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| <p>COURSE: INTERNATIONAL BACHELORETTE HISTORY OF THE AMERICANS – YEAR 1 AND 2</p> <p><u>Units of Credit:</u> Two Years</p> <p><u>Prerequisites:</u> None</p> <p><u>Grade Levels:</u> 11 and 12</p> | <p><u>COURSE OVERVIEW:</u></p> <p>MCPS’s IB history courses aim to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. To help students better attain these skills and acquire the necessary knowledge they will look in-depth at three pre-determined topics.</p> <p>Using a variety of history texts and primary sources, students in IB History, Year I, explore U.S. history as required by Montana law, and outlined in the Missoula County Public Schools Social Studies curricular document. In addition, in the first year they chose three areas of U.S. history to explore in greater depth. As required by IB, they include in their research of these three topics, consideration of other American nations, in addition to the United States. In the second year students will explore historical events of global significance in the twentieth century.</p> <p>Upon completion of the two years students will be prepared to sit for the external evaluation if they so choose (required for Diploma Candidates and for college credit). Students will also be given an internal assessment that is similar in nature to a research paper. This “historical investigation” will be on a topic of the student’s choice and will include source selection, analysis and evaluation.</p> |
| <p>NCSS THEMES</p> <ul style="list-style-type: none"> • Culture • Time, Continuity, and Change • People, Places and Environments • Individual Development and Identity • Individuals, Groups, and Institutions • Power, Authority, and Governance • Production, Distribution, and Consumption • Science, Technology, Society • Global Connections • Civic Ideals and Practices | <p>OPI MONTANA STANDARDS</p> <ol style="list-style-type: none"> 1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. 2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility. 3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). 4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. 5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption. 6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. |

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.

WRITING

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11-12.3 (See note; not applicable as a separate requirement)

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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| | <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p> <p>WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> |
| <p>IEFA: ESSENTIAL UNDERSTANDINGS</p> | <p>HIGH SCHOOL: FOCUS AREAS (GLOBAL)</p> |
| <p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p> | <ul style="list-style-type: none"> • Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> ○ Cultural Preservation and revitalization ○ Bilingualism ○ Multiculturalism ○ Assimilation ○ Loss of diversity ○ Cultural homogenization ○ Marginalization ○ Linguistic rights ○ Civil rights ○ Human rights ○ Colonization ○ Nationalism ○ Globalization • Indigenous perspectives on local/global problems <ul style="list-style-type: none"> ○ Climate change ○ Sustainable development ○ Global public health |

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| <p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p> | <ul style="list-style-type: none"> • Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> ○ Identity development (personal experience) ○ Change (individually and collectively; over one’s life time and over the past decades) • Indigenous Identity in the multicultural U.S. society and the globalizing world • Individual identity vs. collective Tribal Nation identity <ul style="list-style-type: none"> ○ Contexts ○ Functions |
| <p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p> | <ul style="list-style-type: none"> • Ideologies of Native traditional beliefs and spirituality in the modern day life <ul style="list-style-type: none"> ○ Complementarities ○ Clashes • Indigenous ways of knowing vs. Western ways of knowing <ul style="list-style-type: none"> ○ Native science ○ Indigenous perspectives on ecology and environment |
| <p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ol style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. | <ul style="list-style-type: none"> • Reservation as a product of settler colonialism and imperialism • Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world • Issues of Indigenous land rights in local and global contexts |
| <p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present | <ul style="list-style-type: none"> • Impacts and implications of inconsistent U.S. federal policies on Indigenous populations • U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations • Local and global examples of assimilation policies • “Self-determination” movements around the world |

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| <p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p> | <ul style="list-style-type: none">• History from the point of view of Indigenous people and the concepts of<ul style="list-style-type: none">○ Power○ Discrimination and racism○ Free and democratic society○ Conflict• Indigenous voices in the global context<ul style="list-style-type: none">○ Multicultural education○ Social justice○ Place-based knowledge○ Politics○ Participatory approach to development |
| <p>ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p> | <ul style="list-style-type: none">• Evidence and counter-evidence of sovereignty being upheld<ul style="list-style-type: none">○ Montana○ U.S.○ Countries with Indigenous populations• UN’s Declaration of Indigenous People’s Rights<ul style="list-style-type: none">○ Implications for local tribes○ Implications for Indigenous peoples around the world○ Legal implications locally and nationally |

