

### MYP 3 History Yearly Plan

Unit	AOI	Significant Concepts	Objectives	Concepts/Skills	Assessment
Slavery	<p>Community and Service</p> <p>Unit Q: What is slavery? Why do we still have slavery, even though there are laws to prevent it?</p>	<p>No individual is worth less than another.</p> <p>The importance of considering other people's rights.</p>	<p>A1-2 B-T3-5 B-P1-4 B-C1-4, 6 B-S1-6 C-T3 C-A1 C-D1-3</p>	<p>Class discussion: What is slavery and what have the uses of slavery been over time?</p> <p>As a group the class will use their prior knowledge to develop a definition of the word slavery.</p> <p>Students will consider slavery in the world today and watch a movie clip about child slavery in Haiti. Discussion about the laws in place to prevent slavery and how effective these are in various places.</p> <p>Using their interviewing skills, students will ascertain how aware the general public is about the international slavery problems that we are facing today.</p>	<p>Interview people about issues connected to slavery.</p> <p>Create a timeline about slavery.</p> <p>Assignment on American slavery.</p> <p>Debate about an article on modern slavery.</p>
The American Revolution	<p>ATL:</p> <p>Guiding Q: What were the consequences of the revolution?</p>	<p>To understand the main events that took place during the American Revolution and the impact they had.</p>	<p>A1-2 B-T2-4 B-P1-3 C-I1-2 D1-4</p>	<p>An understanding of the background events which led to the revolution, and the consequences of these events.</p> <p>Create a storyboard depicting relevant American history events which led up to or occurred during the revolution.</p> <p>ATL: Investigate, critically analyse, present and organise information.</p>	<p>Quiz</p> <p>Storyboard</p> <p>Essay about the causes and consequences of the revolution.</p>
The Vikings	<p>Human Ingenuity: the discoveries of the Vikings.</p> <p>Guiding Q: What consequences and impacts did the Vikings have on past and present civilisations?</p>	<p>Place and Space: The students should understand the constraints and opportunities afforded by location.</p>	<p>A1-2 B-T3-4 B-P1-2 C-T1-4 D1-3</p>	<p>Students will create a mind map about what they already know about the Vikings.</p> <p>Class discussion about the signs that are left from the Viking era.</p> <p>After researching using a variety of sources, create a mind map which shows where the Vikings went for raids, to trade, what they traded and where they are believed to have settled.</p> <p>Create a diary entry of a Viking woman, man or child.</p> <p>Students will create their own rune stone using the runic alphabet. It should have both a description and decoration.</p>	<p>Various unit based homework with study questions.</p> <p>Presentation on the Vikings.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Napoleonic Era and The French</p>	<p>H&amp;SE: Reflecting of the consequences of human actions.</p> <p>Guiding Q: Was it right to behead Louis XVI and Marie-Antoinette? Was Napoleon a hero?</p>	<p>To understand the background events behind the French revolution.</p>	<p>A1-2 B-T2-5 B-C2 B-C5-6 B-S2-4 C-A2 &amp;4 C-D3 C-I 1-2 D-1-4</p>	<p>Explore how the French revolution started.</p> <p>Investigate the events of the revolution using the discussion questions in 'Footsteps from Time'.</p> <p>Look into the lives of Marie-Antoinette and Louis XVI. Discuss, in a written report, if it was the right decision to take to behead MA. What Learner Profile attributes did they both display?</p> <p>Group work: discuss the life of Napoleon. How did his actions affect France and the rest of Europe?</p> <p>Written paper: Was Napoleon a hero? Class debate based on paper.</p>	<p>Written report.</p> <p>Reflection on unit question.</p>
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