IB HISTORY OF THE AMERICAS 2015-2016

Instructor: Ms. K. Callejas, M.A. (History)

Room #: 217

Email: kcallenas@sgmhs.org

Course Description: A student of history is an open-minded, reflective, thinker who understands that history is not the study of facts, but of perspectives. For this reason, students will be exposed to various historical interpretations so that they can begin to formulate their own understanding. It is important that students understand history as a discipline, as well as what historians actually do. Students will be encouraged to keep an open mind and attempt to be critical about various historical interpretations, so that they acquire the ability to develop sharper inquiry and communication skills. In the process, students will find that this history course will serve to enhance their intellectual and academic growth. Throughout the two year course of study, students will be encouraged to voice their questions, and communicate their perspectives while being respectful towards their classmates' opinions. Students will be expected to demonstrate the aforementioned IB learner attributes on a regular basis in class discussions, as well as in written form.

Students in the United States are often confused by the meaning of the word “American”. In this course, students will be encouraged to re-think their views of American history. History of the Americas (year 1 in the IB History sequence/ HL option) is not a survey course in the history of the United States. Instead it is a course that will explore the history of North and South America through a global lens.

IB Exam HL Topics: Option 3 Aspects of History of the Americas (Year 1)

We will study the following topics in depth over the course of the year:

1: Indigenous societies and cultures in the Americas (c750–1500)

2: European explorations and conquests in the Americas (c1492-c1600)
   - Prescribed subject 2: Conquest and its impact -this prescribed subject focuses on Spanish conquest of Mexico and Peru (1519-1551) (IB SL /HL)

6: Independence movements (1763–1830)
   - Haiti, U.S., Mexico, South America

Learning Outcomes:

- Students will learn to interpret history by incorporating the 6 key IB Historical concepts throughout the year: change, perspectives, consequence, significance, causation, and continuity.
- Students will interpret and analyze both primary and secondary sources.
- Students will learn to construct a historical essay with an effective thesis statement.
- Students will successfully complete a Historical Investigation (Research Paper).
- Students will re-evaluate their time management and test taking strategies.
- Students will generate questions, comments, perspectives and engage in meaningful class discussions.

Required Materials:

- (2) Composition books or note taking device (iPad, computer)
- The Penguin History of Latin America – Edwin Williamson
- A People’s History of the United States – Howard Zinn
Grading:

- **Semester Exam:** 20% (First Semester Final: Essay and Multiple Choice Questions. Second Semester Final: Research Paper- Historical Investigation).
- **Writing:** Essays, Document Analysis, Individual Sections of Historical Investigation: 25%
- **Assessments:** Tests and Quizzes: 25%
- **Homework/Classwork:** 30%

**Missing assignments will affect your grade!** Unexcused Late Work will be penalized! Excused absences will not be penalized. However, it is the students’ responsibility to turn in absent work and/or make up exams immediately upon return.

All Reading Guides should be typed and kept in an organized digital folder. All homework assignments are posted on the SGMHS website.

SGMHS Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>100.00-89.50</td>
</tr>
<tr>
<td>B</td>
<td>89.49-79.50</td>
</tr>
<tr>
<td>C</td>
<td>79.49-69.50</td>
</tr>
<tr>
<td>D</td>
<td>69.49-59.50</td>
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<tr>
<td>F</td>
<td>59.49 and below</td>
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**IB Internal Assessment: The Historical Investigation**

Students will be required to complete an internal assessment (an original historical investigation) which is designed to test their application of a variety of skills:

- Knowledge and understanding of topic
- Application and interpretation
- Synthesis and evaluation
- Document analysis

The Historical Investigation will be scaffolded and students will turn in the research paper in sections throughout the school year. The final draft will be due in June, 2016.

