

## **IB DP History of the Americas (2 Year Course)**

### **COURSE DESCRIPTION**

International Baccalaureate Diploma Programme is a two-year HL course. This is one of the HL requirements for the IB diploma. A college level textbook will be used as well as several other primary and secondary supplemental texts, documents, resources, and materials. The course will explore the political, economic, diplomatic, intellectual, social, and cultural history of the 20th century. The goals of the class are to further develop the students' ability to: analyze historical documents, weigh evidence and interpretations presented in historical scholarship, present reasons and evidence clearly and persuasively. Essay writing and critical thinking skills will be emphasized, developed, and utilized during the year in order to prepare students to be successful on the IB exam.

### **EXPECTATIONS**

Students enrolling in this course are making a conscious decision to accept the responsibility that this IB course demands. As a result, students will be expected to devote more time, energy, and enthusiasm than they would in a non IB History course. Essays will be regularly given and reading assignments will be longer and more detailed. Students should plan on devoting at least 3 hours a week to reading and studying; this might include weekends. Students will also have to complete an Internal Assessment (IA) – an historical investigation on a student chosen topic. Since class time is limited there will be writing workshops and review sessions held after school or in the evenings that students should attend. This is designed to help put students in the position to be able to not only pass the IB History Exam but to maximize their points earned so students can earn an IB Diploma. IB students will be enrolled for two years, maintain at least a C average, and take the IB Exam in May. Everything we will do these two years is designed to provide students the skills, preparation, depth, and information necessary to learn about this time period of history, become a better thinker, improve skills as a writer, and preparation for the IB Exams. The schedule is set up so that we will have at least two weeks for review.

Since this IB History class is a college level course that is very rigorous in tone and content, I expect a lot out of the students and demand a high level of work in classroom discussions, essays, and tests. As such, this class can be really difficult and high grades are at a premium. I expect students to improve through the course of the year in both their thinking and writing ability. History involves the skills of reading, writing, listening, and speaking and all will be incorporated into this class and connected to the IB ATL's: Thinker, Communicator, Social, Self-Management, and Research. I see no reason why this class cannot be both a learning experience and enjoyable one.

This course's goal is threefold; first it is designed to challenge students seeking a greater depth and understanding of History and secondly it is to prepare them to be successful on the IB Exam. Thirdly it is to prepare students for the type of work given in college. IB determines the content covered by the course, develops their respective exams, and sets the grading standards. An IB student scoring a 4 or better (out of 7) is considered to have passed the IB exam. In each case a student passing can be eligible for college credit, depending on the major and/or the college. However, many colleges will only accept a score of a 5, 6, or 7 for IB.

### **GRADING POLICIES**

The standards, expectations, and course work will be rigorous. Grades given in this class will rely heavily on a student's writing scores. Since the entire IB History assessment pieces involve writing (6 essays and the Internal Assessment) there will be a great deal of writing during the school year. These essays will resemble, as closely as possible, the IB Exam in structure and essays will be given regularly incorporating each of the Exam's three types of papers. Homework, class work, and participation will play a more minor role in a student's overall grade. There will be no multiple-choice tests or quizzes. Grades are based on the accumulation of points. Every assignment is given a point value and your final grade is based on all the points added together. The more points you earn the higher your grade. Just like last year I do not round up!

### **GRADE SCALE:**

IB DP History of the Americas

Mrs. Villegas

email: [ksh2360@lausd.net](mailto:ksh2360@lausd.net)

Student and Parent Information Sheets

School Website: [erhs.la](http://erhs.la)

A = 100%-90%    B = 89%-80%    C = 79%-70%    D = 69%-60%    F = Less than 59%

### **ASSESSMENTS** (% of grade)

(50%) - Essays (Assessments): Essays will be given either in class or as homework at least every two weeks. Students are expected to analyze and support the information and their ideas. Essays will usually be worth 15 points and graded according to the IB rubric. Rubrics and Markschemes are on separate handouts.

(10%) - Participation: This will consist of asking and answering questions, discussing information, and providing and supporting your opinions on the subject matter. You will not receive an A and are not likely to receive a B in this class if you do not participate. Participating regularly each week will be required to fulfill this requirement and earn the entire 15-20%. Less participation will mean a lower percentage. This includes Zoom Meeting attendance.

