

Grade: 9th

Course Title: Individuals & Societies MYP 4

Course Overview

This 9th Grade I&S course will explore topics under the umbrella of change in the 19th and 20th centuries. Students will look at the impact of the Industrial Revolution around the world and the impact of innovation on societies. Students will further explore the changes in our everyday lives in the past century and how changes in health and medicine have contributed to these changes. The course will end with an examination of social, cultural and artistic movements and how they reflect the changes people are experiencing in a certain time period.

Unit #1

Title: How revolutionary was the Industrial Revolution?

Key Concept	Related Concept(s)	Global Context
Change	Innovation and revolution	Scientific and technical innovation

Conceptual understanding(s):

Changes in important elements in societies can lead to innovation that fuels additional change.

Statement of Inquiry:

Innovations in science and technology can lead to revolutionary changes in the ways we live and work.

PA Academic Standards Social Studies:

- 6.1.9.D Explain how incentives cause people to change their behavior in predictable ways.
- 6.2.9.E Analyze the characteristics of economic expansion, recession, and depression.
- 6.4.9.A Explain how specialization contributes to economic interdependence on a national and international level.
- 6.4.9.B Explain how trade contributes to economic interdependence.
- 6.4.9.C Explain the scope and influence of multinational corporations and other non-government organizations.
- 6.4.9.D Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.
- 7.3.9.A Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.9.A Compare and contrast the effect of the physical systems on people across regions of the United States.
- 7.4.9.B Compare and contrast the effect of people on the physical region across regions of the United States.

- 8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
- 8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C Analyze how continuity and change have impacted the United States: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography or Social organizations

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.9-10.E Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.H Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CC.8.6.9-10.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.9-10.I 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.

Content:

- The environmental, political, social and economic factors which led to revolutionary changes in industry and working conditions in Britain and Japan
- Key events that led to the Industrial Revolution
- The causal factors of revolutionary change on societies in the 19th and 20th centuries
- The impact of revolutionary change on societies in the 19th and 20th centuries
- The relationship between innovation and revolution

Skills:

- Use appropriate strategies to organize complex information
- Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Organize and depict information logically

- Formulate a clear and focused research question and justify its relevance

Inquiry Questions: *(include factual, conceptual, debatable)*

- **Factual:**
What factors are necessary for industrial revolutions to occur? What factors were necessary for the Industrial Revolution to start in Britain? What key inventions drove the Industrial Revolution? Why did an Industrial Revolution start in Japan? What reforms were implemented in Meiji Japan?
- **Conceptual:**
How are causal factors linked? Can innovations lead to revolutionary change?
- **Debatable:**
How can innovation and revolution impact society in positive and negative ways? To what extent did industrialization create winners and/or losers?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 1: How Revolutionary was the Industrial Revolution?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 2–29.

Unit #2

What impact have pioneers, innovators and developers had on societies?

Key Concept	Related Concept(s)	Global Context
Time, place, and space	Significance	Orientation in space and time

Conceptual understanding(s):

The time, space and place of certain individuals contributes to innovation and significance of their ideas.

Statement of Inquiry:

The significance of pioneers, innovators, and developers is dependent on their time and place.

PA Academic Standards Social Studies:

- 6.2.9.C Analyze how media affects economic decisions.
- 8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.9.B Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.
- 8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

- 8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
- 8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
- 8.3.9.C Analyze how continuity and change have impacted the United States - Commerce and industry, technology
- 8.4.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.C Analyze how continuity and change have impacted world history: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organization

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.F Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.6.9-10.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CC.8.6.9-10.A Write arguments focused on discipline-specific content.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.

Content:

- 19th century America and new innovations
- The achievements of different pioneers in nineteenth century America
- The factors that encourage and hold back innovation and the ways in which pioneers and innovators have been products of their time
- Innovation in the 21st century

Skills:

- Evaluate evidence and arguments
- Use models to explore complex systems and issues
- Identify primary and secondary sources
- Analyze concepts, issues, models, visual representation and/or theories
- Synthesize information to make valid, well-supported arguments
- Analyze and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations

Inquiry Questions: *(include factual, conceptual, debatable)*

- **Factual:**
Who were the significant pioneers, innovators, and developers of the nineteenth century? Who were the first pioneers in America? Why did nineteenth century America encourage innovation?
- **Conceptual:**
Is the success of pioneers and innovators dependent on the place in which they live? Or is it dependent on the time in which they live?
- **Debatable:**
To what extent are pioneers and innovators products of their time?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 2: What Impact have Pioneers, Innovators and ?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 2–29.

Unit #3

Title: Does trade and exchange promote cooperation or lead to exploitation?

