

MARINA INTERNATIONAL SCHOOL

HISTORY SCHEME OF WORK

FORM 4 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	How far did the US economy boom in the 1920s?	<p>□ An economic development and industrial transformation in America in the 1920s popularly known as the Second US Industrial Revolution.</p> <p>□ Describe the factors/causes why the US economic boomed in the 1920s. □ Isolation policy to keep off from European affairs and channel all the energy towards developing America. Return to normalcy □ Effects of WWI the US became the richest and most powerful nation in the world. □ Population the US had a large population of 106.5 million, which provided a home market for the consumer goods. □ Industrial strength the USA Second Industrial Revolution occurred. The use of machineries replaced locally hand made goods. □ Resources the US was blessed with raw materials like coal, iron, oil, gas, timber etc. □ Automobile industry Henry Ford revolutionized car industry in America. He set up an assembly/ production line where cars (Model T) were made in ten seconds in Detroit. □ Stock market investors were busied buying and selling of shares/stocks in Wall Street in New York in the 1920s. □ Mass production items like fridges, radios, televisions, cars and others were mass produced.</p>
2.1	How far did the US economy boom in the 1920s?	<p>□ Republican policies the republican governments adopted low taxation, import tariff, trusts, and laissez faire from 1920s, and this impacted positively on the economy at the time. □ Professional managers industries had more skilled managers & workers to do the right job. These included factories owners, managers, and workers. Etc.</p>
2.2	A brief history of the automobile industry in America.	<p>□ Discuss the origin of automobile industry in America □ Automobile industry was revolutionized by Henry Ford in 1913 in Detroit, USA. He set up a giant factory/assembly line where cars were made in few seconds.</p> <p>□ Evaluate the impact of automobile industry in the US □ It created specialization in automobile industry □ It created jobs for other industries in rubber, petrol, road construction, furniture, glass etc. □ It opened up small businesses in suburb and people could live there and work in cities etc.</p>

WEEK	TOPIC	TOPIC DETAILS
3.1	Why did some industries prosper while others did not?	<p>□ Discuss the reasons/effects why some industries in the US prospered and others did not □ New industries like aircraft, refrigerators, radios, cars, oil, and chemical took over the market of older industries like leather, textiles, coal and farming. □ Cheap labour new industries made used cheap labors, especially in the southern states & older ones could not compete. □ Professional managers' new industries had professional bodies and managers while older industries did not have well skilled manpower. □ Demands for goods the demands for older industries goods fell as many people wanted new items like vacuum machines etc.</p>
4.1	Why did agriculture not share in the prosperity?	<p>□ Evaluate the problems faced by the US farmers in the 1920s.</p> <p>□ Declining in export of goods farmers in Europe restarted farming again after the war, so not all American crops were now needed in Europe starting from 1922. □ Overproduction the US farmers had overproduced during the war, so when the war ended in 1918, they could not sell abroad again. Back at home people had already bought what they needed. Price fell. □ Foreign competition the US farmers competed with the Canadian farmers who were more efficient and their crops were cheaper. □ Collapse of rural banks by this time thousands of banks in America were bankrupt. They had helped the farmers in the past. □ Republican policies such as low taxation and trusts allowed businesses to be controlled by capitalists who paid low taxes to government.</p>
5.1	Did all Americans benefit from the boom?	<p>□ State and identify the reasons why some Americans did not share in the economic boom in the 1920s □ Sharecroppers were poor farmers or tenant farmers who do not own any farmland. □ Unequal distribution of wealth income in America was not equally shared. In 1925, about 32% wealth goes to the richest 5%. While 10% wealth goes to the poorest 42%. So the rest of 47% wealth goes to 42%. □ Unemployment thousands of people were unemployed by this time and majority were new immigrants, poor white, blacks etc. □ Racism different racial laws were passed by the US government such as Jim Crow law and others. This affected many colored people and blacks.</p>
6.1	How far did US society change in the 1920s?	<p>□ Describe the "roaring twenties."</p> <p>□ A decade of socio-economic change in lifestyle of people in America which involved loud noise, riotous fun, new lifestyles, new fashion, new dance like the Charleston and prosperity in new entertainment age (jazz and blues) that occurred from the devastation of the WWI.</p> <p>□ State and identify the causes why the US society changed in the 1920s</p> <p>□ Urbanization there was a rapid development in American cities, especially in building of skyscrapers that lured many people to abandon rural areas to live in the cities. □ Automobile cars gave the US society a new look. Young people could travel on cars to watch films in cinemas. □ Morals new attitudes among young people emerged and Hollywood entertained millions on recent films. □ Entertainment industry this comprised of sports, cinema, radio, jazz & blues.</p>

