

## MYP unit planner

Teacher(s)		Subject group and discipline	Individuals and societies—History		
Unit title	Conflict in the 20th century	MYP year	Year 5	Unit duration (hrs)	8 weeks

### ***INQUIRY: Establishing the purpose of the inquiry***

Key concept	Related concept(s)	Global context
Global interactions	Causality, conflict, leadership	Orientation in space and time

#### **Statement of inquiry**

Significant global events (conflicts) of the past connect to our present and will continue to affect our future.

#### **Inquiry questions**

##### Factual:

How can context enable us to understand conflict and its resolutions?

What does a “global” conflict look like locally?

##### Conceptual:

How do we distinguish between long-term and short-term causes of global conflicts?

When do local conflicts trigger global disputes? How do global relations influence local conflicts?

##### Debatable:

To what extent can leaders of the future learn from events of the past?

Does peace come at the expense of war?

What global conflicts do we remember?

Objectives:	Summative assessment	
<p>A Knowing and understanding: (i), (ii)</p> <p>B Investigating: (i), (ii), (iii), (iv)</p> <p>C Communicating: (i), (ii), (iii), (iv)</p> <p>D Thinking critically (i), (ii), (iii), (iv)</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>World War I essay:</b> Who is to blame? [Criteria A, B, C and D]</p> <p><b>Individual research project</b> on a “minor” war of the 20th century (like internal assessment piece for DP history) [Criteria A, B, C and D]</p> <p><b>Semester examination</b> (a combination of questions from paper 1 and paper 2 in DP history) [Criteria A, C and D]</p> <p><b>Task included in TSM.</b></p>	<p><b>How do the summative assessment tasks allow students to explore the statement of inquiry?</b></p> <p><u>Essay:</u> Students will use primary source evidence to support their thoughts on who is to blame for starting World War I and why, and the relationship between long- and short-term causes. This will allow them to explore “how can context enable us to understand conflict and its resolutions?”</p> <p><u>Research:</u> Students will choose a war of the 20th century to investigate the causes and consequences and the role of specific leaders in conflict resolution. What does a “global” conflict look like locally? How do we distinguish between long- and short-term causes of global conflicts? When do local conflicts trigger global disputes?</p> <p><u>Semester examination:</u> Students will complete historical source assessment questions as well as an essay. All questions will be related to one or more wars of the 20th century. To what extent can leaders of the future learn from events of the past?</p>
Approaches to learning (ATL)		
<p>Thinking—Critical thinking: analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding.</p> <p>Communication—Communication: organize and depict information logically.</p> <p>Research-Information literacy: evaluate and select information sources and digital tools based on their appropriateness to specific tasks.</p> <p>Research-Media literacy: locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks).</p>		

***ACTION: Teaching and learning through inquiry***

Content	Learning process
<ul style="list-style-type: none"> <li>• Causes and consequences of the major wars of the 20th century (first world war , second world war , cold war)</li> <li>• An individual investigation into the causes and consequences of a minor war from the 20th century</li> <li>• Present-day circumstances resulting from wars of the 20th century</li> <li>• How and why international organizations for peace and security (League of Nations, United Nations) were created in the 20th century, including assessment of these organizations' successes and failures</li> <li>• A study of the current conflict over the state of Israel/Palestine, a modern-day conflict stemming from the consequences of the second world war and the cold war</li> </ul>	<p>Learning experiences and teaching strategies</p> <p>Experiences</p> <ul style="list-style-type: none"> <li>✓ Brainstorm/Mind Map® about the concepts of war and peace.</li> <li>✓ Consider what the world was like in 1900 (define relevant vocabulary such as monarch, empire, class, industry, revolution), including how many countries existed and what types of government they had.</li> <li>✓ Complete readings and/or watch videos on causes/consequences of World War I.</li> <li>✓ Study provisions laid out by Treaty of Versailles and consider how the treaty led to the rise of Hitler and the start of World War II.</li> <li>✓ Examine the design/function of the League of Nations and reasons/factors that led to its failure to keep peace after World War I.</li> <li>✓ View <i>Hitler the Rise of Evil</i>—Write a reaction paper to assess whether or not the film is a reliable source for studying Hitler's rise to power in Germany after World War I. Examples of the completed assignment are shown to students.</li> <li>✓ Complete readings and/or watch videos on causes/consequences of World War II, Mind Map® causality.</li> <li>✓ Use Venn diagrams or other organizers to compare/contrast causes/consequences of World War I and World War II.</li> <li>✓ Study provisions laid out by peace treaties following World War II.</li> <li>✓ Compare/contrast peace treaties following World War I and World War II.</li> <li>✓ Examine the design/function of the United Nations.</li> <li>✓ Compare/contrast the League of Nations and the United Nations.</li> <li>✓ Consider how the consequences of the second world war led to the cold war.</li> <li>✓ Study weapons and phases of the cold war and consider how “hot” or not the cold war actually got.</li> <li>✓ View <i>Thirteen Days</i>—Write a reaction paper to assess whether or not the film is a reliable source for studying a major event of the cold war. Examples of the completed assignment are shown to students. Debate: what global conflicts do we remember? Why?</li> </ul>

- ✓ Examine the end of the cold war and how its end has affected the ways in which the wars of the 21st century are fought.
- ✓ View *Israel and Palestine: The Fight for Peace*—Complete viewing guide and reflection on video.
- ✓ Examine present-day acts of terrorism, including how and why they are carried out and how international organizations work together (or not) to combat terrorism.

#### **Formative assessment**

Group and individual readings with accompanying note-taking expectations/tasks

Group and class discussions involving both structured and unstructured responses

Individual written work—essays (drafted more than once); semester examination

Watching videos with guided questions and note-taking expectations

Vocabulary work

**Reaction to the film *Hitler: The Rise of Evil***—Students will watch the film and assess its value as a source for studying the rise of Hitler in Germany after World War I.

Students will write a **1,200-word research paper** about the war, its causes and consequences, including drawing conclusions about what the world did/did not learn from this conflict.

#### **Differentiation**

Group and individual projects with varying levels of scaffolding depending on the task

Scaffold research (following the inquiry cycle)

Simulations with opportunities for both scripted and unscripted public speaking

**Resources**

Modern World History (Oxford)

ABC-CLIO database

Facts on File database

Films:

*Hitler: The Rise of Evil*

*Thirteen Days*

*History's Turning Points*

*Israel and Palestine: The Fight for Peace*

**REFLECTION: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
<p>This unit is structured as a precursor for DP history teaching and learning for paper 1, paper 2, and the historical investigation.</p>	<p>Students with lower levels of English (the language of instruction) are being allowed to do their investigating with sources in their native language.</p> <p>Students who are not native speakers of the language of instruction (English) struggle with source assessment so time has to be spent on vocabulary development using terms from the sources.</p>	<p>Students tend to enjoy the investigation component of this unit, particularly if they are not from a western cultural background (the region where the major wars of the 20th century are set to a large extent). It would be good to enhance the scaffolding or support for developing clear and focused research questions and action plans for this investigation component in order to help everyone achieve to the best of their ability against criterion B.</p>

