



Welcome to Pearson IB DP History webinar

with Jim Barrasso, Sheena Vergis Joshy, and María Soledad Texidó

Monday 16th February 2026



Before we get started...

To keep background noise to a minimum your microphone and webcam are automatically disabled.

You can communicate with us via the CHAT for any technical assistance.

For questions for our presenter/s, please utilise the Q&A function.

There will be time for Q&A at the end of the session.

This session is being recorded and will be available to view on demand after the webinar.



IB History 2028: What Has Changed and What It Means for Our Classrooms

Pearson History Authors



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US Civil War (1840–77)

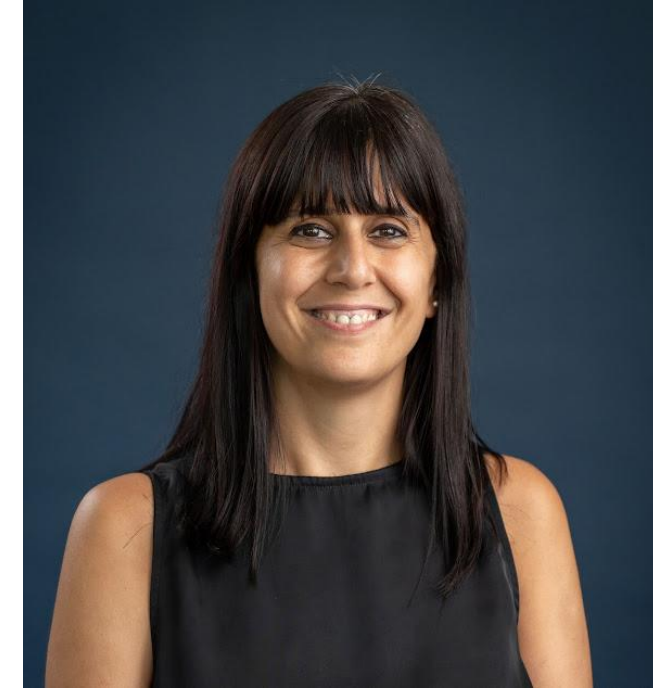
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Agenda

Understand the main structural changes in the new syllabus

Clarify key differences between the old and new syllabus

Understand changes by component

Highlight the skills emphasised by the IB

Q&A

Changes to the IBDP History Subject Guide

Structure of the new Curriculum

What stayed the same	What's new	Advice to teachers
<ul style="list-style-type: none"> • SL and HL pathways same as previous curriculum • No prescribed order of study of syllabus • Importance of Conceptual lens and Historical skills • Internal Assessment remains integral part of the course at both SL and HL 	<ul style="list-style-type: none"> • Guidance on the use of AI • Central focus on Historical Inquiry • Importance of Contexts, Concepts Content and Skills as pillars of support for inquiry 	<ul style="list-style-type: none"> • The reduced content allows development of key Historical skills • More time to use a variety of formative assessments and learning activities. • Co-create curriculum • More opportunities to add local history to curriculum

