

Grade: 10

Course Title: MYP Year 5

Course Overview

In 10th Grade I&S, students will learn about change in the twentieth century through examining the various reasons nations go to war and the challenges of peacemaking, and how alliances are created in the aftermath of conflict. Students will also look at the rise of nationalism and evaluate the success of several movements in that time period. The course will close with an examination of the impact of civil rights and social protest groups and how they contributed to change during the twentieth century.

Unit #1 **Title: How have ideas reflected change in the last 200 years?**

Key Concept	Related Concept(s)	Global Context
Change	Ideology	Identities and relationships

Conceptual understanding(s):

Different ideologies have impacted both societies and specific groups within them leading to significant change.

Statement of Inquiry:

Intellectual and ideological movements have changed our identities and have impacted relationships within communities and between nations.

PA Academic Standards Social Studies:

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
- 5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life: Liberty / Freedom, Democracy, Justice, Equality
- 5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution
- 5.1.12.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.
- 5.3.12.B Compare and contrast policy-making in various contemporary world governments.
- 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.
- 5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism.
- 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 7.4.12.A Analyze the global effects of changes in the physical systems.
- 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

- 8.1.12.C Analyze, synthesize, and integrate historical data that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations.

PA Standards Reading and Writing in History and Social Studies:

- 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.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.8.5.9-10.H Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 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:

- Anarchism, Liberalism
- Communism and Marxism
- Democratic Socialism and Social Darwinism
- Fascism and National Socialism
- Factors that led to new ideologies and intellectual movements
- Socio-economic changes that led to new ideas

Skills:

- Evaluate evidence and arguments
- Use appropriate strategies to organize complex information
- Gather and organize relevant data to formulate an argument
- Formulate a clear and focused research question and justify its existence
- Formulate an action plan to investigate a research question

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

- **Factual:**
What were some of the key ideological and intellectual movements of the nineteenth and twentieth centuries?

- **Conceptual:**

How do circumstances impact ideas? What are the comparisons and contrasts between old and new technologies? What elements make an ideology radical?

- **Debatable:**

Why do people follow radical ideologies? What makes an ideology “radical”?

Resources:

Rogers, Keely; Thomas, Jo. “Unit 7: How Have Ideas Reflected Change in the Last 200 Years?” *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 126-147.

Unit #2

Title: Why do nations go to war and why is peacemaking difficult?

Key Concept	Related Concept(s)	Global Context
Global interactions	Conflict; Perspectives	Globalization and sustainability

Conceptual understanding(s):

As nations compete for limited resources, different perspectives and interactions make sustainable peace challenging.

Statement of Inquiry:

Global competition for resources can be a cause of conflict and peacemaking is dependent on global cooperation and justice

PA Academic Standards Social Studies:

- 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.2.12.C Evaluate political leadership and public service in a republican form of government.
- 5.3.12.B Compare and contrast policy-making in various contemporary world governments.
- 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.
- 5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.
- 5.4.12.A Examine foreign policy perspectives, including realism, idealism, and liberalism.
- 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.12.D Evaluate the role of mass media in world politics.
- 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 5.3.12.H Evaluate the role of mass media in setting public agenda and influencing political life.
- 5.3.12.J Evaluate critical issues in various contemporary governments.
- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.
- 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.3.12.B Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.12.D Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability.

8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

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

CC.8.6.11-12.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.

Content:

- Causes of the two world wars in the twentieth century
- Methods used in warfare in both world wars
- The nature of total war and its impact
- The Versailles Conference
- The League of Nations and World War II
- Treaty of San Francisco
- Wars that are currently taking place around the world

Skills:

- Evaluate evidence and arguments
- Use research methods to collect and record appropriate, varied and relevant information
- Communicate information and ideas effectively using an appropriate writing style to inform the audience
- Structure information and ideas in summaries, essays and reports
- Document sources of information using a recognized format
- 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:**
What were the key events that led to the outbreak of the First and Second World Wars? What were the challenges to make a lasting peace?
- **Conceptual:**
Why do nations resort to waging war? Why is a lasting peace so difficult to maintain? Why do historians have different perspectives on the causes of war?

- **Debatable:**

To what extent can war be prevented and peace be established and maintained?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 8: Why do Nations Build Empires and form supra-national alliances and organizations?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 148-185.

Unit #3

Title: Why do nations build empires and form supra-national alliances and organizations?

Key Concept	Related Concept(s)	Global Context
Systems	Cooperation	Identities and relationships

Conceptual understanding(s):

Economic self-interest and ideology create empires which rely on cooperation and alliances with other nations to maintain power and preserve their interests.