(25%) - Homework, Classwork, and Class Presentations: Sometimes you will be required to turn in written work, complete work in class, and/or present work to the class. Class presentations will usually consist of writing, reading documents or handouts in class, and answering questions and presenting information to the class.

(15%) - Internal Assessment: The IA is 2200-word historical investigation/research paper that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them. More detailed information is on a separate IA handout.

All work must be completed and turned in to receive credit. All work missed must also be made up if you want to receive credit. In the result of excused absences, you have as many days to turn in the work on your return as you were absent. There will be limited make-ups for missed quizzes or essays.

**Do not cheat, plagiarize, copy, or participate in any type of academic dishonesty!**

## **CLASS INFORMATION AND STRUCTURE**

Two years to get through the entire IB History curriculum for the information for all 3 Papers and the IA. If you are interested in learning about History and are willing to work on developing your critical thinking and writing skills then the IB Exam will take care of itself. There is no magic short cut, but I know that my system and methods are efficient and will prepare you to pass the IB Exam. Statistics and pass rates indicate this. The key is to be curious, work properly, and stay enthusiastic.

Plan on reading at least 30 minutes every day. Try to do this early in the evening. Keep a dictionary handy. Most of the reading will consist of magazine, newspaper, and journal articles posted online. The textbook will be used to a limited degree. For each article write a two-sentence summary and identify two key ideas. If something is unclear, ask me about it before I ask you. This can be done privately/publicly before, during, or after class.

Class will involve lecture and discussion done mostly using the Socratic method (Questions, Discussion, and Analysis). You should be prepared to ask and answer any questions based on the readings and the information on the assignment sheets. It is better to ask if you are not quite sure of something; plus you get participation points. Be prepared every day with the Six Questions of History, i.e. SQH! You are expected to know the Who, What, Where, and When. In class, we will discuss the How and the Why.

There will be information posted online in Schoology that will provide an outline of the material being covered that day. As a result, there is no excuse for coming to class unprepared. I expect depth and details relating to the SQH. This is part of your participation grade. There is no reason why you should ever be unprepared for class unless you are not doing your required work.

I expect you to take notes on the information presented in class, on the board, and your reading. These notes will come in handy for review and later in college (trust me). Do not only write what is on the board however. Expand on these by listening to your classmate's comments and the information that I provide and adding these to your notes.

Your participation grade will be based on how often you participate in class by asking and answering questions and the degree of understanding shown in your responses. I am less concerned about the correctness of your answers than I am with your willingness to challenge yourself. Other ways to participate are to ask questions (worth more than just answering questions), involve yourself in discussions, and express and support your opinions. Always support any argument or idea with facts and details.

Any written work turned in, to be read by me, must be in blue or black ink or typed (if you write it out, scan and submit a pdf of your written work). It should never be directly copied from the book, another source, or from another person. That would be a form of academic dishonesty and/or plagiarism. Put it in your own words and/or paraphrase. To receive full credit, fully answer the question. Your ability to provide support and depth in your work and your answers will improve your test, essay, homework, and participation grades.

## DOCUMENT ANALYSIS

Much of the reading in the class will be in the analyzing and interpretation of various documents from and about IB History. Document analysis will play a central part of Paper 1 on the IB exam. The following is a guide that you are to follow whenever you are given documents to analyze.

- Significance of a Source
- Message conveyed by a Source (usually for political cartoons)
- Compare and contrast two or more sources
- **O** - Origin – statement on who, what, where, and when the source is from
- **P** - Purpose – reason (why or how) for the source
- **C** – Content – what information is in the source
- **V** - Value – explanation and analysis of the sources
- **L** - Limitations – objective v. subjective, point of view, omissions, rationale, one-sided, etc....

The focus should be on interpreting and understanding the meaning of the document not to relist or repeat the information from the document but to analyze it as it relates to the question, thesis, and other documents.

## PARTICIPATION

Your participation grade will be based on how often you participate in class by asking and answering questions and the degree of understanding shown in your responses. I am less concerned about the correctness of your answers than I am with your willingness to challenge yourself. Other ways to participate are to ask questions (sometimes worth more than just answering questions), involve yourself in discussions, challenge your classmates or teacher, and express your opinions. Always be ready to support any argument or idea with facts and details.

## CLASSWORK

I expect time in class to be used productively. Class time will be given for reading or preparing classroom presentations. I expect any work, individual or as a group, presented in class to be clear, thorough, and precise.

