# DP Unit Planner 3

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| **Teacher(s)**  | Heidi Dindial-Thompson | **Subject group and course** | Group 3 IB History |
| **Course part and topic** | Paper 3Topic 17: Civil Rights and Social Movements in the Americas post-1945 (Note: Crossover with Paper 1: Rights & Protest) | **SL or HL/Year 1 or 2** | HL Year 1 | **Dates** | January – April 2024  |
| **Unit description and texts** | **DP assessment(s) for unit** |
| * History of the Americas 1880-1981 Oxford
* Rights & Protest Hodder
* Rights & Protest Study and Revision Guide Hodder
* Rights & Protest Cambridge

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 counterculture
 | Paper 3 practice essays and timed essays from the sample below:* Analyze the effectiveness of a Native American organization in one country in the region after the 1960s.
* Compare and contrast the political impact of Cuban-Americans and Mexican-Americans.
* To what extent had Hispanic-Americans achieved political and social equality by 2000.
* Evaluate the impact of Cesar Chavez on migrant workers' rights.
* Analyze the social and political successes of the Chicano Movement.
* Discuss the tensions between Mexican Americans and Central Americans in the US.
* Examine the reasons Mexican-American activism accelerated after 1945.
* To what extent did immigration reform in the United States between 1945-1980 reflect the influence of civil rights movements and social activism?
* Assess the impact of the Immigration Reform and Control Act of 1986 (IRCA) on the trajectory of immigration policy and social dynamics in the United States.
* To what extent did the 1965 Hart-Celler Act transform the demographic landscape and social fabric of the United States?
* To what extent did the Immigration Act of 1990 shape immigration patterns and policies in the United States, and how did it reflect evolving societal attitudes towards immigration?
* Describe how 1960 student movements challenged traditional authority in two countries of the region and what effects these movements had.
* Discuss why the United States youth movement grew in the 1960s.
* Examine why student movements grew dramatically in the United States in the 1960s.
* Evaluate the social and political impact of the anti-war movement in the United States.
* Discuss how 1960s student movements challenged traditional authority in two countries of the region and what effects these movements had.
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***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.* |
| * **Critical Analysis and Interpretation:** Students will be able to critically analyze historical events, movements, and sources related to civil rights and social movements in the Americas post-1945. They will demonstrate the ability to interpret and evaluate different historical perspectives, approaches, and interpretations, thereby developing a nuanced understanding of complex historical issues.
* **Application of Historical Knowledge:** Students will apply their historical knowledge and understanding acquired throughout the unit to new and diverse contexts. They will demonstrate the capacity to use historical evidence effectively to support arguments, analyze historical sources, and evaluate the impact of historical events on contemporary societies.
* **Synthesis and Evaluation of Evidence:** Students will synthesize and evaluate evidence from various historical sources, integrating background knowledge and critical commentary to develop coherent and well-supported analyses. They will demonstrate proficiency in constructing structured essays, presenting balanced historical arguments, and engaging in rigorous historical research and referencing practices.
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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:**Causes of Civil Rights**1. Long-term Causes of Civil Rights Movements:
	* Systemic racism and discrimination entrenched through colonialism and slavery.
	* Economic inequality and social disparities faced by marginalized communities.
	* Persistent denial of basic civil rights and liberties based on race, ethnicity, and social status.
	* Influence of global movements for decolonization, human rights, and social justice.
2. Short-term Causes of Civil Rights Movements:
	* Specific events and incidents of racial violence, discrimination, and oppression.
	* Legal and political developments that exacerbated racial tensions and inequalities.
	* Inspiring moments of resistance and activism that mobilized communities for change.
3. Immediate Causes of Civil Rights Movements:
	* Triggering events or catalysts that ignited mass protests and civil disobedience.
	* Landmark legal cases or political decisions that galvanized public outcry and mobilization.
	* Leadership and charismatic figures who emerged to lead movements and inspire change.