WEEK	TOPIC	TOPIC DETAILS
7.1	American women in the 1920s	<ul style="list-style-type: none"> □ Make a comparative analysis of American women in the 1920s. □ Traditional women were expected to marry, obey their husbands, raise kids and respect the core values of their traditions and religions □ Modern women were flappers who smoked in public, etc. □ Describe the factors that changed the roles of women □ Car made life easier for many people, especially women □ Work after the war women took over the jobs men could do because they had acquired the skills during the war time. □ Vote women were given the rights to vote and to be voted for □ New industries produced mass goods that women needed at home while they work. □ Films/novels exposed young people to immoral chats like sex that was considered a taboo in the past. □ War thanks to the WWI, women could stand equal with men in many fields.
8.1	How widespread was intolerance in US society?	<ul style="list-style-type: none"> □ Describe forms of intolerant in America in the 1920s □ The Red Scare the fear of Red Revolution/Communism in America. □ Ku Klux Klan a racial gang that hated blacks, immigrants, Jews and others □ Vanishing Americans the disappearance of the natives (Red Indians) in America □ Immigration policies laws were made to restrict people from entering the USA. □ Religious and racial intolerant the acceptance of the idea of evolution to be taught at schools.
9.1	How widespread was intolerance in US society?	<ul style="list-style-type: none"> □ Jim Crow law a segregation law passed in the southern states to separate blacks and whites.
9.2	Experience of black Americans in the 1920s	<ul style="list-style-type: none"> □ Evaluate the account of experience of black people in America.
10.1	Why was Prohibition introduced, and then later repealed?	<ul style="list-style-type: none"> □ Describe the meaning of Prohibition. □ Prohibition is the legal act of prohibiting the manufacture, transportation, import, export and sale of alcohol and alcoholic beverages and its possessions in America by the US government. □ State and explain why prohibition was introduced □ Race to save the fatherland against liquor pushed the government to pass the law □ Politics politicians wanted to win votes so they supported the idea □ Religion Christian women were against those that drinking alcohol and wanted to stop the habit. Patriotism Americans were worried that while their young men were at the front line in Europe fighting, some were at home enjoying themselves □ . □ Communism they feared any break out of revolution □ Health drunken mothers smothered their babies on beds due to alcohol

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11.1	Why was Prohibition repealed?	<p>Effects of prohibition –crimes –armed robbery –prostitution –deaths –diseases – intolerant –poverty –etc.</p> <p><input type="checkbox"/> Describe the reasons why prohibition was repealed <input type="checkbox"/> Underpaid prohibition agents were underpaid <input type="checkbox"/> Speakeasies illegal bars increased <input type="checkbox"/> Bootleggers illegal alcohol doubled <input type="checkbox"/> Moonshiner made illegal liquor <input type="checkbox"/> disobeyers of law Americans were not ready to obey the law <input type="checkbox"/> corruption agents were collecting bribes Gangsters doubled in America</p>
12.1	What were the causes and consequences of the Wall Street Crash?	<p><input type="checkbox"/> Describe the meaning of the Wall Street Crash</p> <p><input type="checkbox"/> The Wall Street Crash was the collapse of the US economic boom that struck on 29th October, 1929. It marked the beginning of a long depression in the USA.</p> <p><input type="checkbox"/> Examine the following key terms:</p> <p><input type="checkbox"/> The US Stock Market: a place where shares/stocks were bought and sold in Wall Street, New York. <input type="checkbox"/> Shareholders: these were investors who had invested their money to buy shares (big & small investors). <input type="checkbox"/> Dividend: bonus profit <input type="checkbox"/> Shares: are units of ownership interest in a corporation or financial asset that provide for an equal distribution in any profits, if any are declared, in the form of dividends.</p>

