# DP pilot unit planner 3

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| **Teacher(s)** | Wilt | **Subject group and course** | Group 3: History of the Americas | | |
| **Course part and topic** | Causes of the Great War | **SL or HL/Year 1 or 2** | HL Year 2 | **Dates** | 3 Weeks (August) |
| **Unit description and texts** | | **DP assessment(s) for unit** | | | |
|  | | Mock Paper 2 [Cumulative Assessment], Historiography Roundtable | | | |

***INQUIRY: establishing purpose of the unit***

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| **Transfer goals**  *List here one to three big, 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.* |
| -Analyse the underlying causes and foundational issues that led to the outbreak of the First World War  -Understand the varying viewpoints, aims and desires of the multitude of nations involved in the First World War  -Describe the ways in which diplomacy fails to prevent violent, international conflicts  -Explore the ways in which historians can view the same history but come to different conclusions and interpretations of those events |

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| **Essential understandings**  *List here the key content/skills/concepts that students will know/develop by the end of the unit.* |
| Students will know the following content:  -The long-term causes of the Great War, specifically militarism, alliance system, imperialism and nationalism  -The short-term causes of the Great War, specifically the Moroccan Affairs, Balkan Wars and German imperialism  -The falling of the ‘dominoes’ following the assassination of the Archduke Franz Ferdinand and his wife  -The sequential order in which the war itself broke out during July of 1914  -The ‘why’ of that sequential order  -The historiography of the causes and BLAME for the outbreak of the Great War  Students will develop the following skills:  -Primary Source Document analysis  -Reading historically and understanding the major theses/points of historians  -Writing for IB (Paper 2)  Students will grasp the following concepts:  -Militarism -Weltpolitik  -Imperialism -Orthodox History  -Nationalism -Revisionist History |
| **Missed concepts/misunderstandings**  *List here likely misunderstandings students may have during the unit with relation to skills, content and concepts.* |
| Content-based:  There is a single answer as to ‘why’ the War broke out as well as who, specifically, is to blame  The war broke out solely because of the assassination of Franz Ferdinand and his wife  Skills-based:  Including various perspectives when writing a Paper 2, as mentioning an alternative argument than their own must be included in their writing  Reading and analysing historians arguments for the interpretation of history rather than just the how of history  Concept-based:  Orthodox vs. Revisionist points of historical view |
| **Inquiry questions**  *List here the understandings above written in question form, preferably as ones that inspire students to answer them. Feel free to create additional questions that help inspire further inquiry in the unit but may not directly connect to an above essential understanding.* |
| Content-based:  In what ways was the outbreak of the Great War a collection of ingredients that had been brewing for decades?  In what ways were every country involved in the Great War actually pushing for a war? What did each participant have to gain?  Skills-based:  How do historians use alternative perspectives to their theses and arguments to bolster their own arguments? In what ways does understanding varying viewpoints of historical causation create a more robust, evidence-driven understanding of history?  Concept-based:  How does an orthodox view of history explain the causes of the Great War when compared to a revisionist history of those causes? |

***ACTION: teaching and learning through inquiry***

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| **Essential understanding goals**  *Copy and paste the essential understanding goals from above “Inquiry” section.* | **Assessment of essential understanding goals**  *Write a 1:1 matching assessment for all goals. Assessments should be labelled formative (F) or summative (S).* | **Learning process**  *Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.* |
| Students will know the following content:  In what ways was the outbreak of the Great War a collection of ingredients that had been brewing for decades?  In what ways were every country involved in the Great War actually pushing for a war? What did each participant have to gain?  Students will develop the following skills:  How do historians use alternative perspectives to their theses and arguments to bolster their own arguments? In what ways does understanding varying viewpoints of historical causation create a more robust, evidence-driven understanding of history?  Students will grasp the following concepts:  How does an orthodox view of history explain the causes of the Great War when compared to a revisionist history of those causes? | Content-based:  -Daily Notes Quizzes (S)  -Primary Document Analysis (F)  -Socratic Seminar (F)  -Paper 2 (S)  Skills-based:  -Socratic Seminar (F)  -Historian Roundtable (S)  Concept-based:  -Comparative Looks at History (F) | Lecture  Socratic seminar  Small group/pair work  Powerpoint lecture/notes  Individual presentations  Group presentations  Student lecture/leading  Interdisciplinary learning  Details:  Other/s: |

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| **Resources** |
| Reading: *Europe Before the War*, Historian-Specific Excerpts, Willy-Nicky Telegrams,  Videos: *Apocalypse WWI, Crash Course: Why and How of the Great War,* YouTube Channel: The Great War |

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| **Approaches to learning (ATL)**  *Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html). | **Metacognition**  *Check the boxes for any metacognitive approaches used that ask students to reflect on unit content, their own skills, or unit concepts. For more information on the IB’s approach to metacognition, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html). | **Differentiation:**  *For more information on the IB’s approach to differentiation, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html). |
| Thinking  Social  Communication  Self-management  Research  Details: Historian research and roundtable | Reflection on content  Reflection on skills  Reflection on concepts  Details: Mock Paper 2, Historian Roundtable | Affirm identity—build self-esteem  Value prior knowledge  Scaffold learning  Extend learning  Details: Historian Roundtable, What You Knew vs. What You Know Wrap-Up |
| **Language and learning**  *Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB’s approach to language and learning, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html). | **TOK connections**  *Check the boxes for any explicit TOK connections made during the unit.* | **CAS connections**  *Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the “details” section explaining how students engaged in CAS for this unit.* |
| Activating background knowledge  Scaffolding for new learning  Acquisition of new learning through practice  Demonstrating proficiency  Details: Historian Round Table, Paper 2 Attempt, Socratic Seminar | Core theme  Optional themes  Areas of knowledge  Details: | Creativity  Activity  Service  Details: |

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

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| **What worked well** | **What didn’t work well** | **Notes/changes/suggestions:** |
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| **Transfer goals**  *List the transfer goals from the beginning of this unit planner.* |
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| **Transfer reflection**  *How successful were the students in achieving the transfer goals by the end of the unit?* |
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