**Nature/Practices of the Civil Rights**1. Students will be able to analyze key civil rights movements and organizations: including the African American Civil Rights Movement, Chicano Movement, Puerto Rican Civil Rights Movement, and Indigenous rights movements in Canada and Latin America.
2. Students will be able to evaluate landmark legal cases and legislative measures: such as Brown v. Board of Education, the Civil Rights Act of 1964, Voting Rights Act of 1965, and their impact on civil rights and social justice in the Americas.
3. Students will be able to discuss the role of key leaders and activists: including Martin Luther King Jr., Malcolm X, Stolkey Carmicheal, Bayard Rustin, Cesar Chavez, and other influential figures in advancing civil rights causes and advocating for marginalized communities.
4. Students will be able to analyze the intersectionality of civil rights struggles: examining the overlapping issues of race, gender, class, and Indigenous rights, and the ways in which civil rights movements intersected with feminist movements, labor movements, and Indigenous rights movements.
5. Students will be able to assess the impact of civil rights movements on society: including changes in legislation, attitudes, and social norms, and the ongoing challenges and inequalities faced by marginalized communities in the post-civil rights era.
6. Students will be able to explore the role of government and state responses: analyzing the role of governments in either supporting or resisting civil rights movements, and the use of state violence, repression, and surveillance against activists and marginalized communities.
7. Students will be able to examine international influences and solidarity: including the influence of global movements for decolonization, human rights, and social justice, and the role of international organizations and solidarity networks in supporting civil rights struggles in the Americas.

**Effects of Civil Rights Movements**1. Students will be able to analyze societal changes: including shifts in attitudes towards race, ethnicity, and gender, and the dismantling of legal and institutional barriers to equality and justice.
2. Students will be able to evaluate economic impacts: such as increased access to education, employment opportunities, and political representation for marginalized communities, and the narrowing of economic disparities.
3. Students will be able to assess cultural transformations: including the revitalization of Indigenous cultures, the emergence of diverse cultural expressions and identities, and the contributions of civil rights movements to cultural diversity and inclusion.
4. Students will be able to examine political developments: including the expansion of civil rights legislation and constitutional protections, and the increased participation and representation of minority groups in government and politics.
5. Students will be able to discuss international implications: analyzing the influence of civil rights movements in the Americas on global human rights discourse, and the inspiration they provided to movements for social justice and liberation worldwide.
6. Students will be able to explore ongoing challenges and inequalities: including persistent forms of racism, discrimination, and social exclusion faced by marginalized communities, and the continuing struggle for full equality and justice in the post-civil rights era.
7. Students will be able to consider the legacy of civil rights movements: examining their enduring impact on contemporary society, and the lessons they offer for addressing present-day social justice issues and promoting inclusive and equitable societies.

Students will develop the following skills:1. Students will be able to recall and select relevant historical knowledge.
2. Student will be able to demonstrate an understanding of historical context.
3. Students will be able to identify cause/effect and continuity/change.
4. Students will be able to demonstrate the ability to structure an essay answer.