ESSENTIAL FOCUS – IB HISTORY OF THE AMERICANS – YEAR 1

- **Independent Movements:** 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.
- **National-building and challenges:** This section focuses on the new challenges and problems that came with independence. It explores the ways in which, and the reasons why, the countries of the region attempted to build their nations
- **United States Civil War: causes, course and effects 1840-77:** This section focuses on the United States Civil War between the North and the South (1861-5), which is often perceived as the great watershed in the history of the United States.
- **Development of Modern Nations 1865-1929:** This section, covering the period between the late 19th century and the early 20th century, saw forces that transformed the countries of the region. These forces are generally seen as part of “modernization”, a process that involved the progressive transformation of the economic, political and social structures of the countries of the region.
- **Emergence of the Americas in global affairs 1880-1929:** This section focuses on modernization in the region, and its impact on foreign policy. It explores the involvement of the nations in the First World War. Modernization shaped the new nations and its effects created the basis for a major shift in the foreign policies of the region.
- **The Mexican Revolution 1910-1940:** This section focuses on the causes, course and impact of the Mexican Revolution that occurred in a country that had experienced a lengthy period of political stability and economic growth.
- **The Great Depression and the Americas 1929-39:** This section focuses on the nature of the Depression as well as the different solutions adopted by governments in the region and the impact on these societies.
- **The Second World War and the Americas 1933-45:** As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions preceding and during the Second World War.
- **Political Developments in the Americas after the Second World War 1945-1979:**
- **The Cold War and the Americas 1945-1981:** This section focuses on domestic concerns and political developments after 1945. The majority of states in the Americas experienced social, economic and political changes and challenges.
- **Civil rights and social movements in the Americas:** This section focuses on the development and impact of the Cold War on the region.
- **Into the 21st Century – from the 1980s – 2000:** This section focuses on the origins, nature, challenges and achievements of civil rights movements after 1945. Movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society.

FOCUS AND KEY CONCEPTS – IB HISTORY OF THE AMERICANS: YEAR 1

| FOCUS | KEY CONCEPTS |
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| <ul style="list-style-type: none"> Independence Movements | <ul style="list-style-type: none"> Independence movements in the Americas: political, economic, social, intellectual and religious causes; the role of foreign intervention; conflicts and issues leading to war Political and intellectual contributions of leaders to the process of independence: Washington, Bolivar (suitable choices could be Adams, Jefferson, San Martín, O’Higgins) United States Declaration of Independence; processes leading to the declaration; influence of ideas; nature of the declaration; military campaigns and their impact on the outcome (suitable examples could be Saratoga and Yorktown) Independence movements in Latin America: characteristics of the independence processes; reasons for the similarities and/or differences in two countries in the region; military campaigns and their impact on the outcome (suitable examples could be Chacabuco, Maipú, Ayacucho, Boyacá and Carabobo) United States’ position towards Latin American independence; events and reasons for the emergence of the Monroe Doctrine Impact of independence on the economies and societies of the Americas: economic and social issues; new perspectives on economic development; impact on different social groups: Native Americans, African Americans, Creoles |
| <ul style="list-style-type: none"> Nation-building and challenges | <ul style="list-style-type: none"> United States: Articles of Confederation: the Constitution of 1787: philosophical underpinnings; major compromises and changes in the US political system Latin America: challenges to the establishment of political systems; conditions for the rise of and impact of the caudillo rule in two countries (suitable examples could be Rosas, Gomez, Artigas) War of 1812: causes and impact on British North America and the United States Mexican-American War 1846-8: causes and effect on the region Canada: causes and effects of 1837 rebellions; the Durham Report and its implications; challenges to the Confederation; the British North America Act of 1867; compromises, unresolved issues, regionalism, effects Changes in the conditions of social groups such as Tribal Nations, mestizos, immigrants in the new nations |
| <ul style="list-style-type: none"> United States Civil War: causes and effects 1840-77 | <ul style="list-style-type: none"> Cotton economy and slavery; conditions of enslavement; adaptation and resistance such as the Underground Railroad Origins of the Civil War: political issues, states’ rights, modernization, sectionalism, the nullification crisis, economic differences between North and South Abolitionist debate: ideologies and arguments for and against slavery and their impact Reasons for, and effects of, westward expansion and the sectional debates; the crisis of the 1850s; the Kansas–Nebraska problem; the Ostend Manifesto; the Lincoln–Douglas debates; the impact of the election of Abraham Lincoln and the Emancipation Proclamation; Jefferson Davis and the Confederacy Union versus Confederate: strengths and weaknesses; economic resources; significance of leaders during the US Civil War (suitable examples could be Grant and Lee, Sherman and Thomas Jonathan “Stonewall” Jackson) Major battles of the Civil War and their impact on the conflict: Antietam and Gettysburg; the role of foreign powers Reconstruction: economic, social and political successes and failures; economic expansion African Americans in the Civil War and in the New South: legal issues; the Black Codes; Jim Crow Laws |

