

**Diploma Programme subject outline – Group 3: individuals and societies**

<b>School Name</b>	High Point Central High School	<b>School Code</b>	0875
<b>Name of DP Subject</b>	History – <i>History of the Americas</i>		
<b>Level</b>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>	Standard completed one year <input type="checkbox"/>
<b>Name of teacher who completed this outline</b>	Taylor Berrier	<b>Date of IB Training</b>	25-27 September 2015
<b>Date when outline was completed</b>	1/3/2016	<b>Name of workshop</b>	DP Category 1 History

If you will teach history complete the following chart

<b>Prescribed Subject</b>	<b>Topics</b>	<b>HL option and sections</b>
Conflict & Intervention	Causes & Effects of 20 <sup>th</sup> c. Wars	<b>History of the Americas</b>
	The Cold War : Superpower Tensions and Rivalries (20 <sup>th</sup> c.)	<b>European explorations and conquests in the Americas (c1492–c1600)</b>
		<b>Colonial government in the New World (1500–1800)</b>
		<b>Slavery and the New World (1500–1800)</b>
		<b>Independence movements (1763–1830)</b>
		<b>Nation-building and challenges (c1780–c1870)</b>
		<b>United States’ Civil War: Causes, course and effects (1840–1877)</b>
		<b>Emergence of the Americas in global affairs (1880–1929)</b>
		<b>The Great Depression and the Americas (mid 1920s–1939)</b>
		<b>The Second World War and the Americas (1933–1945)</b>
		<b>The Cold War and the Americas (1945–1981)</b>
		<b>Civil rights and social movements in the Americas post-1945</b>

1. Course outline

<p><b>Topic (as identified in the IB subject guide)</b></p> <p><i>State the topics in the order you are planning to teach them</i></p>	<p><b>Contents</b></p>	<p><b>Alignment to the NC Essential Standards</b> <u>Content A-F all align to</u> <b>AH1.H.1</b> Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time. <u>Content G-K all align to</u> <b>AH2.H.1</b> – Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in</p>	<p><b>Allocated Time</b></p> <p>One class is: 90 min.</p> <p>In one week there are: 2.5 classes = 225 minutes/3.75 hours</p> <p>36 weeks = Total of <b>135 hours</b></p>	<p><b>Assessment instruments to be used:</b></p> <p>Assessment types will be the same throughout the year in order to foster growth and provide continuous feedback.</p> <p><b>Tests – 30%</b> Composed to mimic End of Year testing, same rubrics are used and released to students all year.</p> <p><b>Quizzes – 30%</b> Shorter versions of tests, quick comprehension checks.</p> <p><b>Classwork – 10%</b> Warm Up Sets, Primary Sources investigations, writing, group work</p> <p><b>Homework – 30%</b> Individual term notecards, thematic writing questions to go</p>	<p><b>Resources</b></p> <p><i>List the main resources to be used, including information technology if applicable</i></p> <p><b>Kennedy, David M., Lizabeth Cohen, and Thomas Andrew Bailey.</b> <i>The American pageant: a history of the American people.</i> Boston. MA: Wadsworth Cengage Learning, 2010. Print.</p> <p><b>Kennedy, David M., and Thomas Andrew Bailey.</b> <i>The American Spirit: United States history as seen by contemporaries.</i> Boston, MA: Houghton Mifflin Co., 2006. Print.</p> <p>The above resources are used as the main texts for the course and are general references for all of the Content below.</p>

			order to understand the creation and development of the United States over time.		with readings, primary sources, practice writing <b>Projects – 10%</b> Assessment of a large portion of time or holistic representation of a theme – various formats throughout the year.	
Year 1:	History of the Americas	A. European explorations and conquests in the Americas (c1492–c1600)	<b>AH1.H.3</b> <i>Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.</i>	<b>2 Weeks (7.5 hours)</b> Students will be introduced to theories of “the Black Legend” and access the validity of these claims by comparing different colonizing nations and treatment of natives. Students will also examine the economic and social impact of the Columbian Exchange on both Europeans and Native Americans.		<b>Casas, Bartolomé de las, 1474-1566.</b> <i>A short account of the destruction of the Indies.</i> London: Penguin, 1992. <i>Columbia University Libraries Virtual Reading Room, 2002.</i> Based on edition of 1552. <b>Graham, Richard.</b> <i>Independence in Latin America: a comparative approach. 2nd ed.</i> New York: McGraw-Hill, 1994. Print.
		B. Colonial government in the New World (1500–1800)	<b>AH1.H.4</b> <i>Analyze how conflict and compromise have shaped politics, economics and culture in the United States.</i>	<b>2 Weeks (7.5 hours)</b> Students will complete charts and primary source excerpt readings comparing the different settling and governing European Nations in North America. Special emphasis will be given to developing the background relationships, imperial competition, and actual French and Indian War.		<b>Graham, Richard.</b> <i>Independence in Latin America: a comparative approach. 2nd ed.</i> New York: McGraw-Hill, 1994. Print.
		C. Slavery and the New	<b>AH1.H.5</b> <i>Understand</i>	<b>2 Weeks (7.5 hours)</b> Students will take information from the impact of Contents A & B and		<i>The American Spirit...The Baconite Grievances (1677).</i>