Working with the new Subject Guide

Course Framework

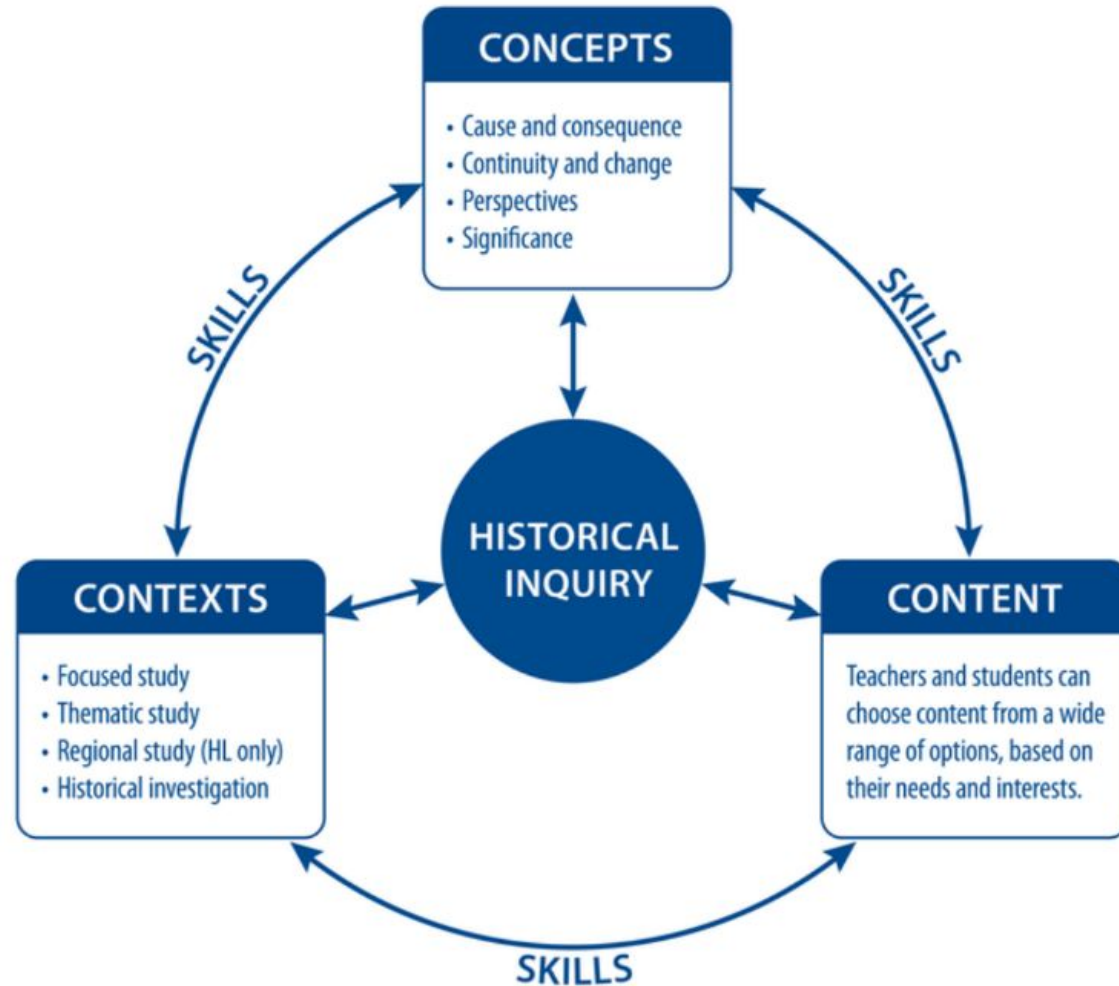
Historical Inquiry is at the heart of the course. Should be part of all four major assessments.

Linking to concepts is expected throughout all aspects of the course.

Less prescribed content in Paper 2 and Paper 3 allows for more teacher and student agency in choices

The skills of asking questions, using sources, evaluating arguments and making connections connect all elements of the course

