Learner Profile

Inquirers

Students will be encouraged to examine their historical world and examine areas that peak their particular interests. This can help them with perspectives of history OR can be used to create their Historical Investigation topics (IA)

Knowledgeable

Students examine topics of relevance to today's society to help us gauge why the world, and certain countries, are viewed in the manner they are today.

Thinkers

Students are constantly challenged in history through their TOK experiences or the topics we study. They are encouraged to not just accept the 'facts' surrounding history but challenge them and relate them to our modern world

Communicators

Students communicate in a wide range of ways - oral, written, group work, individual work. They are encourage to engage with survivors of historical events or key persons in the historical setting EG: authors, historians and lecturers

Principled

Students are required to examine history with an open mind to ensure that the era is understood. They are also encouraged to view history through the lens of the 21st Century to gauge how perspectives could change events if they were to happen today. Students are encouraged to approach history in a dignified manner even though some topics lack social dignity in the modern world

Open-minded

Students are required to examine history with an open mind to ensure that the era is understood. They are also encouraged to view history through the lens of the 21st Century to gauge how perspectives could change events if they were to happen today. Students are encouraged to approach history in a dignified manner even though some topics lack social dignity in the modern world

Caring

Students are encouraged to demonstrate their empathy for history throughout all the units of work.

Risk-takers (Courageous)

Students are encouraged to challenge modern thought about the historical topics that are examined. They are encouraged to pick risky interesting topics for their internal investigation

Balanced

Students are encouraged to work, rest and play within our subject. They self manage their time to ensure that they have a good balance between their subjects as well as their personal life and school.

Reflective

Students are encourage to be reflective historians. To put themselves into that era of time to challenge their thought process and ideas.

Students are encouraged to reflect on the assessment processes within history and set valuable goals for success.

International Mindedness

Students are encouraged on a daily basis to examine history's relevance to today's world leaders and today's world events. They are constantly examining the valuable perspectives of many different ethnic groups, historians, politicians and their class members.

Academic Honesty

Students have the requirements of academic honesty in their learning journals, it is discussed in class and they use turn-it-in to consolidate this understanding and check their work prior to submitting the final copy

Information Communication Technology

students will utilise basic ICT within the classroom

Language and learning

Activating background knowledge

Scaffolding for new learning

Acquisition of new learning through practice

Demonstrating proficiency

TOK Connections

Personal and shared knowledge

Ways of knowing

What is the role of the historian?

What methods do historians use to gain knowledge?

Is it possible to describe historical events in an unbiased way?

Do we learn from history?

What is the difference between bias and selection?

Who decides which events are historically significant?

To what extent does studying history help us to better understand ourselves in the present?

What is the role of individuals in history?

How does the context within which historians live affect historical knowledge?