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| <ul style="list-style-type: none"> Development of Modern Nations 1865-1929 -This in-depth study will include an examination of the following key concepts: | <ul style="list-style-type: none"> Causes and consequences of railroad construction; industrial growth and economic modernization, Industrial revolutions impact on national development. Causes and consequences of immigration; emigration and internal migration, including the impact upon, and experience of, indigenous peoples Development and impact of ideological currents including Progressivism, Manifest Destiny, liberalism, nationalism, positivism, Social Darwinism, “indigenismo” and nativism Influence of leaders in the transition to the modern era: political and economic aims; assessment of the successes and failures of Theodore Roosevelt, Wilfrid Laurier and a Latin American leader of the student’s choice. Social, economic and legal evolution of Civil Rights from 1865 to 1929; examination of 13th, 14th, 15th and 19th amendments and tactics of individuals like Marcus Garvey, Booker T. Washington and Alice Paul. |
| <ul style="list-style-type: none"> Emergence of the Americas in global affairs 1880-1929 | <ul style="list-style-type: none"> United States’ expansionist foreign policies: political, economic social and ideological reasons Spanish–American War: causes and effects (1898) United States’ foreign policies: the Big Stick; Dollar Diplomacy Moral Diplomacy; applications and impact on the region United States and the First World War: from neutrality to involvement; reasons for US entry into the First World War; Wilson’s peace ideals and the struggle for ratification of the Versailles Treaty in the United States; significance of the war for the United States’ hemispheric status Involvement and participation of either Canada or one Latin American country in the First World War: reasons for and/or against participation; nature of participation Impact of the First World War on two countries of the Americas: economic, political, social, and foreign policies |
| <ul style="list-style-type: none"> The Mexican Revolution 1910-40 | <ul style="list-style-type: none"> Causes of the Mexican Revolution: social, economic and political; the role of the Porfiriato regime The revolution and its leaders (1910-17): ideologies, aims and methods of Madero, Villa, Zapata, Carranza; achievements and failures; Constitution of 1917: nature and application Construction of the post-revolutionary state (1920-38): Obregón, Calles and the Maximato; challenge assessment of their impact in the post-revolutionary state Lázaro Cárdenas and the renewal of the revolution (1939-40): aims, methods and achievements The role of foreign powers (especially the United States) in the outbreak and development of the Mexican Revolution; motivations, methods of intervention and contributions Impact of the revolution on the arts, education and music (suitable examples could be Siqueiros, Rivera, Orozco); the impact of Vasconcelos’ educational reforms; the development of popular music; literary works on the revolution |
| <ul style="list-style-type: none"> The Great Depression and the Americas 1929-39 | <ul style="list-style-type: none"> The Great Depression: political and economic causes in the Americas Nature and efficacy of solutions in the United States: Hoover; Franklin D Roosevelt and the New Deal; critics of the New Deal Canada: Mackenzie King and RB Bennett Latin America’s responses to the Depression: either G Vargas or the Concordancia in Argentina; Import Substitution Industrialization (ISI) or any relevant case study of a Latin American country Impact of the Great Depression on society: African Americans, women, minorities The Great Depression and the arts: photography, the movie industry, the radio, literary currents |