Figure 2
Course framework



Changes to the IBDP History Subject Guide

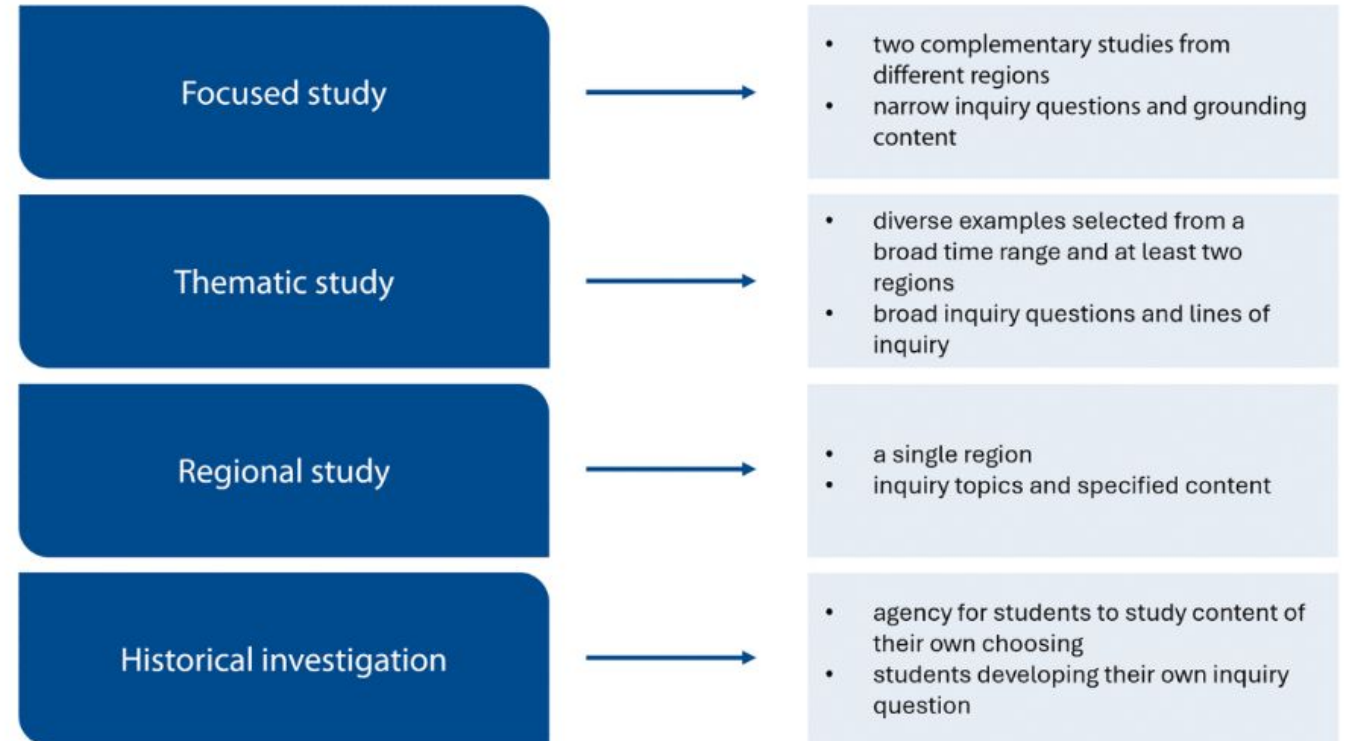
Content

What stayed the same	What's new	Advice to teachers
<ul style="list-style-type: none">● HL and SL Courses will continue to have the Paper 1, Paper 2 and IA assessments albeit in new formats● Paper 1 still source-based● Paper 2 remains global in context● Paper 3 will stay HL only and will stay essay-based, grounded in regional topics● IA: student agency	<ul style="list-style-type: none">● Less content impacts planning● New choices for Paper 1 content● No prescribed or suggested content for Paper 2● More student agency to increase choice	<ul style="list-style-type: none">● <u>No requirement</u> to select topics that overlap between components just to save time.● Teachers are encouraged to select topics that are appealing to their communities and connected to local contexts

Syllabus Outline

Syllabus Component	Teaching hours
Focused Study	50 hrs
Thematic Study	80 hrs
Regional Study	90 hrs (only HL)
Historical investigation IA	20 hrs