HISTORY SCHEME OF WORK

FORM 4 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	The nature, extent and significance of social mobility.	<ul style="list-style-type: none"> o Define what is meant by social mobility. o How could a person become socially mobile? o Discuss the options – some of which will be earned and some given. o Link ideas about social mobility to open/closed/meritocratic societies to build up learners' vocabulary. o Describe and explain the two types of social mobility – inter-generational and intra-generational – these can then be used to measure social mobility in the learners' local environment and internationally, e.g. Learners could look at the impact of the caste system in India – does it prevent mobility nowadays. o Provide learners with a list of scenarios e.g. the son of a teacher who becomes the President. o Learners have to say for each scenario whether the social mobility is inter- or intra-generational and whether it is going upwards or downwards.
2.1	How do different sociologists interpret society? Structuralist and interpretivist approaches; the individual, identity and society.	<ul style="list-style-type: none"> o Start with a general introduction to sociological research methods and investigations. o Make it clear that there are different kinds of sociologists and that they will tackle sociological research very differently depending on their perspective. o Teacher-led presentation on the main beliefs of structuralism and interpretivism via a handout, PowerPoint presentation or textbooks. o Exemplify with easy to relate to questions such as 'Why do people smoke?' and tackle from each perspective's viewpoint.
2.2	How different views (Functionalist, Marxist, feminist) on conflict and consensus create alternative perspectives.	<ul style="list-style-type: none"> □ Teacher-led introduction on these three key theories (functionalist, Marxist and feminist) within sociology – main beliefs, ways of thinking etc. □ Ensure key words such as consensus, conflict, patriarchy etc. are included here. □ Provide learners with a 'fill the gaps' exercise where they have to choose words from a word bank and fill them in in the correct place based on what they have learnt in the introduction.

WEEK	TOPIC	TOPIC DETAILS
3.1	How do sociologists study society? The distinction between positivist and interpretivist approaches to research method.	<ul style="list-style-type: none">o Start by asking learners to think of the way a sociologist could undertake research.o Link this activity to explain that a sociologist that wants to undertake a research must either employ the methods of the positive or the interpretivist. o Teacher-led presentation on what we mean by a positivist and an interpretivist approach to sociological investigations.o These should be linked to the different aims and beliefs and the desire to collect either quantitative or qualitative data.o Emphasize to learners that this is an argument as to which one is more important and useful to an investigator.