		World (1500–1800)	<i>how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.</i>	analyze the demand for labor in the American colonies, as well as the changes in labor. Students will be introduced to their first significant writing assignment with the following prompt: <b>Evaluate the extent to which trans-Atlantic interactions from 1600-1763 contributed to maintaining continuity as well as fostered change in labor systems in the British North American colonies.</b> Students will be walked through the rubrics and shown example graded essays.	
		D. Independence movements (1763–1830)	<b>AH1.H.5</b> <i>Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.</i>	<b>2 Weeks (7.5 hours)</b> Emphasis will be placed on the American Revolution as students will learn about of Enlightenment Philosophy and the breaking of Salutary Neglect. Students will also build on information from Content C to compare the conditions of the enslaved to the rhetoric utilized by American Patriots.	<i>The American Spirit...Virginia Resents Restrictions (1671); Adam Smith's Balance Sheet (1776).</i>  "Rights: Slave Petition to the Governor, Council, and House of Representatives of the Province of Massachusetts." <i>Rights: Slave Petition to the Governor, Council, and House of Representatives of the Province of Massachusetts.</i> The University of Chicago, n.d.  Boston. Committee On Correspondence. <i>Gentlemen, The evils which we have long forseen are now come upon this town and province the long meditated stroke is now given to the civil liberty of this country? How long we may be allowed the enjoyment of our religious liberty is a question.</i> Boston, 1774. Image. Retrieved from the Library of Congress, < <a href="https://www.loc.gov/item/rbpe.0370300b/">https://www.loc.gov/item/rbpe.0370300b/</a> >.

					<p>"Proclamation of Earl of Dunmore ." <i>PBS</i>. PBS, n.d. Web. 03 Jan. 2017. &lt;<a href="http://www.pbs.org/wgbh/aia/part2/2h42.html">http://www.pbs.org/wgbh/aia/part2/2h42.html</a>&gt;.</p> <p>"Avalon Project - Patrick Henry - Give Me Liberty Or Give Me Death." <i>Avalon Project - Patrick Henry - Give Me Liberty Or Give Me Death</i>. Lillian Goldman Law Library, n.d. Web. 03 Jan. 2017. &lt;<a href="http://avalon.law.yale.edu/18th_century/patrick.asp">http://avalon.law.yale.edu/18th_century/patrick.asp</a>&gt;.</p>
		E. Nation-building and challenges (c1780–c1870)	<p><b>AH1.H.6</b> <i>Understand how and why the role of the United States in the world has changed over time.</i></p> <p><b>AH1.H. 8</b> <i>Analyze the relationship between progress, crisis and the "American Dream" within the United States.</i></p>	<p><b>3 Weeks (11.25 hours)</b> 144170Students will participate in an Articles of Confederation Simulation in which they are to represent various states based off their earlier knowledge of settlement and economics from B-D. Students will be presented with various issues posed to the New Republic and debate/vote as a Congress, revealing the weaknesses of the New government system. Students will also read excerpts between Hamilton and Jefferson debating over the National Bank as a basis for our two party system. Students will also create political cartoons to demonstrate understanding of some of the United States earliest political controversies.</p>	<p>&lt;<a href="https://www.philadelphiafed.org/publications/economic-education">https://www.philadelphiafed.org/publications/economic-education</a>&gt;</p>
		F. United States' Civil War: Causes, course and effects (1840–1877)	<p><b>AH1.H.4</b> <i>Analyze how conflict and compromise have shaped politics,</i></p>	<p><b>3 Weeks (11.25 hours)</b> Students will begin this unit by developing the political issues that served as the foundation for the Civil War – specifically the issue of nullification. Students will have a debate on nullification in which they</p>	<p><i>Exposition and Protest, Reported by the Special Committee of the House of Representatives, on the Tariff, Read and Ordered to be Printed, Dec. 19th 1828.</i> Columbia, D.W.Sims, 1829. Books Division, South Caroliniana Library, University of South Carolina, Columbia, South Carolina.</p>