How inquiry contexts situate content

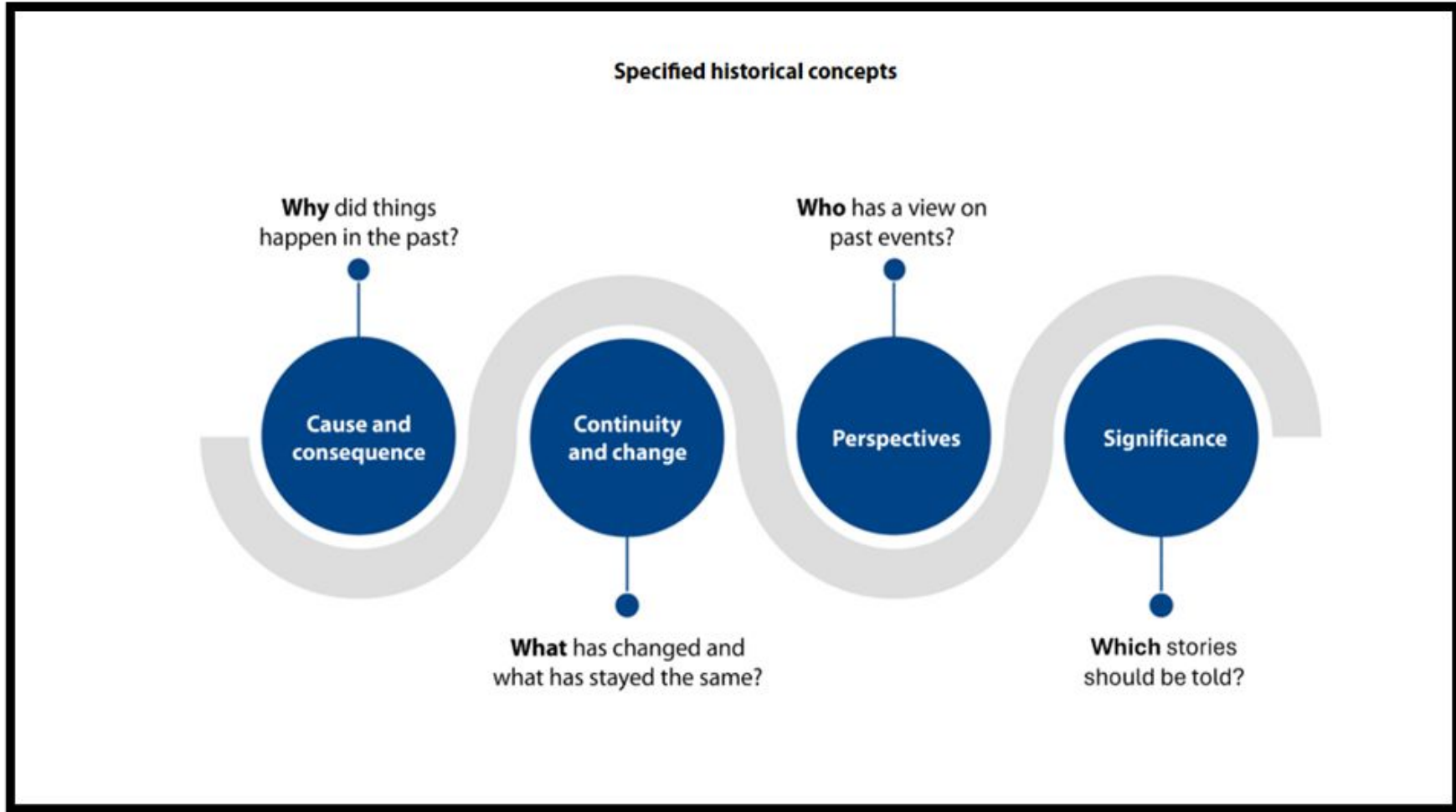


Changes to the IBDP History subject guide

Concepts

What stayed the same	What's new	Advice to teachers
<ul style="list-style-type: none"> The main Historical Concepts remain the same: <p><i>Cause (Causation)</i> <i>Consequence</i> <i>Continuity</i> <i>Change</i> <i>Perspectives</i> <i>Significance</i></p>	<ul style="list-style-type: none"> Specified Historical Concepts have been streamlined from 6 to 4: <p>Cause and Consequence and Continuity and Change are pairs of interrelated concepts</p> <ul style="list-style-type: none"> Perspectives and Significance remain as standalone concepts Greater emphasis on Concepts throughout the course Opportunities to explicitly focus on Concepts throughout the course and for assessments in Paper 2 and the IA 	<ul style="list-style-type: none"> Do not teach Historical Concepts in isolation Integrate Concepts into learning and teaching Example: <i>At the end of each unit, project the History Concepts onto the board and have students reflect and discuss how each of the concepts connects to the topic studied</i> Fostering discussions or debates around the conceptual understandings In Thematic Studies, encourage students to make connections between examples studied and the four specified Concepts

Specified Concepts and the Guiding Questions



Working with the new Subject Guide: Concepts

Conceptual understandings – an example

- There are always diverse historical perspectives on events
- Historical perspectives are not all equally valid, and historians must determine this validity through an examination of the claims that are being made
- Historical perspectives can corroborate and support each other as well as be contradictory

Perspectives – Diverse points of view from and about the past. When thinking about perspectives, historians consider who has a view on past events.

It is suggested that understanding of different perspectives is discussed throughout the course



Conceptual Focus: Perspectives

In the late 1800s, the historian James Schouler wrote that enslaved people were ‘a black servile race, sensuous, stupid, brutish, obedient to the whip, children in imagination.’³⁸

Modern historians completely disagree with this *perspective*. Henry Louis Gates Jr argues that maintaining such claims was a dishonest way to defend slavery. He writes that ‘It wasn’t enough that slaves had been subjugated under a harsh and brutal regime for two and a half centuries; following the collapse of **Reconstruction**, this school of historians – unapologetically supportive of slavery – kicked the slaves again for not rising up more frequently to kill their oppressive masters.’³⁹

Gates points out that historical records prove that enslaved people organized more than 250 revolts and conspiracies, and that they fought against their oppression whenever they could.