**EXTRA CREDIT:** SUPPLEMENTAL READINGS, MOVIES, MUSEUMS, etc.

**Remember if the EXTRA CREDIT is done poorly you will have points taken away from your score.**

You may choose to read supplemental works, watch historically themed movies, or any other activity related to history that extends your understanding of the time period. These will be done on your own after notifying the instructor (generally related to the grading period). They may be turned in early (highly urged). These readings can be novels, entire books, a chapters or chapters from books, magazine articles, readings from Portraits of America, and/or readings from Annual Editions American History. The extra credit must be on an area that we are studying. You will have up to a week after the completion of a topic to turn in your review. For example, I do not want an article on the Civil War when we are discussing the Cold War. You should follow the format listed below.

1. Name of the Book, Title of the Article, Movie, the Author, and when it was written
2. What is it about: brief summary (100-200 words)
3. What is the main point of the article or book? Provide support
4. Compare and contrast the article with the information from the book, class, or other sources.

### **Paper 1 – Rights and Protests - Rubric and Markbands**

Duration: 1 hour  
Weighting: 20% HL

Paper 1 is a source-based examination paper based on the prescribed subjects. Each prescribed subject consists of two specified case studies, and in each examination session the paper will focus on one of the two case studies specified for each prescribed subject.

The paper will contain four sources for each prescribed subject. Sources will be primary or a mixture of primary and secondary, and may be written, pictorial or diagrammatic. The paper will consist of four questions for each prescribed subject, and students must answer all four questions from their chosen prescribed subject. Some questions will be answered using only evidence from one or more of the sources, as indicated. In other questions students will be asked to use their own knowledge of the prescribed subject as well as evidence contained in the sources.

First question, part A	This question will test understanding of one of the sources.	3 marks
First question, part B	This question will test understanding of one of the sources.	2 marks
Second question	This question will ask students to analyze the value and limitations of one of the sources. In their analysis of value and limitations, students should refer to the origin, purpose and content of the specified source.	4 marks
Third question	This question will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the prescribed subject.	6 marks
Fourth question	This will be an evaluative question that asks students to draw on both the sources and their own knowledge in their evaluation.	9 marks

The maximum mark for this paper is 24. The paper is marked using a paper-specific markscheme, except for the final question for each prescribed subject, which is marked using the generic markbands that follow, in addition to a paper-specific markscheme.

**Paper 1 – Rubric and Markbands**      Questions (4 parts)    1 Hour to answer – Skip a line between answers, clearly identify question

1. (a) Comprehension/understanding of a source - Award [1 mark] for each relevant point up to a maximum of [3 marks]  
 (b) Comprehension/understanding of a source - Award [1 mark] for each relevant point up to a maximum of [2 marks]

**Organization – 2 short paragraphs for each in full sentences with valid points      Time – 6-10 min.**

2. With reference to the origin, purpose and content, assess the value and limitations of one source.      [4 marks]  
**O** - Origin – statement on who, what, where, and when the source is from  
**P** - Purpose – reason (why or how) for the source  
**C** – Content – information given, tone, language, focus  
**V** - Value – usefulness for historians because...  
**L** - Limitations – objective v. subjective, point of view, omissions, rationale, one-sided, etc....

**Organization – One paragraphs in full sentences with valid points      Time – 6-10 min**

**Marks**

- 0      The response does not reach a standard described by the descriptors below  
 1-2      Limited consideration/comments on origin, purpose, and content AND values and limitations OR more developed comments on EITHER origin, purpose and content OR value and limitations  
 3-4      Explicit and developed consideration of both origin, purpose and content AND value and limitations

3. Compare and contrast two sources. 6 points of Linkage (3+3, 4+2, 2+4)      [6 marks]

**Organization – Two paragraphs (max. 5-7 sentences per)      Time – 10-15 min.**

- Paragraph One - compare (at least 3 similarities of sources - major or minor)  
 Both sources mentioned in each sentence (similarly, supports, like, in the same way)  
 Paragraph Two - contrast (at least 3 differences between sources - major or minor)  
 (However, opposed to, disagrees with, goes further)

**Marks**

- 0      The response does not reach a standard described by the descriptors below  
 1-2      There is superficial discussion of one or both sources  
           The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast. Sources treated separately  
 3-4      There is some discussion of both sources, although the two sources may be discussed separately.  
           The response includes some valid points of comparison and/or of contrast, although the points may lack clarity and detail.  
 5-6      There is a discussion of both sources. Explicit links are made between the two sources  
           The response includes clear and valid points of comparison and of contrast

4. Question: Using these sources and your knowledge, answer a question related to the sources, events, ideas, and the time period in question.      [9 marks]

**Organization – Short essay (2-3 paragraphs)      Time – 25-30 min.**

Students are expected to use all the sources and their own knowledge to show an understanding of the relationship between the sources, knowledge and the question. The best answers will incorporate (rather than separate) the sources and knowledge into a cohesive answer that shows understanding. Oftentimes the question will ask for information beyond the time period and place of the source material so the best answers will encompass and support all aspects of the question.