			<p><i>economics and culture in the United States.</i>  <b>AH1.H.7</b>  <i>Understand the impact of war on American politics, economics, society, and culture</i></p>	<p>will examine three different perspectives of the Tariff – Webster, Jackson, &amp; Calhoun. This will be coupled with an in-depth comparison of sectional economic differences. Students will then create their own annotated Map project of American Expansion in which they will label both free and slave territories as well as lines of international crisis and compromise. Students will also participate in a gallery discussion on different aspects of slavery ranging from human rights to political arguments made by the North and the South leading up to the Civil War. Students will also work on a document based writing assignment stemming back to the differences between the Chesapeake and New England colonies, which will serve to reiterate the social, political, and economic differences of each region, which are ultimately seen again during the Civil War. Finally, students will compare the differences of African Americans in the South before and after the 13<sup>th</sup> Amendment.</p>	<p>"Excerpt from Daniel Webster's Second Reply to Hayne January 26-27, 1830." <i>Www.gilderlehrman.org</i>. The Gilder Lehrman Institute of American History, 2012. Web.&lt;<a href="https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Second%20Reply%20to%20Hayne.pdf">https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Second%20Reply%20to%20Hayne.pdf</a>&gt;.</p> <p>"Excerpt from Andrew Jackson's Nullification Proclamation (1832)." <i>Www.gilderlehrman.org</i>. The Gilder Lehrman Institute of American History, 2012. Web.<a href="https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Nullification%20Proclamation.pdf">https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Nullification%20Proclamation.pdf</a></p>
		<p>G. Emergence of the Americas in global affairs (1880–1929)</p>	<p><b>AH2.H.3</b>  <i>Understand the factors that led to exploration, settlement, movement, and expansion and</i></p>	<p><b>2 Weeks (7.5 hours)</b>  Students will be exposed to political cartoons, advertisements, yellow journalism pieces, and editorials to examine different views of American expansionism. Students will then be asked to determine whether or not this was a benevolent movement or</p>	

			<p><i>their impact on United States development over time.</i></p> <p><b>AH2.H.6</b> <i>Understand how and why the role of the United States in the world has changed over time.</i></p> <p><b>AH2.H.7</b> <i>Understand the impact of war on American politics, economics, society and culture.</i></p>	<p>not based off of the themes identified in the Primary sources.</p> <p>In addressing the impact of WWI on the United States as well as Wilson's failed attempt at Neutrality, students are taught how relations with other nations, whether economic, political, or social impacted Americans. Students will further develop this idea in the staging of a Treaty of Versailles Simulation which includes the United States, Great Britain, and France. This allows students to see a greater impact of the war, rather than just from an American perspective. This also touched on the TOK question: <i>Who decides which events are historically significant?</i> As students are asked to look through the lens of other nations and investigate what is right and fair for reparations and punishments.</p>	
		<p>H. The Great Depression and the Americas (mid 1920s–1939)</p>	<p><b>AH2.H.4</b> <i>Analyze how conflict and compromise have shaped politics, economics and culture in the United States.</i></p> <p><b>AH2.H.8</b> <i>Analyze the relationship between progress, crisis and</i></p>	<p><b>2 Weeks (7.5 hours)</b></p> <p>Students will work in groups to compose a 1920s newspaper in which they are able to embrace the culture and spending of the 1920s which inevitably leads to the Stock Market crash.</p> <p>Students will participate in a stock buying / buying on margin simulation to show the causes of the Great Depression and the impacts on various types of people.</p> <p>Students will then learn about and compare the ideas of the 1920s-1930s Republicans Supply-Side Economics to</p>	