Historical Context

Focused Study

Context is constructed through comparative depth

Thematic Study

Context is constructed through analyzing global patterns

Regional Study

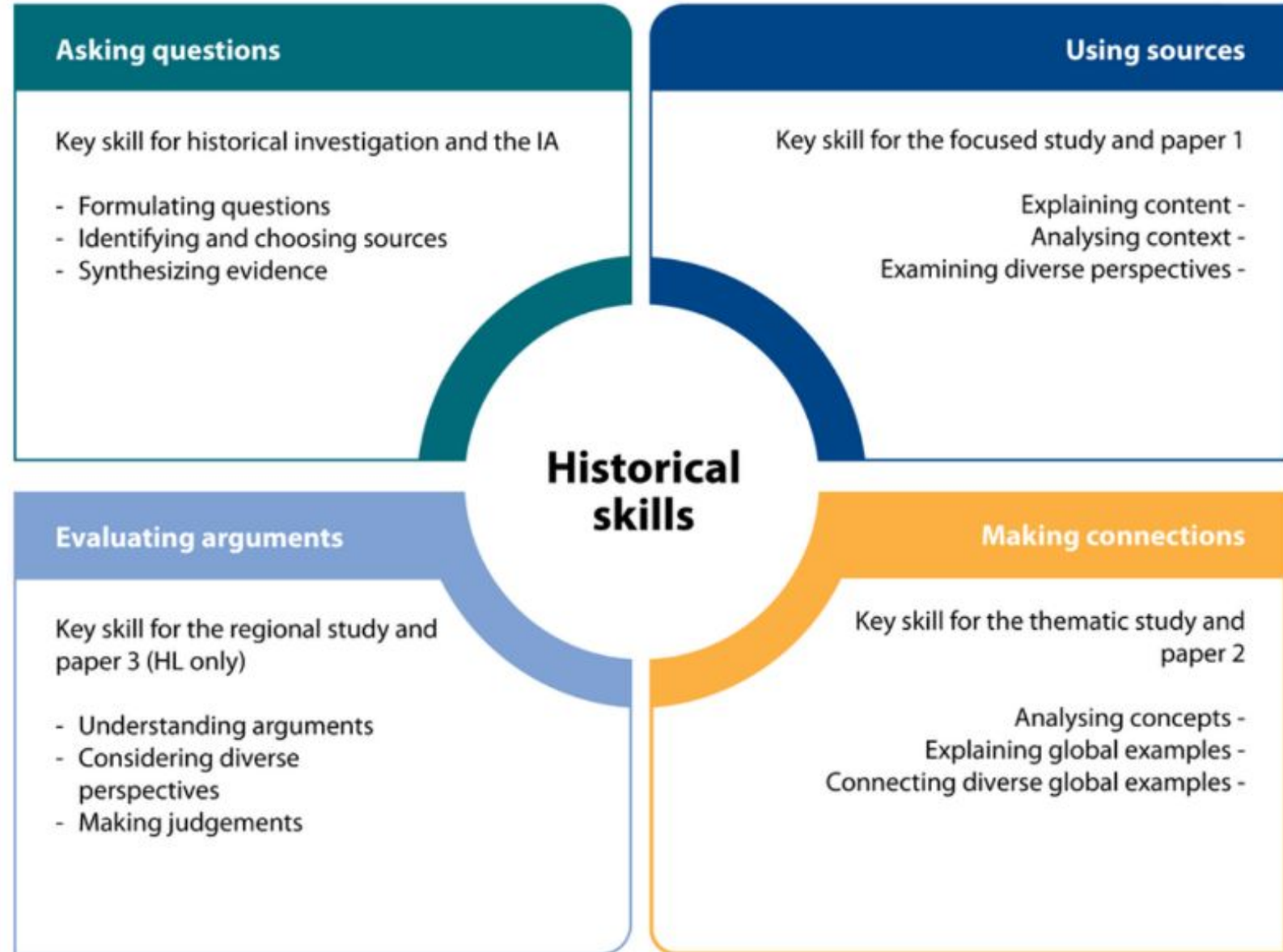
Context is constructed through geopolitical and cultural coherence

Historical Investigation

Actively constructs context

Skills

Historical skills



Paper 1 Summary

Focused Study – Select **one** of the five options.
Each option contains two focused studies, both of which must be studied.

1. Climate and innovation
2. Political and economic transitions
3. Protest and change
4. Independence and identity
5. Conflict and displacement

Section	Example	Mark	Suggested Time
Q1	Explain how the content of both source A and source B can be used to answer the inquiry question	6	20 minutes
Q2	Analyse how the context of source C influences how it can be used to answer the inquiry question	6	20 minutes
Q3	Examine how the perspectives in all the sources can be used to answer the inquiry question.	12	35 minutes

In each examination, Paper 1 uses one of the focused studies from each option. While students are required to learn both studies, only one will be featured in the examination.

Changes to the IBDP History subject guide

Paper 1

What stayed the same	What's new	Advice to teachers
<ul style="list-style-type: none">• HL and SL will take the same Paper 1 Exam• It remains a source-based assessment• First question is a comprehension question• Last question is a longer, synthesis question• IB Guide still requires all “bullet points” to be taught in both studies	<ul style="list-style-type: none">• The “OPCVL” question has been removed.• Analysis and evaluation skills still required in questions 2 and 3• All questions will be the exact same except for the Inquiry Question• All three questions in the examination ask the student to consider how the sources can be used to address the Inquiry Question.• Only 3 sources• Outside knowledge is not formally assessed in the new markscheme• No guarantee of a visual or a chart as a source	<ul style="list-style-type: none">• Teach source analysis skills throughout the course, not just when teaching Paper 1• Have students create their own Paper 1s in collaborative learning groups, with markschemes as formative or summative assessments• It’s important to teach the History Concepts and the Paper 1 skills “early and often” in the course because it prepares students for skills used throughout the course and the IA