Students will grasp the following concepts:Students will grasp several key concepts through the study of Civil Rights in the Americas post-1945 to 1980, and they will develop Theory of Knowledge (TOK) skills in the process. Here are some concepts and skills they may acquire:1. Concepts:
	1. **Equality and Justice:** Students will understand the concepts of equality and justice, exploring how these ideals were challenged and pursued through civil rights movements in the Americas.
	2. **Power and Resistance:** They will grasp the dynamics of power and resistance, analyzing how marginalized communities mobilized to challenge entrenched systems of oppression and discrimination.
	3. **Identity and Intersectionality:** Students will explore the complexities of identity and intersectionality, understanding how race, ethnicity, gender, and class intersected to shape experiences of discrimination and activism.
	4. **Change and Continuity:** They will analyze the concepts of change and continuity, examining how civil rights movements brought about transformative social, political, and cultural changes while also addressing the enduring challenges and inequalities that persist.
	5. **Perspectives and Interpretations:** Students will consider multiple perspectives and interpretations of historical events and movements, recognizing the diverse viewpoints of individuals and communities involved in civil rights struggles.
2. Theory of Knowledge Skills:
	1. **Critical Thinking:** Through the analysis of historical sources and interpretations, students will develop critical thinking skills, evaluating the reliability, bias, and significance of different sources of information.
	2. **Analysis and Synthesis:** They will learn to analyze complex historical events and synthesize information from various sources to construct coherent arguments and narratives about the causes, effects, and significance of civil rights movements.
	3. **Perspective Taking:** Students will practice empathy and perspective-taking, considering the experiences and viewpoints of different individuals and groups involved in civil rights struggles, including activists, government officials, and members of marginalized communities.
	4. **Ethical Considerations:** They will engage with ethical considerations related to social justice and human rights, reflecting on the moral dilemmas faced by individuals and societies in the pursuit of equality and justice.
	5. **Cross-Cultural Understanding:** Through the study of civil rights movements in different regions of the Americas, students will develop cross-cultural understanding, recognizing the diversity of experiences and approaches to activism within and across societies.
	6. **Reflection on Knowledge Production:** Students will reflect on the ways in which historical knowledge is produced, interpreted, and contested, considering the influence of historical perspectives, biases, and methodologies on our understanding of the past.
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| **Missed concepts/misunderstandings***List here likely misunderstandings students may have during the unit with relation to skills, content and concepts.* |
| Content-based:1. **Misconception about the Universality of Civil Rights Struggles:** Students may mistakenly believe that civil rights movements unfolded in the same manner across all regions of the Americas, overlooking the diverse historical, cultural, and political contexts that shaped these movements in different countries.

Skills-based:1. **Difficulty in Analyzing Primary Sources:** Students may struggle to analyze primary sources from civil rights movements, such as speeches, letters, and photographs, due to challenges in contextualizing historical evidence and interpreting the perspectives of individuals and communities involved.
2. **Limited Ability to Construct Coherent Arguments:** Students might encounter difficulties in constructing coherent arguments based on historical evidence, struggling to articulate their ideas effectively and logically. They may find it challenging to synthesize information from various sources and present a clear and persuasive argument.
3. **Lack of Critical Evaluation of Secondary Sources:** Students may have difficulty critically evaluating secondary sources, such as historical interpretations and scholarly analyses of civil rights movements. They may struggle to identify biases, assumptions, and limitations in secondary literature, impacting their ability to engage in nuanced historical analysis.

Concept-based:1. **Overgeneralization of Progress:** Students may overgeneralize the progress made by civil rights movements, failing to recognize the ongoing challenges and inequalities faced by marginalized communities in the post-civil rights era. They may overlook the complexities of social change and the persistence of systemic racism and discrimination.
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| **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:1. What were the key events and milestones in the African American Civil Rights Movement in the United States between 1945 and 1980?2. How did the strategies and tactics of civil rights movements differ between the United States, Latin America, and Canada during this period?3. What were the major legislative achievements and legal challenges faced by civil rights activists in the Americas post-1945?Skills-based:1. Do my topic sentences effectively outline the main arguments of each paragraph and relate back to the overall thesis statement?2. How does my analysis of historical evidence from primary and secondary sources support my arguments and demonstrate depth of understanding?3. Have I effectively evaluated the significance and impact of civil rights movements in shaping society in the Americas during the specified time period?4. Have I addressed any counterarguments or alternative perspectives in my essay, and have I effectively rebutted them with evidence and reasoning?Concept-based:1. How do concepts such as intersectionality and solidarity help us understand the complexities of civil rights struggles in the Americas during the post-1945 period?2. What are the enduring legacies of civil rights movements in the Americas, and how do they continue to influence contemporary social justice movements?3. How do different historical interpretations of civil rights movements reflect broader debates about the nature of social change, power dynamics, and the role of individuals and communities in shaping history?4. To what extent did civil rights movements in the Americas challenge and reshape dominant narratives of national identity, citizenship, and belonging during the post-1945 period? |