**Marks**

- 0      The response does not reach a standard described by the descriptors below.  
 1–3      The response lacks focus on the question. References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis. No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.  
 4–6      The response is generally focused on the question. References are made to the sources, and these references are used as evidence to support the analysis. Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.  
 7–9      The response is focused on the question. Clear references are made to the sources, and these references are used effectively as evidence to support the analysis. Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.

SCORE	Points %
24	100
23	96
22	92
21	88
20	84
19	82
18	80
17	78

SCORE	Points %
16	76
15	74
14	72
13	70
12	68
11	66
10	64
9	62

SCORE	Points %
8	62
7	60
6	56
5	52
4	48
3	44
2	40
1	20

## Paper 2 – World History Topics - Rubric and Markbands

Duration: 1 hour 30 minutes (2 essays, 45 minutes each)

Weighting: 25% HL

Marks Level descriptor

- 0 Answers do not reach a standard described by the descriptors below.
- 1–3 There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. Little knowledge of the world history topic is present. The student identifies examples to discuss, but these examples are factually incorrect, irrelevant or vague. The response contains little or no critical analysis. The response may consist mostly of generalizations and poorly substantiated assertions.
- 4–6 The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. Knowledge of the world history topic is demonstrated, but lacks accuracy and relevance. There is a superficial understanding of historical context. The student identifies specific examples to discuss, but these examples are vague or lack relevance. There is some limited analysis, but the response is primarily narrative/ descriptive in nature rather than analytical.
- 7–9 The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. Knowledge of the world history topic is mostly accurate and relevant. Events are generally placed in their historical context. The examples that the student chooses to discuss are appropriate and relevant. The response makes links and/or comparisons (as appropriate to the question). The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
- 10–12 The demands of the question are understood and addressed. Responses are generally well structured and organized, although there is some repetition or lack of clarity in places. Knowledge of the world history topic is mostly accurate and relevant. Events are placed in their historical context, and there is some understanding of historical concepts. The examples that the student chooses to discuss are appropriate and relevant, and are used to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question). The response contains critical analysis, which is mainly clear and coherent. There is some awareness and evaluation of different perspectives. Most of the main points are substantiated and the response argues to a consistent conclusion.
- 13–15 Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Responses are well structured and effectively organized. Knowledge of the world history topic is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. The examples that the student chooses to discuss are appropriate and relevant, and are used effectively to support the analysis/evaluation. The response makes effective links and/or comparisons (as appropriate to the question). The response contains clear and coherent critical analysis. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. All, or nearly all, of the main points are substantiated, and the response argues to a consistent conclusion.

<b>Mark</b>	<b>Points %</b>
15	100
14	96
13	90
12	86
11	82
10	80
9	78
8	76

<b>Mark</b>	<b>Points %</b>
7	72
6	70
5	68
4	66
3	60
2	50
1	30
0	0

### Paper 3 – History of the Americas - Rubric and Markbands

Duration: 2 hour 30 minutes (3 essays, 50 minutes each)

Weighting: 35% HL

Marks Level descriptor

- 0 Response does not reach a standard described by the descriptors below.
- 1–3 There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
- 4–6 The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
- 7–9 The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
- 10–12 The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
- 13–15 Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.