- As per IB regulations, the instructor is only allowed to award points/offer feedback once. Because we are breaking up the paper into parts, the SGMHS second semester final grade will be based on the summation of parts A, B, and C (25 marks total). Because this paper will be submitted to IB as an internal assessment, the student is encouraged to make corrections prior to turning in the final draft in June. However, I AM NOT allowed to re-grade any corrections. An outside IB evaluator will grade the final draft.

**The Historical Investigation will count as the Second Semester Final and will be worth 20% of the class grade.** Furthermore, the Historical Investigation is an important component of the IB examination grade and is worth 20% for HL students and 25% for SL students.

- The Historical Investigation will be submitted to IB at the end of year 2.

<table>
<thead>
<tr>
<th>Section</th>
<th>Word Limit</th>
<th>Marks (points)</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Preliminary Research topic/question due</td>
<td>N/A</td>
<td>TBD</td>
<td>Week of November 9th, 2015</td>
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<tr>
<td>Research topic/question due</td>
<td>N/A</td>
<td>TBD</td>
<td>Week of December 7th, 2015</td>
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<tr>
<td>Bibliography (8-10 sources)</td>
<td>N/A</td>
<td>TBD</td>
<td>Week of January 11th, 2016</td>
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<tr>
<td>Section A: Identification and Evaluation of Sources</td>
<td>500</td>
<td>6 marks</td>
<td>February, 2016</td>
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<tr>
<td>Section B: Investigation</td>
<td>1,300</td>
<td>15 marks</td>
<td>Week of April 4, 2016</td>
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<tr>
<td>Section C: Reflection</td>
<td>400</td>
<td>4 marks</td>
<td>Week of May 16th, 2016</td>
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<tr>
<td>Complete Historical investigation (Sections A, B, C and Bibliography)</td>
<td>2,200 word limit (not counting bibliography or title page)</td>
<td>25 marks</td>
<td>Due Week of June 6th, 2016</td>
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The IB External Assessment 2017 (for IB Diploma Candidates):

External assessment (2 hours 30 minutes): 75%

Standard Level (SL) EXAM:

- Paper 1 (1 hour) Source-based paper 30% - based on one of the five prescribed subjects. Our prescribed subject is: **Subject 2: Conquest and its impact** (to be covered Year 1 and Year 2)
  Answer four structured questions. (24 marks).
- Paper 2 (1 hour 30 minutes) Essay paper 45% - based on the 12 world history topics. Answer two essay questions on two different topics (30 marks). Based on material covered Year 2.

Higher Level (HL) EXAM:

- Paper 1 and Paper 2 (see above) AND
- Paper 3 (2 hours 30 minutes) For the selected region (the Americas), answer three essay questions. (45 marks). Material will be covered Year 1.

Classroom Policies/Behavior Guidelines:

1. **Accept Responsibility** for all actions.
2. **Show Integrity** NO cheating or plagiarism of any kind will be tolerated. Please arrive **ON TIME**.
3. **Participation in class discussion is expected**, but please be respectful of all comments/questions. Remember to raise your hand.
4. **Respect the space** - No food or beverages allowed, EXCEPT bottled water. No cell phones or any other electronic devices permitted as per SGMHS policy or unless used for learning purposes.
5. **Maintain a positive attitude** and an open mind.

_________________________________________________________________________________

IB History of the Americas 2015-2016

I have read the IB History of the Americas syllabus and understand what is required.

Student (please print name): ___________________________ student email: ________________

Parent/Guardian print /sign: ___________________________ ___________________________

Parent/Guardian email: ________________________________

Date: ___________________________
**IB HISTORY OF THE AMERICAS 2015-2016**

**COURSE OUTLINE:** Please note: the course outline is a general guide, and does not reflect all items, activities, projects, or topics to be discussed. The instructor reserves the right to make changes and/or modifications. In the event of a change or modification, students will be notified in a timely manner.

**SEMESTER I**

**TOK Connections:** Throughout the course, we will question the following:

- What is the role of the historian?
- What methods do historians use to gain knowledge?
- Is it possible to describe historical events in unbiased ways?
- Who decides what events are historically significant?
- How does the context in which historians live affect historical knowledge?