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| <ul style="list-style-type: none"> • The Second World War and the Americas 1933-45 | <ul style="list-style-type: none"> • Hemispheric reactions to the events in Europe: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt’s Good Neighbor policy, its application and effects • The diplomatic and/or military role of two countries in the Second World War • Social impact of the Second World War on: African Americans, Native Americans, women and minorities; conscription • Treatment of Japanese Americans and Japanese Canadians Reaction to the Holocaust in the Americas • Impact of technological developments and the beginning of the atomic age • Economic and diplomatic effects of the Second World War in one country of the Americas |
| <ul style="list-style-type: none"> • Political Developments in the Americas after the Second World War 1945-1979 | <ul style="list-style-type: none"> • United States: domestic policies of Truman, Eisenhower and Kennedy • Johnson and “the Great Society”; Nixon’s domestic reforms • Canada: domestic policies from Diefenbaker to Clark and Trudeau (both were prime ministers in 1979) • Evolution of Civil Rights and the rise of peoples movements • Populist leaders in Latin America: rise to power; characteristics of populist regimes; • The Cuban Revolution: political, social, economic causes; impact on the region • Rule of Fidel Castro: political, economic, social and cultural policies; treatment of minorities; successes and failures • Military regimes in Latin America: rationale for intervention; challenges; policies; successes and failure |
| <ul style="list-style-type: none"> • The Cold War and the Americas 1945-1981 | <ul style="list-style-type: none"> • Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; the Cold War and its impact on society and culture • Korean War and the United States and the Americas: reasons for participation; military development diplomatic and political outcomes • Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for 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 • United States’ foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies: implications the region: Kennedy’s Alliance for Progress; Nixon’s covert operations and Chile; Carter’s quest for human rights and the Panama Canal Treaty • Cold War in either Canada or one Latin American country: reasons for foreign and domestic policies and their implementation |
| <ul style="list-style-type: none"> • Civil rights and social movements in the Americas | <ul style="list-style-type: none"> • Tribal Nations and civil rights: Latin America, the United States and Canada • African Americans and the Civil Rights Movement; origins, tactics and organizations; the US Supreme court and legal challenges to segregation in education; ending the segregation in the South (1955-65) • Role of Dr. Martin Luther King in the Civil Rights Movement: the rise of radical African American activism (1965-8): Black Panthers; Black Muslims; Black Power and Malcolm X • Role of government in civil rights movements in the Americas • Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of counterculture • Feminist movements in the Americas |
| <ul style="list-style-type: none"> • Into the 21st century—from the 1980s to 2000 | <ul style="list-style-type: none"> • The United States, from bipolar to unilateral power: domestic and foreign policies of presidents such as Reagan, Bush, Clinton; challenges; effects on the United States; impact upon the hemisphere • Restoration of democracy in Latin America: political, social and economic challenges suitable examples could be Brazil, Argentina, Uruguay) • Globalization and its effects: social, political and economic • Revolution in technology: social, political and economic impact such as the role of the media and the Internet • Popular culture: new manifestations and trends in literature, films, music and entertainment • New concerns: threats to the environment; health |

ESSENTIAL FOCUS – IB HISTORY OF THE AMERICANS – YEAR 2

- War was a major feature of the 20th century. In this topic the different types of war should be identified, and the causes, practices and effects of these conflicts should be studied.
- The 20th century witnessed the establishment, survival, destruction and re-emergence of democratic states. Democratic systems faced threats to their existence from internal and external sources. In some cases the system coped successfully, in other cases the pressures proved difficult to withstand. The performance of democratic states in relation to such pressures—economic, political and social—form the basis for this topic.
- The 20th century produced many authoritarian and single-party states. The origins, ideology, form of government, organization, nature and impact of these regimes should be studied.
- This topic covers decolonization in Africa and Asia. It also covers the break-up of Soviet control in Eastern Europe, as well as the emergence of new states elsewhere in Europe. Emphasis should be placed on the origins and development of the nationalist and independence movements, the formation of post-colonial governments/new states, the problems facing new governments (both internal and external pressures) and attempts to solve them
- This topic addresses East–West relations from 1945. It aims to promote an international perspective and understanding of the origins, course and effects of the Cold War—a conflict that dominated global affairs from the end of the Second World War to the early 1990s.

FOCUS AND KEY CONCEPTS – IB HISTORY OF THE AMERICANS: YEAR 2

| FOCUS | KEY CONCEPTS |
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| <ul style="list-style-type: none"> • Causes, practices and effects of wars | <ul style="list-style-type: none"> • Different types and nature of 20th century warfare • Origins and causes of wars • Nature of 20th century wars • Effects and results of wars |
| <ul style="list-style-type: none"> • Democratic states—challenges and responses | <ul style="list-style-type: none"> • Nature and structure of democratic (multiparty) states • Economic and social policies • Political, social and economic challenges |
| <ul style="list-style-type: none"> • Origins and development of authoritarian and single party states | <ul style="list-style-type: none"> • Origins and nature of authoritarian and single-party states • Establishment of authoritarian and single party states • Domestic policies and impact |
| <ul style="list-style-type: none"> • Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states | <ul style="list-style-type: none"> • Origins and rise of nationalist independence movements in Africa and Asia • Methods of achieving independence in Africa and Asia • Challenges to Soviet or centralized control in Central Eastern Europe and the Balkans • Formation of, and challenges to, post-colonial governments/new states |
| <ul style="list-style-type: none"> • The Cold War | <ul style="list-style-type: none"> • Origins of the Cold War • Nature of the Cold • Development and impact of the Cold War • End of the Cold War |