			<i>the “American Dream” within the United States.</i>	the 1930s-1940s Democratic Keynesian Economics.	
		I. The Second World War and the Americas (1933–1945)	<p><b>AH2.H.6</b> <i>Understand how and why the role of the United States in the world has changed over time.</i></p> <p><b>AH2.H.7</b> <i>Understand the impact of war on American politics, economics, society and culture.</i></p> <p><b>AH2.H.8</b> <i>Analyze the relationship between progress, crisis and the “American Dream” within the United States.</i></p>	<p><b>3 Weeks (11.25 hours)</b></p> <p>Students will create a timeline depicting the transition from American neutrality to involvement in WWII as a reaction to International Policies, drawing parallels to WWI. Students will also explore internal migration and social changes by different groups of people/minorities in the United States in order to prepare and support the Nation for war.</p> <p>Students will analyze discrimination and segregation within the United States during wartime.</p> <p>Students participate in a debate as to whether or not the use of the Atomic Bomb by the United States to end WWII with Japan was morally and ethically correct. Students are first assigned a side and given a selection of sources that promote this side. In small groups, students must defend their assigned side, whether they personally agree or not. Once the first round of debate is complete, students will be surprised and asked to switch positions and given a new selection of sources promoting their new position. In examining both sides of this extremely controversial issue, students are not only learning the rationales provided by American leaders for or against utilizing the</p>	



				bomb, but are also able to understand idea and stances of the average American, allowing them insight for today's society and the impact/repercussions of this event.	
		J. The Cold War and the Americas (1945–1981)	<p><b>AH2.H.6</b> <i>Understand how and why the role of the United States in the world has changed over time.</i></p> <p><b>AH2.H.7</b> <i>Understand the impact of war on American politics, economics, society and culture.</i></p> <p><b>AH2.H.8</b> <i>Analyze the relationship between progress, crisis and the "American Dream" within the United States.</i></p>	<p><b>3 weeks (11.25 hours)</b> Students will compare Post WWII society to that of WWI in relation to economics, social ideas, and politics. Students will also begin to learn the origins and escalation of the Cold War.</p> <p>Students will participate in a case study surrounding the impact of the Media on the Vietnam War in which they view News footage, listen to Vietnam Era music and then assess the shift in American perception over the course of the war.</p> <p>Students will be able to write a response explaining the escalation of the Cold War, whilst providing examples and explanations for this escalation.</p>	<p>Nuclearvault. "Duck And Cover (1951) Bert The Turtle." YouTube. YouTube, 2009. Web.</p> <p><a href="http://teachrock.org/lesson/youth-mass-culture-and-protest-the-rise-and-impact-of-1960s-antiwar-music/">http://teachrock.org/lesson/youth-mass-culture-and-protest-the-rise-and-impact-of-1960s-antiwar-music/</a></p>
		K. Civil rights and social movements in	<p><b>AH2.H.2</b> <i>Analyze key political, economic and</i></p>	<p><b>3 weeks (11.25 hours)</b> Students will explore ideologies for the African American Civil Rights movement post WWII. Students will</p>	<p><a href="http://teachrock.org/lesson/the-memphis-sound-a-case-study-of-music-and-integration-in-mid-century-america/">http://teachrock.org/lesson/the-memphis-sound-a-case-study-of-music-and-integration-in-mid-century-america/</a></p>

		<p>the Americas post-1945</p>	<p><i>social turning points in American History using historical thinking.</i>  <b>AH2.H.4</b>  <i>Analyze how conflict and compromise have shaped politics, economics and culture in the United States.</i>  <b>AH2.H.5</b>  <i>Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.</i>  <b>AH2.H.7</b>  <i>Understand the impact of war on American politics, economics, society</i></p>	<p>then study the causes and effects of various Court Cases, protests, and movements leading towards equality. Students will also read excerpts from various women writers of the time period comparing the new philosophies either supporting or pushing against women’s rights. Students will also carry information from their case study of Vietnam to assess changes in youth culture in the 60s and 70s.</p>	
--	--	-------------------------------	---	--	--

			<p><i>and culture.</i></p> <p><b>AH2.H.8</b>  <i>Analyze the relationship between progress, crisis and the “American Dream” within the United States.</i></p>			
	Internal Assessment		<p><b>AH1.H.1</b> <i>Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.</i></p>	<p><b>15 hours</b></p> <p><b>See Appendix A</b></p>		<p><a href="https://msberriers.wordpress.com/history-internal-assessment-ia/">https://msberriers.wordpress.com/history-internal-assessment-ia/</a></p>
Year 2: Mr. Schoppe	Causes & Effects of 20 <sup>th</sup> c. Wars					
	The Cold War : Superpower Tensions and					

	Rivalries (20 <sup>th</sup> c.)					
--	------------------------------------	--	--	--	--	--

**1. IB Internal assessment requirements to be completed during the course**

The IA will be split between the 2 Year History course. Ms. Berrier will be responsible for helping students develop questions, introducing good research habits, and source assessment. Students will be required to turn in an Annotated Bibliography and Outline as their final assignment of Junior Year. Feedback will be given going into the Summer before Senior year so that the actual investigation may now be written and assessed by Mr. Schoppe in Senior Year.