<table>
<thead>
<tr>
<th>UNIT/IB Topics</th>
<th>IB Learning Objectives</th>
<th>Main Readings/Assessments</th>
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<tbody>
<tr>
<td><strong>Introduction to the IB History Course</strong></td>
<td>This section focuses on the following concepts: Overview of IB History year 1 &amp; 2 The historical Investigation The IB History SL/HL Exam Introduction to TOK questions embedded throughout the course: What is history? What is the role of historians? <strong>IB Key Concepts:</strong> change, continuity, causation, consequence, significance, perspectives</td>
<td><strong>Formative Assessments:</strong> Document analysis (source based paper practice/short response), multiple choice, class discussion, collaborative group investigations/document analysis Geography of the Americas Quiz</td>
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<tr>
<td><strong>What Is Meant by the Americas?</strong></td>
<td>This section focuses on the following concepts: Explain the spatial connectivity of human societies and environments at local, regional and global scales. Demonstrate knowledge of regional geography. Discuss the migration patterns of early American inhabitants.</td>
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</table>
Discuss diverse Native American cultures at the time of European contact.

**Key IB Concepts**: change, continuity, causation, consequence, significance, perspectives

### 1: Indigenous societies and cultures in the Americas (c750–1500)

- **IB HL Topic 1**

This section focuses on indigenous societies and cultures in pre-Columbian Americas, with an emphasis on the political, economic, social and cultural aspects of these societies. The indigenous peoples of the Americas adopted different forms of organization in the north and the south. This section allows for both specific knowledge of indigenous peoples, and a comparison of their cultures and development.

- Types of political organization: non-sedentary, semi-sedentary, confederations and empires; the role of local and state authorities
- The role of warfare in maintaining and expanding political organization

For the last three bullets of this section, a case-study approach will be used, based on any two indigenous societies

- Economic and social structures: role and nature of the tribute; landholding; agricultural production; systems of exchange; nature of the tribute in societies without money
- Religion: polytheistic beliefs; relationship between religious and political powers; relationship between man and nature
- Culture: written and unwritten language; contributions to scientific development and the arts

**Key IB Concepts**: change, continuity, causation, consequence, significance, perspectives

- **Formative Assessments**: Document analysis (source based paper practice/short response), multiple choice, class discussion, collaborative group investigations/document analysis
- **Summative Assessment**: Essay (Paper 2 practice)

**Main Readings**
The Penguin History of Latin America-Williamson
Chapter 2 – Indians and Iberians

### 2: European explorations and conquests in the Americas (c1492–c1600)

- **IB HL Topic 2**

Prescribed subject 2: Conquest and its impact case study focuses on the creation of Spain’s Empire in Latin America through the conquest of Mexico and Peru.

**Case study 2**: The conquest of Mexico and Peru (1519–1551)

- Prescribed Topic IB SL/HL

This section focuses on Spanish, Portuguese, French and British exploration and conquest in Latin America. It examines European exploration and conquest in Latin America, focusing particularly on Spanish and Portuguese contact with indigenous societies, as well as French and British exploration and occupation in North America. The emphasis of this section is on contact, interaction and consequences of exploration and conquest for the indigenous populations.

- Exploration and conquest in North America: Columbus; conquest of the Caribbean; French and British exploration and occupation in North America
- Exploration and conquest in Latin America: Cortés and the conquest of the Aztecs; reasons for Spanish success and Aztec defeat; Pizarro and the conquest of the Incas; later

- **Formative Assessments**: Document analysis (source based paper practice/short response), multiple choice, class discussion, collaborative group investigations/document analysis
- **Summative Assessment**: Essay (Paper 2 practice)

**Main Readings**
The Penguin History of Latin America-Williamson
Chapter 1: Discovery and Conquest
Chapter 3: Spain in America
Chapter 4: The Spanish Indies
Chapter 5: Colonial Brazil
defeat of Manco Inca; reasons for Spanish success and Inca defeat

Prescribed subject 2: Conquest and its impact
Case study focuses on the creation of Spain’s Empire in Latin America through the conquest of Mexico and Peru.