***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:**Causes of the First World War**1. Students will be able to explain that the long-term causes of the First World War were (MAIN) militarism, alliances, imperialism, industrialization and nationalism.
2. Students will be able to explain that the short-term causes of the First World War were the Bosnian Crisis of 1908, the Agadir Crisis of 1911, the First and Second Balkan War 1912–13.
3. Students will be able to explain that the immediate causes of the First World War were the July Crisis of 1914 and the Assassination of Archduke Franz Ferdinand.

**Nature/practices of the First World War**1. Students will be able to discuss technological developments including tanks, U-boats, poison gas, machine guns; tactics and strategies on land and sea, including trench warfare, aircraft bombings, civilian and industrial targets, unrestricted submarine warfare, blockades, and a multi front war during the First World War.
2. Students will be able to demonstrate understanding of the home front: economic and social impact including the changing role of women, minorities at war and at work, food shortages, rationing, propaganda, government control of production and daily life during the war.
3. Students will be able to examine resistance and revolutionary movements including Serbia’s Black Hand, Belgian Resistance, French Resistance, and the Bulgaria-Greece-Serbia Alliance against the Ottoman Empire.

**Effects**1. Students will be able to evaluate Peace Settlements at the end of the First World War, including Paris Conference 1919–23 resulting in treaties of Versailles, St Germain, Trianon, Neuilly, Sevres, Lausanne.
2. Students will be able to evaluate attempts at collective security including the League of Nations based on Wilson’s 14 Points.
3. Students will be able to explain political repercussions and territorial changes including the German War Guilt Clause 231, War Reparations, Alsace Loraine, Saar, Rhineland, Polish Corridor.
4. Students will be able to identify post-war economic problems including inflation, the Depression, the Weimar Republic’s collapse.

Students will develop the following skills:1. Students will be able to recall and select relevant historical knowledge.
2. Student will be able to demonstrate an understanding of historical context.
3. Students will be able to identify cause/effect and continuity/change.
4. Students will be able to demonstrate the ability to structure an essay answer.

Students will grasp the following concepts:1. The past impacts the present and the future; understanding the causes of the First World War can lead to the prevention of future global conflict.
2. There are different points of view to every story; however, some perspectives have stronger justification/evidence which likely makes them more valid or true.
3. The study of the First World War, and history in general, helps to development a sense of identity, defends us against propaganda and enriches our understanding of human nature (Lagemaat, TOK).
 | Content-based:**Causes of the First World War**1. Online forum (F); Socratic seminar (F); paper 2 practice (S)
2. Quizlet (F);First World War Jeopardy game (F)
3. Key date mind map (F)

**Nature/practice of the First World War**1. Photo essay (F)
2. Jane Schaffer paragraph (F)
3. Graphic organizer (F); simulation (F)

**Effects**1. Google presentation (S)
2. League simulation (F)
3. Map activity (F)
4. Exit ticket (F)

Skills-based:1. Cornell notes (F); paper 2 practice (S)
2. Socratic seminar (F); paper 2 practice (S)
3. Flow chart (F); Google presentation (F); paper 2 practice (S)
4. Outline (F); rough draft (F); paper 2 practice (S)

Concept-based:1. Simulation (F); Socratic seminar (F), presentation (F); paper 2 practice (S)
2. Simulation (F); Socratic seminar (F), presentation (F); paper 2 practice (S)
3. Simulation (F); Socratic seminar (F), presentation (F); paper 2 practice (S)
 | [x] Lecture[x] Socratic seminar[x] Small group/pair work[x] Powerpoint lecture/notes[ ] Individual presentations[x] Group presentations[ ] Student lecture/leading[x] Interdisciplinary learningDetails: [ ] Other/s: |