WEEK	TOPIC	TOPIC DETAILS
3.2	The main steps in devising and implementing a research strategy: research aims, selection of topic, hypothesis setting and revision, pilot studies, sampling.	<p> <input type="checkbox"/> How to implement a sociological research strategy <input type="checkbox"/> Pre-prepare group packs in which there needs to be, on separate pieces of paper, all the different stages in a research investigation. <input type="checkbox"/> Make sure these are shuffled so they are not in the correct order. Issue one pack to each small group. <input type="checkbox"/> Learners need to work collaboratively to try and work out the most logical order for each of these research stages to take place. <input type="checkbox"/> Encourage them to discuss and debate within their groups. <input type="checkbox"/> Teacher circulates class and asks probing questions, getting learners to re-consider their choices – the activity should be learner focused and help them to develop independent learning skills and critical thinking. </p> <p> <input type="checkbox"/> After an agreed amount of time, stop the activity. Get each Group to display their research strategy order onto the wall/board. As a class, discuss similarities and differences and get class to agree on the correct sequence. <input type="checkbox"/> Use targeted teacher questioning here. </p> <p> Sampling <input type="checkbox"/> Introduction with the idea of what we mean by a ‘sample’ – see if learners have come across this term in other contexts, e.g. blood sample/urine sample etc. – this may help them understand what it’s about. <input type="checkbox"/> Lead into discussion of how researchers choose who to conduct their research on, and try to integrate references to sample size and composition. </p> <p> <input type="checkbox"/> Introduce the various samples learners need to know about, focusing on what the sample type is and its strengths and limitations. <input type="checkbox"/> Try to get the learners involved in drawing names from a hat for the random sample, using a class register and selecting every nth name for systematic etc. <input type="checkbox"/> Personalise all of these activities to the learners, e.g. use their names for the random sample. <input type="checkbox"/> Consolidate via learners producing a poster to show the different types of sample available to sociologists and the evaluation issues associated with them. Complete the task for homework. </p>
4.1	Difficulties in implementing a research strategy	<p> o Issues and barriers in sociological research o Pre-prepare a selection of research investigations that have obvious problems to do with such factors as time, cost, access, practicality, danger, sensitivity, taboo topics etc. o Describe these problems to learners. o Learners could be introduced to the concept of triangulation as a way of overcoming some of the obvious limitations of using a single research method. </p>

WEEK	TOPIC	TOPIC DETAILS
4.2	Ethical issues affecting the choice and implementation of a research strategy	<p>Ethical issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define what is meant by 'ethical issues' and discuss the key factors that a sociologist should bear in mind when completing any research. <input type="checkbox"/> Show the light-hearted 'YouTube' video on ethical decision making and ask learners to identify the ethical dilemma in each. www.youtube.com/watch?v=uO0gOyPVj6A 'Ethical Decision Making'. <input type="checkbox"/> Consolidate learners' learning via a PowerPoint presentation, handout, textbook and/or podcast. <p><input type="checkbox"/> Give learners a selection of sociological research situations that contain ethical issues – in pairs they have to identify what the issues are and how they would overcome them.</p> <p><input type="checkbox"/> Discuss and check understanding as a class.</p>
5.1	The main methods used in sociological investigation: questionnaires	<ul style="list-style-type: none"> <input type="checkbox"/> Starter – 10 true or false statements about questionnaires for learners to complete individually and to then discuss as a class, e.g. questionnaires are asked face to face; questionnaires should be as long as possible. <input type="checkbox"/> Describe the different kinds of questions that can be asked and their good and bad points, e.g. open/closed questions, multiple-choice questions, two-way answers, leading questions etc. <input type="checkbox"/> Show learners a couple of examples of questionnaires – these can be real ones, excerpts from textbooks or made up by the teacher. These can be sociological or more general in nature. Use these to provoke discussion about what questionnaires can be used for and their strengths and limitations.
6.1	The main methods used in sociological investigation: social surveys,	<ul style="list-style-type: none"> <input type="checkbox"/> Give learners relevant textbooks and resources for them to investigate what is meant by a 'social survey' and the different kinds that exist. <input type="checkbox"/> Explain the main uses for the different types of surveys, the type of data they gather and their strengths and limitations. <p><input type="checkbox"/> End lesson with a 10 question test all about social surveys – learners should peer mark.</p> <p><input type="checkbox"/> Discuss and clarify any errors or misunderstandings.</p>