Statement of Inquiry:

Unequal inter-state relationships, empires, are created for economic and ideological reasons. Nations develop systems of interdependence to protect their interests.

PA Academic Standards Social Studies:

- 5.3.12.A Analyze the changes in power and authority among the three branches of government over time.
- 5.3.12.B Compare and contrast policy-making in various contemporary world governments.
- 5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.
- 5.3.12.G Evaluate the impact of interest groups in developing public policy.
- 5.4.12.B Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
- 5.4.12.C Evaluate the effectiveness of international organizations, both governmental and non-governmental.
- 5.4.12.E Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
- 6.3.12.B Assess the government's role in regulating and stabilizing the state and national economy.
- 6.3.12.D Evaluate the role that governments play in international trade.
- 6.4.12.A Evaluate the comparative advantage of nations in the production of goods and services.
- 6.4.12.B Assess the growth and impact of international trade around the world.
- 6.4.12.C Evaluate the impact of multinational corporations and other non-government organizations.
- 8.4.12.C Evaluate how continuity and change have impacted the world today: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.1.12.A Evaluate patterns of continuity and rates of change over time, applying context of events.

- 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world
- 8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history

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.E Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 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.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.
- CC.8.6.11-12.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.

Content:

- The expansion of empires in the nineteenth century
- Reasons why superpowers emerged after the Second World War
- Reasons for supra-national alliances and organizations
- Explore the impact of empire building, superpower confrontation, alliance systems and the supra-national organizations of the League of Nations and the United Nations
- The impact of empires, superpowers, supra-national alliances and organizations on international relations
- The UN today: Global Goals

Skills:

- Draw reasonable conclusions and generalizations
- Organize complex information
- Recognize unstated assumptions and bias

- Evaluate evidence and arguments
- Develop multiple opposing, contradictory and complementary arguments
- Use a variety of speaking techniques to communicate with a variety of audiences
- Read critically and make inferences

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

- **Factual:**
What key factors led to the rapid expansion of empire building in the nineteenth century? What factors led to the development of supra-national alliances and organizations? What factors and events led to the development of superpowers?
- **Conceptual:**
What role do economic self-interest and ideology play in the development of empires? Why do nations form alliances? In what ways can nations dominate other nations?
- **Debatable:**
To what degree does imperialism bring benefits to the colonized? To what extent are supra-national alliances and organizations forces for peace and stability in the world?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 9: Why do Nations Build Empires and Form Supra-national Alliances and Organizations?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 190-229.

Unit #4 Title: Why Have Nationalist Movements Been Successful?

Key Concept	Related Concept(s)	Global Context
Time, Place and space	Identity; Communities	Orientation in space and time

Conceptual understanding(s):

Over Time, a sense of national identity within and between communities fosters successful independence movements.

Statement of Inquiry:

Over Time, a sense of national identity within and between communities fosters successful independence movements.

PA Academic Standards Social Studies:

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 5.1.12.B Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

- 5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life: Liberty / Freedom, Democracy, Justice, Equality
- 5.1.12.D Evaluate state and federal powers based on significant documents and other critical sources: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution
- 5.1.12.E Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
- 5.1.12.F Evaluate the role of nationalism in uniting and dividing citizens.
- 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
- 8.3.12.A Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
- 8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.C Evaluate how continuity and change have impacted the world today: Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, 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.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.8.6.9-10.B Write informative/ explanatory 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 forces for independence that developed in India and Kenya
- The actions and strategies used by individuals and groups in their attempts to get independence
- Explore the impact of these actions

- Examine the forces of nationalism that exist today

Skills:

- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias
- Evaluate evidence and arguments
- Formulate and follow an action plan to investigate a research question
- Use research methods to collect and record appropriate, varied and relevant information
- Synthesize information to make valid, well supported arguments
- Produce research paper

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

- **Factual:**
What were the factors that led to the development of nationalist movements in India and Kenya?
What factors allowed their movements to achieve their aims?
- **Conceptual:**
How does a sense of national independence develop?
- **Debatable:**
Was nationalism the key reason for decolonization or were economic factors more important? Is nationalism a force for good in the world?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 10: Why Have Nationalist Movements Been Successful?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 230-249.

Unit #5

Title: How have Civil Rights and Protest Groups Brought About Change?

Key Concept	Related Concept(s)	Global Context
Change	Causality	Fairness and development

Conceptual understanding(s):

Significant changes made in the post world war eras contributed to certain groups' quest for fairness and social justice.