Key Concept	Related Concept(s)	Global Context
Global interactions	Cooperation	Globalization and sustainability

Conceptual understanding(s):

Interactions between states can lead to cooperation and cultural exchange as well as exploitation and hostility.

Statement of Inquiry:

Cooperation in trade can lead to positive global relations; however, global trade based on exploitation is not sustainable and can cause conflict.

PA Academic Standards Social Studies:

- 5.4.9.A Explain how United States foreign policy is developed.
- 5.4.9.B Explain why and how different foreign policy tools are used to advance a nation's self interest (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.9.C Identify the role of international organizations.
- 5.4.9.D Analyze the various mass media outlets and their influence on global issues.
- 5.4.9.E Identify the politics of interest groups (e.g. business and labor organizations, ethnic and religious organizations) on foreign policy.
- 6.2.9.E Analyze the characteristics of economic expansion, recession, and depression.
- 6.2.9.F Analyze the functions of private economic functions in the national economy.
- 6.2.9.G Compare and contrast various economic systems.
- 6.3.9.A Analyze the process through which the government provides public goods and services.
- 6.3.9.B Examine how and why the government acts to regulate and stabilize the state and national economy.
- 6.3.9.C Compare and contrast the taxation policies of the local, state, and national governments.
- 6.3.9.D Explain why governments limit or promote international trade.
- 6.4.9.A Explain how specialization contributes to economic interdependence on a national and international level.
- 6.4.9.B Explain how trade contributes to economic interdependence.
- 6.4.9.C Explain the scope and influence of multinational corporations and other non-government organizations.
- 6.4.9.D Explain how the level of development of transportation, communication networks, and technology affect economic interdependence.
- 7.1.9.A Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environments.
- 7.1.9.B Explain and locate regions and their shared connections as defined by physical and human features.
- 7.3.9.A Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.9.A Compare and contrast the effect of the physical systems on people across regions of the United States.
- 7.4.9.B Compare and contrast the effect of people on the physical region across regions of the United States.
- 8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
- 8.3.9.B Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.9-10.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.8.5.9-10.C Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CC.8.5.9-10.D Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.E Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CC.8.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Content:

- International trade routes and commodities
- Factors that led trade to encourage aid and exchange as well as bring exploitation and tension
- Ways in which trade can foster both international cooperation and international tension
- The role of human trade over the centuries and today

Skills:

- Communicate information and ideas effectively using appropriate style for audience and purpose
- Interpret different perspectives and their implications
- Process data and report results
- Evaluate evidence and arguments
- Read critically and summarize main points
- Analyze and evaluate issues and ideas
- Research relevant information for debate

Inquiry Questions: *(include factual, conceptual, debatable)*

- **Factual:**
What trading routes had developed by the end of the nineteenth century? What aid and exchanges developed from trade?
- **Conceptual:**
How can interactions between states lead to cooperation and cultural exchange? How can interactions lead to exploitation and hostility?
- **Debatable:**
Does globalization harm more people than it helps? Explain.

Resources:

Rogers, Keely; Thomas, Jo. "Unit 3: Does Trade and Exchange Promote Cooperation or Lead to Exploitation?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 42–67.

Unit #4

Title: Why have our everyday lives changed over the past century?

Key Concept	Related Concept(s)	Global Context
Change	Identity	Scientific and technical innovation

Conceptual understanding(s):

As new technologies develop they create great change in our daily lives. Some of these changes help to improve our lives while others, such as the ways we wage war, can impact our lives in harmful ways.

Statement of Inquiry:

Scientific and technical innovations change identity and daily life.

PA Academic Standards Social Studies:

- 5.1.9.F Analyze the role political symbols play in civil disobedience and patriotic activities.
- 5.2.9.B Analyze strategies used to resolve conflicts in society and government.
- 5.2.9.C Examine political leadership and public service in a republican form of government.
- 5.2.9.D Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.
- 6.2.9.C Analyze how media affects economic decisions.
- 8.1.9.A Compare patterns of continuity and change over time, applying context of events.
- 8.1.9.B Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.9.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)
- 8.3.9.D Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
- 8.4.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C Analyze how continuity and change have impacted world history : Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.4.9.D Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.9-10.E Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CC.8.5.9-10.F Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.G Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.6.9-10.B Write **informative** texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Content:

- The impact of technology on daily life
- The impact of war on daily life
- Ways government can impact daily life
- Examine how daily life in developing countries is very different to daily life in developed countries.