WEEK	TOPIC	TOPIC DETAILS
6.2	The main methods used in sociological investigation: interviews.	<ul style="list-style-type: none"> <input type="checkbox"/> On entering the classroom, move learners around so they are sitting with people they don't know well. <input type="checkbox"/> Give the instruction that they have five minutes to find out as much as they can about the person they are sat next to ready to feedback to the rest of the class. <input type="checkbox"/> Observe what they do – what they ask about, how they probe, the type of questions used, what is successful and what isn't, body language, how/if they make notes etc. <input type="checkbox"/> Feedback and discuss as an introduction to 'interviews' as a research method in sociology. <input type="checkbox"/> Teacher-led presentation on the different types of interviews available, their uses, strengths and limitations. <p><input type="checkbox"/> The YouTube resource could be given, a handout or textbooks or a PowerPoint presentation could be used. www.youtube.com/watch?v=TVTDtFn3hWE – Sociology Methods – Interviewing. wmv (fairbrother 1981. 12 videos</p>
7.1	The main methods used in sociological investigation: participant and non-participant observation.	<ul style="list-style-type: none"> o Discuss the different possible ways of completing a successful sociological observation, introducing key terms such as participant, non-participant, covert and overt. o Consider the strengths and limitations of all variants. o Reinforce understanding via a teacher-led presentation on the board, handout, podcast, PowerPoint or using textbooks.
7.2	Experiments, case studies.	<ul style="list-style-type: none"> <input type="checkbox"/> Start with definitions of the terms experiments and case studies. <input type="checkbox"/> Explain to students the advantages and disadvantages of each method.
8.1	Longitudinal studies and triangulation	<ul style="list-style-type: none"> o State the definition of each of these methods. o Learners are then asked to identify the some differences between the two methods. o Let learners also identify the advantages and disadvantages of each method. o Reinforce understanding via a teacher-led presentation on the board, handout, podcast, PowerPoint or using textbooks.

WEEK	TOPIC	TOPIC DETAILS
8.2	Content analysis	<ul style="list-style-type: none"> □ Starter: have a research question on the board for when the learners enter the classroom. This could be something like 'How are females represented in the media?' □ Provide learners with relevant media material (i.e. newspaper, magazine, print advert etc.) and in small groups/pairs they should answer the question set. □ Once completed, discuss as a class their approach to this task and how successful it was. □ Use this as an introduction to content analysis within sociological research. □ Using a textbook, handout or PowerPoint presentation, introduce and explain what content analysis is all about. □ Ensure key terms are covered as well as the methods strengths and limitations.
9.1	The importance of analysing and evaluating research with reference to issues of validity, reliability, generalisability, representativeness and research/researcher bias.	<p>Evaluation issues</p> <ul style="list-style-type: none"> o Teacher-led presentation on the key evaluative terms and concepts that learners will need to be familiar and confident with. o Learners should produce clear glossaries of these terms for later revision. o Check understanding via a series of short activities such as odd one out, true or false, mix and match or a crossword.

HISTORY SCHEME OF WORK

FORM 4 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	What were the terms of the Treaty of Versailles?	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe the terms/conditions of the Treaty of Versailles in 1919. <input type="checkbox"/> War Guilt Germany was blamed for starting a war <input type="checkbox"/> Reparation Germany was told to pay the sum of £6.600 billion Pounds for the destruction it caused the world <input type="checkbox"/> Territorial/colonies losses Germany would loss its colonies and few parts of its territories to France, Belgium, Denmark, Poland, Czechoslovakia, etc. <input type="checkbox"/> Military reduction Germany's army was reduced to 100,000 men from 2,200,000 <input type="checkbox"/> League of Nations Germany was not allowed to join in 1920.
2.1	What was the impact of the peace treaty on Germany up to 1923?	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe the German reactions about the Treaty of Versailles (TOV). <input type="checkbox"/> The Germans described the TOV as a "diktat" or "dictated peace" <input type="checkbox"/> They questioned why Germany only MUST be blamed for the war <input type="checkbox"/> They were against high cost of reparation <input type="checkbox"/> They promised to break the terms in the future. Etc <input type="checkbox"/> Discuss the social, political and economic consequences of the TOV on Germany up to 1923. <input type="checkbox"/> Political assassinations became the major event in Germany at the time <input type="checkbox"/> Hyperinflation crushed the German economy <input type="checkbox"/> Poverty, unemployment, diseases <input type="checkbox"/> Demonstrations <input type="checkbox"/> Attempted revolutions by communists etc.
3.1	Could the treaties be justified at the time?	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the Treaty of Versailles and make a prior judgement if it was just and fair. Fair <input type="checkbox"/> Germany started the war against France and Russia <input type="checkbox"/> Germany disregarded the Treaty of London of 1839 by invading Belgium <input type="checkbox"/> Germany forced Russia to sign a harsh treaty of Brest- Litovsk, 1918 <input type="checkbox"/> Germany had planned to get reparation from the Britain and France if she had won. Unfair <input type="checkbox"/> Germany was not allowed to join the conference <input type="checkbox"/> German colonies and trading centers were shared among the powers <input type="checkbox"/> Only Germany was forced to disarm while others kept their arms <input type="checkbox"/> Germany was asked to pay high reparation etc.