See Appendix A for handouts provided by Ms. Berrier for the History IA during May of Year 1.

**2. Links to TOK**

Topic	Link with TOK (including description of the lesson plan)
The Second World War and the Americas (1933–1945)	<p><i>TOK Discussion Question: To what extent does studying history help us to better understand ourselves in the present?</i></p> <p>Students participate in a debate as to whether or not the use of the Atomic Bomb by the United States to end WWII with Japan was morally and ethically correct. Students are first assigned a side and given a selection of sources that promote this side. In small groups, students must defend their assigned side, whether they personally agree or not. Once the first round of debate is complete, students will be surprised and asked to switch positions and given a new selection of sources promoting their new position. In examining both sides of this extremely controversial issue, students are not only learning the rationales provided by American leaders for or against utilizing the bomb, but are also able to understand idea and stances of the average American, allowing them insight for today’s society and the impact/repercussions of this event.</p>

### 3. Approaches to learning

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
United States' Civil War: Causes, course and effects (1840–1877)	<p><i>Skill Category: Communication</i></p> <p>Students will begin this unit by developing the political issues that served as the foundation for the Civil War – specifically the issue of nullification. Students will have a debate on nullification in which they will examine three different perspectives of the Tariff – Webster, Jackson, &amp; Calhoun. Students will also participate in a gallery discussion on different aspects of slavery ranging from human rights to political arguments made by the North and the South leading up to the Civil War.</p>

### 4. International Mindedness

Topic	Contribution to the development of International Mindedness
Emergence of the Americas in global affairs (1880–1929)	<p>In addressing the impact of WWI on the United States as well as Wilson's failed attempt at Neutrality, students are taught how relations with other nations, whether economic, political, or social impacted Americans. Students will further develop this idea in the staging of a Treaty of Versailles Simulation which includes the United States, Great Britain, and France. This allows students to see a greater impact of the war, rather than just from an American perspective. This also touched on the TOK question: <i>Who decides which events are historically significant?</i> As students are asked to look through the lens of other nations and investigate what is right and fair for reparations and punishments.</p>

### 5. Development of the IB learner

Topic	Contribution to the development of the attribute(s) of the IB learner profile
European explorations and conquests in the Americas (c1492–c1600)	<p><i>IB Learner Profile Skill: Open-Minded</i></p> <p>Students will be introduced to theories of "the Black Legend" and access the validity of these claims by comparing different colonizing nations and treatment of natives. Students will also examine the economic and social impact of the Columbian Exchange on both Europeans and Native Americans. Students will be asked to read parts of De Las Casa's <i>Devastation of the West Indies</i> in which they will be asked to examine the role of violence, religion, and want for wealth on the establishment of European settlements. Students will also be asked to determine the qualifications for a 'genocide' and determine what does or does not differentiate European settlement from this categorization. Obviously a very controversial subject, students are expected to listen to the opinions or rationales of others and become more open minded.</p>

## 6. Resources

**Kennedy, David M., Lizabeth Cohen, and Thomas Andrew Bailey.** *The American pageant: a history of the American people.* Boston. MA: Wadsworth Cengage Learning, 2010. Print.

The above textbook is issued to each student at the beginning of the year.

## Appendix A : IA Information – Year 1

### **What is the IA?**

The Internal Assessment is a research paper with a word count of between 1500 and 2200 words. This will make up 20% of your HL history grade. This IA is a pretty cool assignment because it allows you to select and explore a topic from history that interests you. While the topic may be pretty laid back, the format of the IA is very strict so be sure that you refer to the IA details and outline as laid out on pages 86-88 of the History guide (you can find this on Ms. Berrier's website>IB HOTA>History Internal Assessment (IA)) you will be focusing on the following 3 components:

1. Identification and evaluation of sources
2. Investigation
3. Reflection
4. Bibliography (No, you don't get to use your bibliography in your word count, sillies.)

The rubric for each of these components is listed on pages 90-92 of the History Guide, so you know EXACTLY what you are aiming for!

