



# History of the America's

## HOTA

- The course has a primary focus on U.S. History from the Civil War to the present with comparative historical elements from Latin America and Canada.
- Three sections must be selected for study. Only people and events named in the guide will be named in examination questions.

**First Semester: We will work on...**

### **The American Revolution**

#### **Topic 1 - US Civil War: causes, course, and effects (1840–1877)**

**This section focuses on the US Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?**

- Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate—ideological, legal, religious, and economic arguments for and against slavery, and their impact
- Origins of the Civil War: The Nullification Crisis; states' rights; sectionalism; slavery; political issues; economic differences between the North and South
- Reasons for, and effects of, westward expansion and the sectional debates; the crises of the 1850s; compromise of 1850; political developments, including the Lincoln–Douglas debates and the presidential election of 1860
- Union versus Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaigns
- Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War
- Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures

#### **Internal Assessment**

- Providing support for various projects and assessments for your IB classes.

**Second Semester: We will work on...**

#### **Topic 2 - The Second World War and the Americas (1933–1945)**

**As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions prior**

**to, and during, the Second World War. It also examines the impact of the war upon the Americas.**

- Hemispheric reactions to the events in Europe and Asia: inter-American diplomacy; cooperation and neutrality; Franklin D Roosevelt’s Good Neighbor policy—its application and effects
- Involvement of any two countries of the Americas in the Second World War
- Social impact of the Second World War; impact on women and minorities; conscription
- Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians
- Reasons for, and significance of, US use of atomic weapons against Japan
- Economic and diplomatic effects of the Second World War in any two countries of the Americas
- Providing support for Internal Assessments and other various projects for your IB classes.

### **Topic 3 - Civil rights and social movements in the Americas post-1945**

**This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.**

- Indigenous peoples and civil rights in the Americas
- African Americans and the civil rights movement: origins, tactics, and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)
- Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968)—Black Panthers, Black Power, and Malcolm X; role of governments in civil rights movements in the Americas
- Feminist movements in the Americas; reasons for emergence; impact and significance
- Hispanic American movement in the United States; Cesar Chavez; immigration reform
- Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counterculture

Content component	Assessment component	Recommended number of hours	Number of points	% of final HL grade
Historical Investigation	Internal Assessment	20	25	20
Prescribed subject	Paper 1		24	20
World History Topics	Paper 2		30	25
HL Option	Paper 3	90	45	35

## Phones:

- Please refer to phone policy hand-out
- Each day I will give you instructions on if, when, and how we will use or not use phones in class.
- **Plan on using your computer or a school issued Stream laptop to do work in class.**

## IB's statement on Artificial Intelligence (AI including ChatGPT):

“The IB believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programs and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the **IB does not regard any work produced—even only in part—by such tools, to be their own**. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. **The software must be credited in the body of the text and appropriately referenced in the bibliography**. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.”

See IB's academic integrity policy here: <https://www.ibo.org/programmes/about-assessment/academic-integrity/>

## My policy on AI:

- Start with the assumption that AI should **NOT** be used on assignments.
- If the use of AI is allowed on a specific assignment or projects, its appropriate use will be decided upon by the class and Mr. Curtis.
- Unapproved use of AI on an assignment or project will be considered cheating.

## Late Work:

- 10 % will be deducted from work that is turned in 1 or 2 days late.
- 20 % will be deducted from work that is turned in 3 – 5 days late.
- 30 % will be deducted from work that is turned in 6 – 9 days late.
- 40 % will be deducted from work that is 10 days or later.

## Required Work:

- **The Internal Assessment is required work for this class. Failure to turn in the assessment will result in an F for the entire class.**