WEEK	TOPIC	TOPIC DETAILS
4.1	Other Peace Settlements from 1919 to 1920	<input type="checkbox"/> Describe other peace settlements signed by the Allied Powers with Germany's allies: Hungary, Austria, Bulgaria and Turkey. <input type="checkbox"/> Treaty of St Germain, September 10, 1919, (Austria) <input type="checkbox"/> Treaty of Neuilly, 27 November 1919 (Bulgaria)
5.1	Continuation: Other Peace Settlements from 1919 to 192	<input type="checkbox"/> Treaty Trianon, June 4, 1920 (Hungary) <input type="checkbox"/> Treaty of Sevres, August 10, 1920 (Turkey)
6.1	How successful was the League in the 1920s?	<input type="checkbox"/> Describe the League of Nations <input type="checkbox"/> League of Nations was International Organisation (Police Force) formed to keep world peace in 1920.
6.2	What were the aims of the League of Nations?	<input type="checkbox"/> Identify the League's aims <input type="checkbox"/> Encourage trade co-operation <input type="checkbox"/> Disarmament <input type="checkbox"/> Improve social conditions <input type="checkbox"/> Peace in the world
7.1	Was the US a member of the League?	<input type="checkbox"/> Hatred for the Versailles Treaty <input type="checkbox"/> Interference with the US constitution <input type="checkbox"/> Trade sanctions <input type="checkbox"/> International police force <input type="checkbox"/> Anti-French & British
7.2	How did the League's structure weaken it in the 1920s?	<input type="checkbox"/> Identify how decisions are to be made, how decisions are to be enforced, how the organisation is to function. <input type="checkbox"/> The League's structures such as the Council, the Assembly, the Special Commissions, the Court of International Justice and the Secretariat. For each of these bodies a note of its intended functions, its strengths and its weaknesses would be explained.
8.1	How far did weaknesses in the League's organisation make failure inevitable	<input type="checkbox"/> Describe more factors that hindered the League's successes in 1920s <input type="checkbox"/> 'Covenant', 'Structure', 'Membership', 'Idealism' and 'Security' and describe and each would be explained how they led to the League's failure

WEEK	TOPIC	TOPIC DETAILS
9.1	How far did the Depression make the work of the League more difficult?	<input type="checkbox"/> Describe how the Great Depression affected the work of the League of Nations in the 1930s <input type="checkbox"/> Effects of the Great Depression <input type="checkbox"/> Economic (unemployment) <input type="checkbox"/> The rise of extremism (Fascism and Nazism) <input type="checkbox"/> The growth of militarism (Germany and Japan).
10.1	How successful was the League in the 1930s?	<input type="checkbox"/> Describe whether the League of Nations was a success or not in the 1930s <input type="checkbox"/> The Manchurian 1931-1933 <input type="checkbox"/> The Abyssinian Crises, 1934-36