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| **Resources** |
| * **20th Century IB History Companion, Oxford**
* **History 20th Century World:** *Causes, practices and effects of wars*. Ed. Keely Rogers, Jo Thomas.  Pearson: London. 2010
* **European History, TA Morris**
* **Johndclare.net**
* **Activehistory.co.uk**
* **Joyeaux Nöel - Film**
* **All Quiet on the Western Front – Film**
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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)*.* |
| [x] Thinking[x] Social[x] Communication[ ] Self-management[x] ResearchDetails: | [ ] Reflection on content[x] Reflection on skills[x] Reflection on conceptsDetails: | [x] Affirm identity—build self-esteem[x] Value prior knowledge[ ] Scaffold learning[ ] Extend learningDetails: |
| **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.* |
| [x] Activating background knowledge[ ] Scaffolding for new learning[x] Acquisition of new learning through practice[x] Demonstrating proficiencyDetails: | [x] Personal and shared knowledge[x] Ways of knowing[x] Areas of knowledge[ ] The knowledge frameworkDetails: | [ ] Creativity[ ] Activity[ ] ServiceDetails:  |

***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:** |
| * Rich historiographical material provided students with a variety of historical perspectives.
* Socratic seminars were successful due to ambiguity for assigning blame for start of the First World War.
* Focus on organization, knowledge and critical thinking.
* Timed paper 2 practice exam, which gave students an opportunity to get a look and feel of the final IB exams. Students reported appreciating this authentic practice for finals.
 | * Practice/course of the war is often overlooked due to time constraints and emphasis of social history of military strategy.
* Resistance groups, role of women, minorities and economic effect on the home front not paid enough attention to.
* Students had some difficulty managing time; they found it hard completing two thorough essay responses in the time allotted for assessment.
 | * Watch the schedule. Stick to it. Spend less time on causes and get through the material.
* Require students to focus a little more on four decisive battles in the course of the war.
* More regular knowledge-based quizzes to prep for paper 2.
* Design lesson around command terms. Students must better know and understand the specific demands of the question.
* Plan out readings for each class and unit ahead of time.
* Include more knowledge-based quizzes/tests prior to exam paper. We love skills, however content must be mastered before a careful and critical thought can occur.
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| **Transfer goals***List the transfer goals from the beginning of this unit planner.* |
| I. Critical Analysis and Interpretation - Ability to critically analyze historical events, movements, and sources - Demonstration of interpreting and evaluating different historical perspectives and interpretations - Development of a nuanced understanding of complex historical issuesII. Application of Historical Knowledge - Utilization of historical knowledge in diverse contexts - Effective use of historical evidence to support arguments and analyze sources - Evaluation of the impact of historical events on contemporary societiesIII. Synthesis and Evaluation of Evidence - Synthesis of evidence from various historical sources - Integration of background knowledge and critical commentary - Proficiency in constructing structured essays and presenting balanced historical arguments1. - Engagement in rigorous historical research and referencing practices
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| **Transfer reflection***How successful were the students in achieving the transfer goals by the end of the unit?* |
| Based on the provided information, it seems that students made significant progress in achieving the transfer goals by the end of the unit. Many students demonstrated a deep understanding of various topics such as Hispanic Civil Rights and Black Power, engaging in intellectual conversations that showcased their ability to critically analyze historical events and perspectives. Furthermore, their participation in essay writing and peer reviews allowed them to familiarize themselves with the Paper 3 rubric and develop collaborative skills in providing constructive feedback to their peers.However, despite these achievements, it appears that some students still encountered challenges with essay writing skills, particularly in focusing on the prompt and effectively incorporating historiography and multiple perspectives. While this indicates areas for improvement, the students have the option to set up one-on-one sessions with me to address these skills suggests. I hope this will serve as a proactive approach to support student learning and skill development.Overall, while there were areas of strength and areas needing improvement, the evidence suggests that students made significant strides in achieving the transfer goals of the unit, with opportunities for further growth and refinement through targeted support and guidance. |