Statement of Inquiry:

Civil rights and protest movements have caused significant change in the fairness and equality of societies.

PA Academic Standards Social Studies:

- 5.2.12.A Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
- 8.1.12.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C. Analyze, synthesize, and integrate historical data that supports and appropriately illustrates inferences and conclusions drawn from research

- 8.3.12 A. Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world
- 8.3.12. B. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history
- 8.3.12.C. Evaluate how continuity and change in U.S. history are interrelated with the world
- 8.4.12. A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history

PA Standards Reading and Writing in History and Social Studies:

- 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:

- Rise of protest movements in America and South Africa in the 20th Century
- Methods used by protest movements in America and South Africa
- Civil Rights in the 21st Century
- Individuals, actions, and events that led to protest movements in America and South Africa
- Prejudice, segregation and discrimination
- Impact of violent and nonviolent protest

Skills:

- Access and evaluate information to inform others and to be informed
- Evaluate evidence and arguments
- Recognize unstated assumptions and bias
- Gather and organize relevant information to formulate an argument
- Write an essay to support the argument
- Use a variety of media to communicate with a range of audiences
- Interpret different perspectives and their implications

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

- **Factual:**
Which individuals, actions, and events have led to the development of civil rights and social protest groups? What have been the successes and failures of these civil rights and social protest groups?
- **Conceptual:**
What is the difference between prejudice, segregation and discrimination? How effective is non-violent protest? How can protest bring about change?
- **Debatable:**
To what extent do you agree with this statement, “Civil rights and social protest groups are irrelevant in the twenty-first century”?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 11: How have Civil Rights and Protest Groups Brought About Change?"
History for the IB MYP 4 & 5, Hodder Education, 2015, pp. 250-279.

Unit #6**Title: Can individuals make a difference in shaping the world?/What are the consequences of inaction?**

Key Concept	Related Concept(s)	Global Context
Global interactions	Significance	Fairness and development

Conceptual understanding(s):

Events that changed the world are often begun by individuals. When individuals and groups choose to cooperate, the goals of fairness and justice are more easily obtained.

Statement of Inquiry:

Individuals can play a significant role in the development of their nation states and in the nature and development of global interactions.

PA Academic Standards Social Studies:

- 5.2.12.A Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
- 5.2.12.B Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
- 5.2.12.D Evaluate and demonstrate what makes competent and responsible citizens.
- 7.3.12.A Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.12.B Analyze the global effects of human activity on the physical systems.
- 8.1.12.A Evaluate patterns of continuity and change over time, applying context of events
- 8.1.12.C. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research
- 8.4.12.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.12.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history
- 8.4.12.C Evaluate how continuity and change have impacted the world today
- 8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania

PA Standards Reading and Writing in History and Social Studies:

- 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.I Compare and contrast treatments of the same topic in several primary and secondary sources.
- 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.

Content:

- Significant individuals who have had an important and long-lasting impact on societies
- The factors that make an individual significant
- Different views on the role of individuals in shaping history
- The impact of key individuals making an impact in today's world
- The connections between individuals, minority groups and their communities and how these connections can break down and lead to violence and conflict
- The role of individuals and communities in perpetrating acts of genocide and possible reasons for why this happens
- The role of the international community in historical genocides

Skills:

- Analyze and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- Interpret different perspectives and their implications
- Inquire in different contexts to gain a different perspectives
- Recognize unstated assumptions and bias
- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media
- Formulate a clear and focused research question
- Develop and follow a detailed action plan
- Evaluate investigation and results

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

- **Factual:**
What significant individuals have you studied? How have these individuals been a force for (a) socio-economic change, (b) political/ideological change, (c) health and welfare of their society, (d) conflict within their society, (e) interstate conflict? What is genocide? What factors led to the perpetuation of genocide in Nazi Germany? What other examples of genocide are there from the twentieth century?
- **Conceptual:**
How far are individuals more important in historical processes than impersonal factors? How might cooperation prevent discrimination?
- **Debatable:**
To what extent are 'world-changing' events shaped by significant individuals? Who was to blame for genocide? How can genocide be prevented in the future?

Resources:

Rogers, Keely; Thomas, Jo. "Unit 12: Can individuals make a difference in shaping the world?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 280-288

Rogers, Keely; Thomas, Jo. "Unit 13: What are the consequences of inaction?" *History for the IB MYP 4 & 5*, Hodder Education, 2015, pp. 289- 307.