<b>Mark</b>	<b>Points %</b>
15	100
14	96
13	90
12	86
11	82
10	80
9	78
8	76

<b>Mark</b>	<b>Points %</b>
7	72
6	70
5	68
4	66
3	60
2	50
1	30
0	0

## Grading Marks and Hieroglyphs

### The Good Ones

GI	good intro
GT	good thesis
GP	good paragraph
WS	well supported
E	excellent
G, OK	good, okay
/	Checkmark - good point
<u>    </u>	Underline - good word, phrase, or sentence
GD	good use of document

### The So-so Ones

O	Circle - is this the right word, date, name, fact
?	Question - unclear, weak, needs better explanation
Ep	expand on this idea or point, this is good -needs more detail
T	transition between paragraphs is lacking, need to connect paragraphs better
SA	some analysis
SS	some support

### The Needs to Improve Ones

WI	weak intro
WT	weak thesis
WP	weak paragraph
LS, LD	lacks support, depth, or detail
LU	lacks understanding
LA	lacks analysis
LO	lacks organization
Rd	random facts or information thrown in, poorly organized
Cx	lacks context and understanding related to other factors
L	list of information, little analysis
N	narrative of information with little if any analysis, retelling
Gn, V	general or vague information, little detail or depth, lacks factual support
Ex	examples and/or facts needed for support
Sp	specifics needed
Ry	Really - is this true or accurate
X	wrong
No	really wrong!
W	why
H	how
C	clarify
Y	years (lacks a date)
Ch	chronology (not in chronological order)
FQ	focus on the question (off topic)
FT	focus on your thesis (thesis not supported)
Con	contradicts thesis, argument, or ideas already stated
P	what point are you making?
So	what's the purpose of this information?
D, Doc	document needed (usually missing)
BD	bad use of document (misinterpreted or error in understanding)
OI	lacks outside info and facts to support DBQ
Rp	repeat of information or ideas
I	ideas needed or need support

## HOW TO WRITE AN ESSAY

Essays in this course (Papers 2 and 3) will be between 4-5 paragraphs per question. Each essay must have an introductory paragraph that includes a thesis, 2-3 supporting paragraphs, and a concluding paragraph. The following are steps that should be followed when planning and writing the essay. Remember time is of the essence. Essay times will range in this class from 45-50 minutes. Students will be given 5 minutes of planning time (no formal writing).

### 1. Analyze the Question

- What is the question asking for? identify the parameters of the question
- Look for key words, dates, names, and/or places
- What historical skills and themes are being addressed?

### 2. Collect and Sort Information - brainstorm

- What information do you want to use, what info applies; where are you going to place it

### 3. Develop your Thesis - this is the most important part of the essay

- The thesis is your argument, idea, point, or opinion that you must prove.
- It should not be a restatement of the question.
- The THESIS must be the last sentence of your introductory paragraph

### 4. Write the Introduction

- The intro should restate (not repeat) the question and give your opinion of the question
- Do not use "I" in the intro or anywhere in your essay
- It is okay to use general terms and statements that provide a context that lead into the thesis
- Explicitly address the historical skills and themes
- Specific details directly related to the question should be left for the body paragraphs
- The intro should resemble a funnel where the thesis is the narrow end - see Visual Guide
- DBQ: documents may be used in intro
- The THESIS must be the last sentence of your introductory paragraph

### 5. Write the Body of the Essay (2 - 3 Body Paragraphs)

- Support your thesis - emphasis on analysis, not recall of factual information
- Create a quality historical argument - your ideas/opinions supported by the facts
- Offer specific evidence to support your argument; use info from Step 2
- Do all of your evidence and ideas relate to the thesis?
- Major points/ideas should be separate paragraphs
- Connect the paragraphs together, present in logical order - chronology, thematically

### 6. Writing the Conclusion

- Try to include a conclusion, does not have to be long
- Should bring the reader back to the question and the thesis
- Clarify and highlight what was proved, especially ideas
- There is no need repeat or summarize information already stated
- Do not bring in new evidence unless it looks outward to later events

### 7. Read Over Your Essay (time permitting) -- check over your paper for inaccuracies, spelling, grammar, and style.

**Essay Guide for Papers 1, 2, and 3** – some information taken from the IBO History Guide and various IB Websites

More detail for each type of paper is on the markscheme and rubric for each paper

Remember to pay close attention to the directive words in the essay questions. Ignoring directives will result in a lower exam score. The following directives are usually included:

- Analyze: determine the component parts; examine their nature and relationship.
- Assess/evaluate: judge the value or character of something; appraise; evaluate the positive points and the negative ones; give an opinion regarding the value of; discuss the advantages and disadvantages of.
- Compare: examine for the purpose of noting similarities and differences.
- Contrast: examine in order to show dissimilarities or points of difference.
- Describe: give an account of; tell about; give a word picture of.
- Discuss: talk over; write about; consider or examine by argument or from various points of view; debate; present the different sides of.
- Explain: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of.
- Identify: cite specific events, phenomena, and show a connection.
- Time Period, Region: make sure answer addresses this specifically

