

Teacher(s)	Anders Hübel	Subject group and course	Group 3 IB His	tory	
Course part and topic	Paper 2: Causes and Effects of War. First World War P2+ P3 Causes and Effects of the Spanish Civil War P2+P3	SL or HL/Year 1 or 2	SL and HL year 1	Dates	W 38-45 DPI W 35-37 DPII
Unit description and texts		DP assessment(s) for uni			

INQUIRY: establishing the purpose of the unit



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.

IB Assessment Objective 2: Application and interpretation

- a) Show awareness of different approaches to, and interestations of, historical issues and events.
- IB Assessment Objective 3: Synthesis and evaluation
 - a) Evaluate different approaches to, and interpretations of, historical issues and events;
 - b) Develop critical commentary using the evidence



ACTION: teaching and learning through inquiry

Content/skills/concepts—essential	understandings	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 con	itent:	Learning experiences and strategies/planning for self-supporting learning:
Causes and Effects of WWI Causes and Effects of the Spanish Civ	vil War.	⊠Lecture
Students will be able to explain to the WWI	ain the different long-term and short-term causes	Socratic seminar Small group/pair work
Students will be able to explored the outbreak of the war.	ain and discuss who or what should be blamed for	PowerPoint lecture/notes
 Students will be able to discurred and her allies lost the war. 	uss and assess the factors that led to that Germany	
4. Students will be able to discu	uss the consequences of the war. uss to what extent the divisions within Spain	Student lecture/leading
	logical divisions within Europe at the time.	Interdisciplinary learning



 Students will be able to discuss the factors that led to a victory for the Nationalists. 	Details: ☑Other/s:
	Formative assessment: Written checks for understanding, including essay tests.
	Verbal checks for understanding, including seminar, lecture, whole-class discussion. Teacher-led and student-led discussions.
	Visual checks for understanding, including mind map, timeline, maps.
Students will develop the following skills: 1) Students will be able to recall and select relevant historical knowledge. 2) Students 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.	Summative assessment:
	Paper 2 practice exam (timed)



	Differentiation:			
	Affirm identity—build self-esteem			
	⊠Value prior knowledge			
Students will grasp the following concepts:	Scaffold learning			
Continuity	Extend learning			
Change	Details:			
Significance				
Cause				
Consequence				
Perspective				
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 quide.				
	<u> </u>			
Thinking				
Social				
Communication				
Self-management				
Research				
Details:				



Language and learning	TOK connections	CAS connections		
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.	Check the boxes for any explicit TOK connections made during the unit	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	⊠Personal and shared knowledge	Creativity		
Scaffolding for new learning		Activity		
⊠Acquisition of new learning through practice	⊠Areas of knowledge	Service		
□ Demonstrating proficiency	☑The knowledge framework	Details:		
Details:	Details: Details:			
Resources				
List and attach (if applicable) any resources used in this unit				
Causes and effects of 20 th -Century Wars Smith, David M	Oxford University Press 2015			
Spanish Civil War DVD Granada television				



Stage 3: Reflection—considering the planning, process and impact of the inquiry

What worked well	What didn't work well	Notes/changes/suggestions:
List the portions of the unit (content, assessment, planning) that were successful	List the portions of the unit (content, assessment, planning) that were not as successful as hoped	List any notes, suggestions, or considerations for the future teaching of this unit

