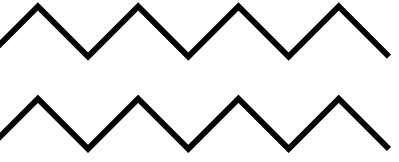




PAPER 3
MINI-
LESSON # 1 :

COMMAND
TERMS

IB HISTORY OF
THE AMERICAS



Key to Success


- Understand the **demands** of the question
- In other words, what it is asking you to do?
- What concepts are related to or implied by the question?





**C O M M A N D
T E R M S**

KEY WORDS
AND PHRASES
IN IB HISTORY
QUESTIONS
THAT TELL YOU
WHAT TO DO



○ Discuss

- Describe clearly **reasons** for an event, a development, or a process
- Must look at various explanations or reasons
- Each of these reasons will need to be explored fully
- This means you should include **evidence** which supports your choice of reasons



○ Examine

- Similar to “discuss”
- Make careful and **critical** observations about a specific issue
 - This means you need to interpret - which are the best reasons/ explanations? There may be multiple answers.
- Support with evidence, reasons and explanations
- Demonstrate a range of explanations



- Example: Discuss the reasons for Southern secession.

Plan it out...



○ Example: Discuss the reasons for Southern secession.

Example of a student brainstorm:

- *Election of President Lincoln*
- *Southern fears of a Republican administration*
- *State and U.S. constitutional rights*
- *Desire to preserve economic system*
- *Desire to preserve way of life and culture in a "slave society"*
- *Increasingly anti-slavery North*



○ Example: Discuss the reasons for Southern secession.

Example of a body paragraph:


One of the major reasons for the Southern secession was the election of Abraham Lincoln in November 1860. His victory in the polls seemed to confirm Southerners' worst, if misguided, fears that a rabid abolitionist was now leader of the nation. To many in the South, Lincoln as president represented a threat to the very heart of their "peculiar institution." To them, slavery would first be curtailed and then eventually abolished as more free states were admitted into the Union. While South Carolina was the first to vote to break away, other slave states soon followed. This course of action was not without debate. Some Southerners thought cooperation would be a better plan. In the end, the results in state-by-state elections were close. Slaveholding states or border states such as Maryland chose to remain in the U.S.





**WHAT DID
THEY DO
WELL?**

**WHAT
COULD BE
IMPROVED?**





PAPER 3
MINI-
LESSON # 2 :

THE
RUBRIC

IB HISTORY OF
THE AMERICAS

○ 13-15 Markband

Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.

Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.

Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.



○ For this Paper 3 assessment...

The focus is on **knowledge and understanding**.

We've been studying the Civil War since August. What have you learned in that time that you're able to show in 50 minutes of writing?



○ Knowledge and Understanding (13-15)

Knowledge is detailed, accurate and relevant.


Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.





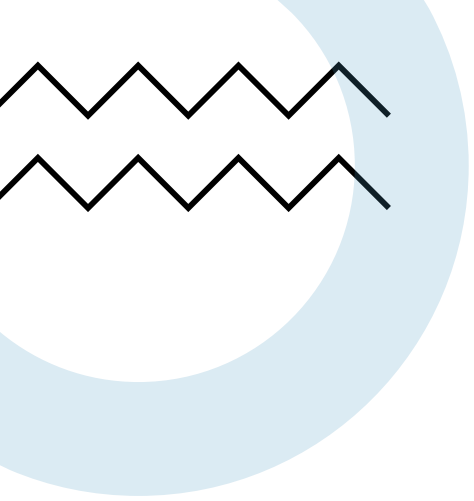
**W H A T D O
T H E O T H E R
M A R K B A N D S
S A Y ? H O W
A R E T H E Y
D I F F E R E N T ?**





PAPER 3
MINI-
LESSON # 3 :
STRUCTURE

IB HISTORY OF
THE AMERICAS

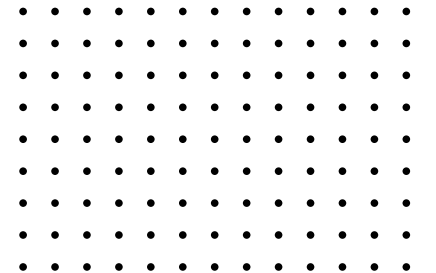
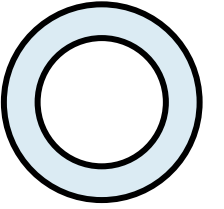
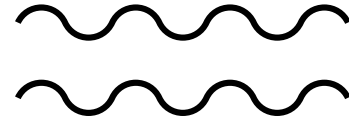


You will have 60 minutes...

- 10 minutes to plan
- 50 minutes to write



You will be given
two prompts to
choose from. You
only need to
answer ONE.



○ What should my essay look like?

- I. Introduction – Briefly answer the question with a thesis statement. What will you talk about in your essay?
- II. Body paragraphs (2-4 paragraphs)
 - a. Each paragraph should discuss or examine one reason/explanation in response to your question
 - b. Each reason/ explanation should be backed by evidence (facts, events, details)
- III. Conclusion