**Paper 1** – Four Short Answers related to Documents

On Paper 1, you will demonstrate your ability to

- Show understanding of source materials
- Analyze sources through compare and contrast two different sources
- Discuss the origin, purpose, value, and limitations of two sources
- Evaluate sources and show contextual knowledge

When writing Paper 1, it's important to:

- Refer to individual documents within the framework of the overall topic.
- Be sure to discuss the documents individually and specifically.
- Discuss the materials in reference to the question -- don't just summarize them.
- Cite documents by naming the author and/or by naming the document letter so that the readers scoring the exam can easily tell which document you are discussing.

Also, keep the following in mind:

- Readers will look for one crucial skill when grading Paper 1: Your awareness that documents are not statements of facts, but descriptions, interpretations, or opinions of events and developments made by particular people at particular places and times, and for specific reasons. Apply critical thinking skills to the documents; assess their reliability and the ways in which they reveal authors' points of view.
- There are no irrelevant or deliberately misleading documents.
- Put your analytic skills to work and demonstrate that you understand context, bias, and frame of reference regarding the documents' sources and the authors' points of view. Group or juxtapose documents in a variety of ways (e.g. according to their ideas or points of view); suggest reasons for similarities or differences in perspective among the documents; and identify possible biases or inconsistencies within documents.
- The author and source are provided for each document. You should make appropriate interpretative use of this information within your essay.
- Pay attention to the content and tone of each document as well as the identifications of authors, the documents' purpose or intended audience, and the date when each document was written.
- Refer to historical facts and developments not mentioned in the documents. Just be sure the references are accurate and relevant.

**Papers 2 and 3** - These papers will be graded according to the IB markscheme and rubric

Paper 2 will consist of two essays from IB 20th Century World History topics (no more than one from each prescribed topic)

Paper 3 will consist of three essays from the history of the Americas

**Essay Outline and Organization Sheet**

Name: \_\_\_\_\_

Question: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Underline and circle the key words, terms, dates, etc. that define the parameters of the question. What exactly is the question asking for?

**Introduction**

What info should be in your intro to show context, background, and understanding. List any ideas and facts

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____

**Thesis**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the thesis contain a specific idea(s) that relates directly to the question and can this idea be supported and argued with facts and evidence? Focus on the question (FQ). The thesis should not be a list of facts.

**Body Paragraphs 1,2,3**  
(Body Paragraph 3 only if necessary and time allows)

Write a topic sentence for each paragraph then list the Docs that would apply (ex. Doc 1) to the paragraph and a key term or phrase from the Doc. Also list supporting facts, that relate to the thesis, question, and topic sentence. No need to explain the info listed.

Docs need to be only used once.

Do the paragraphs connect and transition to one another or are they separate and distinct? Is there a flow to the essay in which all your ideas & facts are focused on the question and thesis?

TS 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____

TS 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____

TS 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____

**Conclusion/Concluding Points** (if any, if time) - Does the conclusion support the ideas and information in the essay? Do not just repeat!

\_\_\_\_\_  
\_\_\_\_\_

Does the conclusion support the ideas and information in the essay? Do not just repeat!

## Eagle Rock High School International Baccalaureate Program Honor Code

- IB students should be content creators not content imitators.
- IB students should be principled and act with integrity and honesty.
- IB students should not claim as their own the work of others.

Eagle Rock High School's IB Honor Code begins with the belief that every student has the right to pursue an education free from any form of academic dishonesty. The IB course of study is challenging, and while group study and collaboration is both accepted and encouraged, **ethical conduct is expected at all times.**

IB students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other sources and/or sources used within an assignment. They will not give their work to others to pass off as their own. If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.