### **Where do I start?**

Don't get overwhelmed; simply start by picking a historical topic that interests you! You aren't expected to have the perfect question and topic pop into your head immediately. Think back to a specific time period you enjoyed learning about, or even a documentary, or museum you enjoyed. Use this as a starting point and try to work your way to a more specific topic. A couple of disclaimers though:

Your topic can not be the exact same as your Extended Essay topic.

To be considered History by IB, the topic must not have occurred within the past 10 years.

I have to approve your topic and question before you can start working on investigation.

You should have a tentative/working topic in mind for me to discuss with you by A-Day: 5/16/2017

B-Day: 5/17/2017

### **What is an annotated Bibliography? How should I start this?**

You will be completing your bibliography in MLA format.

Unlike other research papers, the IA asks for you to do an in-depth analysis of a select two of your sources (page 86). In addition, you should be examining several sources throughout the investigation portion of the paper (page 87). You should be aiming to find BOTH primary and secondary sources. A great way to begin research is by creating an annotated bibliography. This means that you will be locating your potential sources, citing them, and giving a synopsis of each.

Annotated bibliographies are to include 1) the source cited in MLA format, 2) a brief summary of the source, 3) an assessment of each source and 4) a reflection on how each source could be useful to students' research on the IA. Information from The Purdue Online Writing Lab found at the following link may be useful: <http://owl.english.purdue.edu/owl/resource/614/01/>

After completing your working Bibliography, you should isolate what two sources you will want to work with for Section 1 of the IA – evaluation of sources.

- 1) You should have a tentative/working bibliography with at least 8 sources by 5/30/2017, for both classes. There will be an assignment for you to upload this to on Edmodo.

### **What should my outline look like?**

Follow the format of the IA completely! While this may sound self-explanatory, students lose points here EVERY YEAR! I have given you each a tentative outline which adheres to all portions of the IA, simply change to fit your topic.

Your outline should be submitted on Edmodo by 6/5/2017., for both classes.

I'm freaking out! I don't know where to start! What should I do?

Take a deep breath! It will be okay! Try brainstorming what topics interest you! If you like music, think about different eras of music! If you like cars, think about the impact of automobiles on society! The options are limitless. I am here to help you all, as I know this is your first IA, so if you have questions, come see me, email me (berriet@gcsnc.com), Edmodo me, but whatever you do, do not wait until the last minute!



## **The Internal Assessment**

### **Tentative Outline**

#### **Section 1. Identification and evaluation of sources**

**Question: An investigation into social history: How successfully did Hitler promote the ideal of the family in the Third Reich?**

To establish what Hitler's ideal for the family was.

To measure how far his vision accorded with reality.

Evaluation of two historical studies, e.g. Crew, D F. *Nazism and German Society 1933 – 1945*, New York: Routledge, 1994. Noakes, J and Pridham, G. *Nazism 1919 – 1945, Vol. 2. State, Economy & Society 1933 – 1939*, Cambridge, UK: University of Exeter Press, 1984.

- You should have given a description of these in your annotated bibliography already
- You will go back and do an in-depth explanation and analysis of these sources in your actual paper.

#### **Section 2. Investigation**

##### **A. Summary of Evidence**

Background: position of family/women prior to 1933.

Duties of women defined as: children, church, kitchen (kinder, kirche, küche).

Hitler's ideals: *Mein Kampf* and other contemporary sources, e.g. speeches.

Evaluation of evidence: historians of social history of Third Reich.

##### **B. Analysis**

The place of family in Nazi ideology.

Role of men: penalties on bachelors.

Ideal of women as mothers/wives/employees as promoted by Hitler and Goebbels.

Reality of women's position: Lebensborn (homes for unmarried mothers); employment patterns – demands of war and re-armament.

### **C. Conclusion**

Evaluation of myth of German family as measured against evidence of family like from social history studies. Discussion of pressures/outside influences that undermined family policy.

\*Although there is not a specific format for the actual investigation as given by IB, these are the required components, so if you have all of these aspects, the investigation should go well!

### **Section 3. Reflection**

As far as your outline is concerned, this portion may be rather brief as you will have to complete the investigation in order to reflect, but look over the provided list of questions in the IA guide (page 87) and pick at least two working topics that you think you would like to focus on. This will help you identify what you need to pay attention to along the way!

### **Bibliography**

Please include a correctly formatted list of your sources – I am aware this may be a “working copy.”