Case study 2: The conquest of Mexico and Peru (1519–1551)
Context and motives
- Political and economic motives for exploration and conquest
- Religious arguments for the conquest Key events and actors
- Hernán Cortés and the campaign against the Aztec Empire; alliances with indigenous populations
- Francisco Pizarro and the campaign against the Incas; alliances with indigenous populations
- Key actors: Diego de Almagro, Malinche, Atahualpa, Moctezuma II; Las Casas against Sepúlveda Impact
- Social and economic impact on indigenous populations; the encomienda and Mita systems
- Causes and effects of demographic change; spread of disease
- Cultural interaction and exchange
- Economic impact of exploration and conquest: exploitation of resources; acquisition of gold and silver; fur trade; tobacco trade; the “Columbian Exchange”
- Treatment of indigenous populations; Law of Burgos (1512), New Laws of the Indies (1542); assimilation; eradication; social stratification; use of indigenous labour; women; multiracial issues
- European rivalries; Treaty of Tordesillas (1494); conflicting land claims based upon exploration; impact of conflicting claims

Key IB Concepts: change, continuity, causation, consequence, significance, perspectives

Semester II

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<tr>
<th>UNIT</th>
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| 6: Independence movements (1763–1830) | This section focuses on the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed, and the immediate effects of independence in the region. It explores the political, intellectual and military contributions of their leaders, and the sometimes contradictory views that shaped the emergence of the new nations. | • Formative Assessments: Document analysis (source based paper practice/short response), multiple choice, class discussion, collaborative group investigations/document analysis
• Summative Assessment: Essay (Paper 2 practice) |
|       | • IB HL Topic 6    | Main Readings: The People’s History of the United States – Zinn |

Chapter 1: Columbus, the Indians, and Human Progress
Chapter 2: Drawing the Color Line
Chapter 3: Persons of Mean and Vile Condition
intervention; conflicts and issues leading to war (Haiti, U.S., Mexico, South America)
  • Political, intellectual and military contributions of leaders to the process of independence: Washington, Bolivar and San Martin
  • United States: processes leading to the Declaration of Independence; influence of ideas; nature of the declaration; military campaigns/battles and their impact on the outcome

**Key IB Concepts:** change, continuity, causation, consequence, significance, perspectives

### Chapter 4: Tyranny is Tyranny
### Chapter 5: A Kind of Revolution
### Chapter 6: The Intimately Oppressed

**The Penguin History of Latin America**
- Williamson

### Chapter 6: Reform, Crisis, and Independence

This section focuses on the challenges and problems that came with Independence. Independent and new nations emerged; the colonial empires with few exceptions were gone. New world links were formed yet the colonial legacy remained.

- **U.S.:** Articles of Confederation, Constitution, territorial expansion
- **Latin America:** Challenges to the establishment of the political system
- **War of 1812:** Causes and impact on British North America and U.S.
- **Mexican-American War (1846-1848):** causes and effects on the region
- **U.S. Civil War:** Causes, Course, and effects (1861-1865) (if time allows)

**Key IB Concepts:** change, continuity, causation, consequence, significance, perspectives

### Formative Assessments:
- Document analysis (source based paper practice/short response), multiple choice, class discussion, collaborative group investigations/document analysis

### Summative Assessment:
- Essay (Paper 2 practice)

**Main Readings**

*The People’s History of the United States* – Zinn
- Chapter 7: As Long as Grass Grows or Water Runs
- Chapter 8: We take Nothing by Conquest, Thank God
- Chapter 9: Slavery Without Submission

*The Penguin History of Latin America* – Williamson
- Chapter 7: The Quest for Order: Conservatives and Liberals in the 19th Century