The IB Organization defines **malpractice** (cheating) as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes:

- a. **Plagiarism:** the representation of the ideas or work of another person as the candidate's own.
- b. **Collusion:** supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- c. **Duplication of work:** the presentation of the same work for different assessment components and/or IB diploma requirements.
- d. **Misconduct:** Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

### Do it right, remember to cite! Give credit where credit is due!

As an Eagle Rock High School IB student I shall be honor bound to refrain from malpractice (cheating) of any kind. I shall be honor bound to take actions to stop any and all violations of this Honor Code that I see or hear. Such actions include speaking directly to the offender, speaking privately to an adult, and/or filing an Honor Code complaint with the IB Coordinator. Inaction implies that I condone inappropriate behavior. I understand that breaches from the Honor Code may result in my removal from Eagle Rock High School's International Baccalaureate Program. Violations of the Honor Code will be handled in accordance with written teacher policy and/or school and program policy and considered a disciplinary matter to be generally handled as follows:

- 1<sup>st</sup> offense: Written referral, parent contact, and conference with appropriate school personnel.
- 2<sup>nd</sup> offense: If it occurs in the same class, recommendation for dismissal from the IB/Pre IB Program AND withdrawal from the class with an "F".
- If it occurs in another class, recommendation for dismissal from the IB/IB Preparatory Program.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Some material for this handout is taken from IB publications, including the Academic Honesty Booklet, the Academic Honesty Flyer, and the Ethical Practice Poster.

**IB History Quiz: Class Information** - due Friday August 16, 2019

1. What is a passing score on the IB History Exam?
2. The majority of student grades in this class are based on what area \_\_\_\_\_
3. Participation is \_\_\_\_\_% of the grade in the class.
4. Students are expected/recommended to read at least \_\_\_\_ pages, read for at least \_\_\_\_\_ minutes, and/or study for at least \_\_\_\_\_ minutes every night.
5. If you earn a 76.9% what will your grade be in the class?
6. What happens if you are caught cheating on an assignment?
7. What are two examples of malpractice?
8. What does SQH stand for?
9. Which ones are the students responsible for?
10. Is extra credit available? What happens if extra credit is done poorly?
11. How many total answers do you have to write on the IB History exam (3 Papers)?
12. How many multiple-choice tests are there in this class for the year?
13. What is the essay/markscheme scoring scale?
14. What mark matches the description -
  - “in-depth and accurate historical context”?
  - “question is only partially addressed”
  - “critical commentary indicates some in-depth understanding”
15. What does a checkmark signify on a scored essay?
16. What does the mark H signify on a scored essay?
17. What does the mark LS signify on a scored essay?
18. What is the most important part of the essay? Where does it belong in the essay?
19. List two directives that are usually included in IB questions.
20. How many prescribed subjects will we cover?
21. How many world history topics are required? How many will we cover?
22. What HL option are we covering?
23. How much is the Internal Assessment worth for your IB score?

### **STUDENT RESPONSIBILITIES**

1. Work to the best of your ability and work properly- nothing more, nothing less.
2. Come to class prepared and ready to learn - Students must read ten pages, read for at least 30 minutes, or study for at least 30 minutes every night.
3. Be polite and respectful to your fellow classmates and teacher so we all have an opportunity to learn
4. Follow the classroom and school rules, attendance policies, and education code requirements
5. Cheating or any other type of academic dishonesty will not be tolerated and will result in a 0 grade. A second offense will result in more serious disciplinary action.
6. Have a positive attitude and a willingness to work properly and you will be successful in this class.
7. Follow and sign the IB Honor Code

\*Adapted Syllabus from Mr. Ludlam @ Roland High School

## Prescribed subject 4: Rights and protest

This prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, from two different regions of the world, and **both** of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and the passing of the Voting Rights Act in 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948–1964, beginning with the election of the National Party in 1948 and ending with the imprisonment of Nelson Mandela and his co-defendants following the Rivonia trial in 1964.

Case studies	Material for detailed study
<p>Case study 1:            Civil rights movement in the United States (1954–1965)</p>	<p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> <li>• Racism and violence against African Americans; the Ku Klux Klan; disenfranchisement</li> <li>• Segregation and education; Brown versus Board of Education decision (1954); Little Rock (1957)</li> <li>• Economic and social discrimination; legacy of the Jim Crow laws; impact on individuals</li> </ul> <p>Protests and action</p> <ul style="list-style-type: none"> <li>• Non-violent protests; Montgomery bus boycott (1955–1956); Freedom Rides (1961); Freedom Summer (1964)</li> <li>• Legislative changes: Civil Rights Act (1964); Voting Rights Act (1965)</li> </ul> <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> <li>• Key actors: Martin Luther King Jr; Malcolm X; Lyndon B Johnson</li> <li>• Key groups: National Association for the Advancement of Colored People (NAACP); Southern Christian Leadership Conference (SCLC) and Student Non-violent Coordinating Committee (SNCC); the Nation of Islam (Black Muslims)</li> </ul>
<p>Case study 2:            Apartheid South Africa (1948–1964)</p>	<p>Nature and characteristics of discrimination</p> <ul style="list-style-type: none"> <li>• “Petty Apartheid” and “Grand Apartheid” legislation</li> <li>• Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals</li> </ul> <p>Protests and action</p> <ul style="list-style-type: none"> <li>• Non-violent protests: bus boycotts; defiance campaign, Freedom Charter</li> <li>• Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle</li> <li>• Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership</li> </ul> <p>The role and significance of key actors/groups</p> <ul style="list-style-type: none"> <li>• Key individuals: Nelson Mandela; Albert Luthuli</li> <li>• Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we Sizwe—“Spear of the Nation”)</li> </ul>

