



Marietta City Schools
2023–2024 District Unit Planner

MCS I&S IB 20th Century History (HOTA2)

Unit Title/ Topic	<i>Unit 3 Independence Movements 1800-2000 Paper 2</i>	Hours	33 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

Independence of Rhodesia and Zimbabwe

The topic explores the independence movements, as well as the way in which methods were conducted, including development of ideology, religion, race, social and economic factors. Examination questions for this topic will require students to make reference to specific independence movements in their responses, and will require students to make reference to two examples of movements, from two different regions of the world.

All texts can be found on the detailed planning document linked in the Resources section at the end of this planner.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Use of specific terminology in writing</p> <p>Arguable Thesis</p> <p>Build analysis in writing</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History , and the Paper 2 Essay. Students will use their knowledge from this unit to answer a prompt that uses the same command terms on the IB Exam.</p>	<p>Category: Collaboration</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will be presenting in class, researching claims, evidence and reasoning, as well as writing multiple times.</p>

Content/skills/concepts		Learning process	
<p align="center"><u>Students will know the following content:</u></p> <p><u>Students will know the following content:</u> Development of movements, role and relative importance of nationalism. Wars as a cause and or catalyst for independence movements Methods of achieving independence The role and relative importance of other factors Challenges: political, ethnic, racial and separatist movements Social, cultural and economic challenges Responses to those challenges and the effectiveness of those responses</p> <p><u>Students will develop the following skills:</u> Analysis</p> <p><u>Students will grasp the following concepts:</u> Why colonies seek independence Wars are agents of change Why some methods of change are more effective</p>		PowerPoint lecture/notes: <ul style="list-style-type: none"> • Rhodesia and Zimbabwe Timeline Small Group Pair Work- Group Presentations- <ul style="list-style-type: none"> • Challenges and responses to independence presentation Student Lecture/Leading- Daily student led debrief daily <p>Others:</p> <ul style="list-style-type: none"> • Zimbabwe War Memorial Activity • Decolonization Chalk Talk • Funko pop Independence Review <p>Details: N/a</p>	
Language and Learning		TOK Connections	
Demonstrating Proficiency Details: Students will have multiple ways to show proficiency in their ability to use the terminology of history correctly and within context. Students will build upon preexisting writing and communication skills. Students will need scaffolding for thesis statements, specific evidence and analysis.		Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i> Details: Students will re examine their answers to the Decolonization Chalk Talk activity	
		CAS connections	
		Creativity Activity Service <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i> Details:n/a	
Essential Understandings and Questions			
Factual: What are the main causes of Zimbabwe independence? What are the challenges facing Zimbabwe post colonization?			

Conceptual: How are the practices/methods deployed to win independence in Zimbabwe similar to other independence movements??

Debatable: To what extent did the former colonial power cause post independence challenges?

Assessment Tasks
List of common formative and summative assessments.

DP Assessments	Assessment Objectives	Formative AssessmentS	Summative Assessments
	<p>Students compare and contrast the origins, methods and challenges of these independence movements.</p> <p>Students will be able to form a thesis, and build an argument with evidence and analysis.</p>	<p>Common Formative Assessment #1 Rhodesia and Zimbabwe Vocab Quiz</p> <p>Common Formative Assessment #3 Students create graphic organizers for the Assessment Questions</p>	<p>Paper 2 Topic 8 Summative Essay:</p> <p>Examine the social and economic factors that led to the emergence of 2 independence movements.</p> <p>Examine the importance of nationalism as a cause for two independence movements.</p> <p>Discuss the relative importance of violent and non-violent methods in achieving success of 2 independence movements.</p> <p>“Political problems were not a significant challenge to new states in the first 10 years of independence” With reference to two new states, to what extent do you agree with this statement?</p> <p>To what extent did 2 independence movements find success in their nations’ first 10 years?</p>


					<p>Examine the importance of nationalism as a cause for two independence movements.</p> <p>Discuss the relative importance of violent and non-violent methods in achieving success of 2 independence movements.</p> <p>To what extent did 2 independence movements find success in their nations' first 10 years?</p>
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Learning Experiences
Add additional rows below as needed

Topic or Content	Learning Experiences	Personalized Learning and Differentiation
Challenges and Responses to Independence	<p>Challenges to Independence Presentation: With a partner, you will profile a challenge that the newly independent Zimbabwe faced after its independence in 1980.</p> <p>TASK: Create short Google Slides that profiles challenge and present to class</p> <ul style="list-style-type: none"> ● Minimal amount of text and use of pictures, charts, graphs, etc. → show, don't tell ● Use of short video clips (no more than a minute) to illustrate problem ● Use of notecard to inform presentation ● Focus on... <ul style="list-style-type: none"> ○ Profile of issue → define it and explain what caused it ○ Response of the Mugabe government to address issue 	<p>Students will begin the unit with very basic knowledge about independence movements that they gained in HOTA Y1. Students will build upon that knowledge as the unit progresses. Initially, a significant portion of teaching will be direct instruction, but as the unit progresses, students will be responsible for more independent learning with emphasis on drawing conclusions utilizing their knowledge.</p>

Content Resources

[Causes and Effects of 20th Century Wars Textbook](#)

 IBH Rhodesia-Zimbabwe 22-23 -Notes

[Paper 1 Sourcing Practice](#)

FROM SGO

Access to IB History: The Rise of Independence Movements

Access to IB History: The Causes and Effects of 20th Century Wars.

Access to IB History: Conflict and Intervention