Skills:

- Apply existing knowledge to generate new ideas
- Evaluate evidence and arguments
- Recognize unstated assumptions and bias
- Present information to inform others using primary source materials
- Collect and analyze data to identify solutions and make informed decisions
- Interpret historical events and sources through research

Inquiry Questions: *(include factual, conceptual, debatable)*

- **Factual:**
What key changes were brought by industrialization to daily life in the nineteenth and twentieth centuries? How did mass production change daily life? What key changes were brought by war to daily life in the twentieth century? What impact have governments had on daily life in the twentieth century?
- **Conceptual:**
How has technical innovation changed our daily lives?
- **Debatable:**
To what extent has technology improved the lives of individuals? To what extent does conflict bring lasting change to daily life? Has technology or government action been more important for changing daily lives in the twentieth century?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 4: Why Have Our Everyday Lives Changed Over the Past Century?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 68-79.

Unit #5

Title: How have health and medicine improved over time?

Key Concept	Related Concept(s)	Global Context
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Systems	Governance	Fairness and Development
Conceptual understanding(s): Significant change leads to changes in systems of governance and raises questions of equity and access.		
Statement of Inquiry: The health of communities requires effective governance and the development of welfare systems		
PA Academic Standards Social Studies: 6.1.9.A Analyze how choices are made because of scarcity. 6.1.9.B Identify the origin of resources and analyze the impact on the production of goods and services. Analyze how unlimited wants and limited resources affect decision making. 6.1.9.C Explain the opportunity cost associated with government policies. 6.1.9.D Explain how incentives cause people to change their behavior in predictable ways. 6.2.9.A Analyze the flow of goods and services in the national economy. 6.3.9.C Compare and contrast the taxation policies of the local, state, and national governments. 6.5.9.E Define wealth and describe its distribution within and among the political divisions of the United States. 8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations 8.2.9.D Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability		
PA Standards Reading and Writing in History and Social Studies: CC.8.5.9-10.A Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.6.9-10.D 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. CC.8.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.F 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. CC.8.6.9-10.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.		

CC.8.6.9-10.I 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.

Content:

- Key changes in medicine and health in the nineteenth and twentieth centuries
- Factors that led to the improvement of health and medical practice
- The roles of significant individuals in improving medical knowledge
- The role of war in medical practice
- Global and local health initiatives

Skills:

- Gather and organize relevant information to formulate an argument
- Formulate and refine a research question
- Formulate and follow an action plan to investigate a research question
- Write a research paper that is well supported by evidence and multiple sources
- Evaluate the research process and results
- Analyze and evaluate a range of data/sources in terms of origin and purpose, examining value and limitations
- Write to support an argument
- Interpret different perspectives and their implications

Inquiry Questions: (include *factual, conceptual, debatable*)

- **Factual:**
What were the important developments in medicine in the nineteenth century? How did war lead to improvements in medicine in the twentieth century?
- **Conceptual:**
How do developments in medicine impact societies? How dependent on health is wealth?
- **Debatable:**
How far do you agree that governments should provide free healthcare to all its citizens?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 5: How Have Health and Medicine Improved Over Time?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 80-109.

Unit #6

Title: Do social, cultural and artistic movements reflect the era in which they take place?

Key Concept	Related Concept(s)	Global Context
Time, place, and space	Civilization	Personal and cultural expression

Conceptual understanding(s):

The arts often influence and are influenced by the time period in which they reside.

Statement of Inquiry:

Social, cultural and artistic movements reflect the time, space and place of their civilization.

PA Academic Standards Social Studies:

- 8.2.9.A Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.9.C Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.3.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S
- 8.4.9.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.9.B Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.9.C Analyze how continuity and change have impacted world history : Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.4.9.D Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.9-10.F Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.8.5.9-10.H Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.8.5.9-10.I Compare and contrast treatments of the same topic in several primary and secondary sources.
- CC.8.6.9-10.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.9-10.D 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.
- CC.8.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CC.8.6.9-10.G Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CC.8.6.9-10.H Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.9-10.I 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.

Content:

- Different art and cultural movements
- Explore reasons why these movements developed
- The impact of these movements

- Current cultural movements and how far they reflect today's society

Skills:

- Inquire in different context to gain a different perspective
- Evaluate arguments and evidence
- Recognize unstated assumptions and bias
- Communicate information and ideas effectively using an appropriate style for audience and purpose
- Structure information and ideas in a way that is appropriate to specified format
- Interpret different perspectives and their implications

Inquiry Questions: (*include factual, conceptual, debatable*)

- **Factual:**
What are some of the social, cultural and artistic movements of the nineteenth and twentieth centuries? What factors caused these movements?
- **Conceptual:**
How are artists influenced by the time period in which they live?
- **Debatable:**
To what extent can social, cultural and artistic movements bring about change in society?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 6: Do Social, Cultural and Artistic Movements Reflect the Era in Which They take Place?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 110-125.