## World history topic 7: Origins, development and impact of industrialization (1750–2005)

This topic focuses on the huge social and economic changes associated with industrialization. As industrialization occurred at different times in different countries, the specific time frame focused on within the overall period (1750–2005) will depend on the examples chosen for study. The topic focuses on exploring the origins, development and impact of industrialization. Examination questions may require students to make reference to examples from two different regions of the world.

Topic	Prescribed content
The origins of industrialization	<ul style="list-style-type: none"><li>• The causes and enablers of industrialization; the availability of human and natural resources; political stability; infrastructure</li><li>• Role and significance of technological developments</li><li>• Role and significance of individuals</li></ul>
The impact and significance of key developments	<ul style="list-style-type: none"><li>• Developments in transportation</li><li>• Developments in energy and power</li><li>• Impact of technological developments: exploitation of natural resources; introduction of new products</li><li>• Changing patterns of production: mass production</li><li>• Developments in communications</li></ul>
The social and political impact of industrialization	<ul style="list-style-type: none"><li>• Urbanization and the growth of cities and factories</li><li>• Labour conditions; organization of labour</li><li>• Political representation; opposition to industrialization</li><li>• Impact on standards of living; disease and life expectancy; leisure</li></ul>

## World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world. Examination questions may require students to make reference to examples from two different regions of the world.

Topic	Prescribed content
Rivalry, mistrust and accord	<ul style="list-style-type: none"><li>• The breakdown of the Grand Alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR</li><li>• The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; detente</li><li>• Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race</li></ul>
Leaders and nations	<ul style="list-style-type: none"><li>• The impact of two leaders, each chosen from a different region, on the course and development of the Cold War</li><li>• The economic, social and cultural impact of the Cold War on two countries, each chosen from a different region</li></ul>
Cold War crises	<ul style="list-style-type: none"><li>• Cold War crises case studies: detailed study of any two Cold War crises from different regions: examination and comparison of the causes, impact and significance of the two crises</li></ul>

#### **14: Political developments in Latin America (1945–1980)**

This section focuses on domestic and political developments in Latin America after 1945. Most Latin American countries experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country—from the continuation of democracy to “populist” movements to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities.

- The Cuban Revolution: political, social and economic causes
- Rule of Fidel Castro: Cuban nationalism; political, economic, social and cultural policies; treatment of opposition; successes and failures; impact on the region
- Populist leaders in **two** countries: rise to power and legitimacy; ideology; social, economic and political policies; successes and failures; the treatment of opposition
- Democracy in crisis: political, social and economic reasons for the failure of elected leaders
- Rise of a military dictatorship in **one** country: reasons for their rise to power; economic and social policies; repression and treatment of opposition
- Guerrilla movements in **one** country: origins, rise and consequences
- Liberation theology in Latin America: origins, growth and impact

#### **16: The Cold War and the Americas (1945–1981)**

This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

- Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War on the Americas
- Korean War, the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes
- Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; short-term and long-term impact on the region
- United States’ involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American protest against the war
- United States’ foreign policies from Kennedy to Carter: the characteristics of, reasons for, and successes and failures of the policies; implications for the region: Kennedy’s Alliance for Progress; Nixon’s covert operations and Chile; Carter’s quest for human rights and the Panama Canal Treaty (1977)
- Cold War in **one** country of the Americas (except the US): reasons for foreign and domestic policies and their implementation

### **17: Civil rights and social movements in the Americas post-1945**

This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)
- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968)—Black Panthers, Black Power and Malcolm X; role of governments in civil rights movements in the Americas
- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter-culture