Working with the new Subject Guide: Skills Paper 1

Question 1 – Comprehension skills

Question 2 – Analysis of sources and understanding of context of sources

Question 3 – Understanding of the perspectives of all three sources

Developing skills through the Focused study

- **Explaining content from historical sources:** Students should be able to read a source with reference to a particular Inquiry Question. This skill will be assessed in the **first question** in Paper 1.
- **Analysing the context of historical sources:** Students should be able to analyse how the context shapes how the source can be used to answer the Inquiry Question. This skill will be assessed in the **second question** in Paper 1.
- **Examining diverse perspectives in historical sources:** Students should be able to identify the perspective in a source. This skill will be assessed in the **third question** in Paper 1.

Working with the new subject guide: Skills Paper 1

Teachers are encouraged to create their own Paper 1 style assessments throughout the course even if it's not on a named Focused Study

Here's an example of a Paper 1 -style Source Skills practice to help learn a Paper 3 topic

Developing skills through the Focused study

SKILLS

Historical skills: Using Sources 1

To what extent was protecting the institution of slavery the most significant factor that prompted 11 states to secede from the United States of America?

1. Explain how the content of both Source A and Source B can be used to answer the inquiry question above.
2. Analyze how the context of Source C influences how it can be used to answer the inquiry question above.
3. Examine how the perspectives in all the sources can be used to answer the inquiry question above.

Source A: Mississippi: Our position is thoroughly identified with the institution of slavery – the greatest material interest of the world. Its labor supplies the product which constitutes by far the largest and most important portions of commerce of the earth... These products have become necessities of the world, and a blow at slavery is a blow at commerce and civilization. That blow has been long aimed at the institution and was at the point of reaching its consummation. There was no choice left but submission to the mandates of abolition, or a dissolution of the Union, whose principles had been subverted to work out our ruin.

Changes to the IBDP History Subject Guide

Paper 2

Each Thematic Study has four Inquiry Questions, each with four Lines of inquiry. Students **must** study **all** the **Inquiry Questions** and **Lines of inquiry** for the **one** selected **Thematic Study**. **Examples** must come from across a **minimum of two regions**.

Thematic Study – Topics– Select **one** of the following:

1. Conflict (from 750 CE onwards)
2. Innovation and transformation (from 750 CE onwards)
3. Authoritarian rule (from 1750 CE onwards)
4. Popular movements (from 1750 CE onwards)

What stayed the same	What's new	Advice to teachers
<ul style="list-style-type: none"> ● Focus on studying a minimum of two regions ● Regional identification of Asia and Oceania, Africa and the Middle East, Europe, and the Americas remains the same ● The popular “War” and “Authoritarian States” path remains available under slightly different names ● Essay-writing component for assessment 	<ul style="list-style-type: none"> ● There are no prescribed examples ● Permitted to select contemporary examples ● Focus on one Thematic Study ● Less focus on long responses ● Concept-based questions for Section A and Section B Thematic Questions 	<ul style="list-style-type: none"> ● Encourage discussion of conceptual understanding, diverse perspectives, and evidence to allow students to reach their own judgements. ● Each Thematic Study gives greater choice for teachers to select diverse, relevant examples for their context

Paper 2 - Summary of assessment

A mixture of short- and essay-response questions on the specified Historical Concepts and Thematic Study

Section	Type	Mark	Suggested Time
Section A	<p>Two questions on the specified concepts. Students choose one question to answer.</p> <p>1. <u>Analyze</u> the significance of social factors in the emergence of authoritarian rule.</p>	6	25 minutes
Section B	<p>Two questions on each of the four Thematic Studies. Each question consists of two parts—a short response and an essay response. Students choose one of the two questions for their Thematic Study and answer both parts of that question.</p> <p>Part A</p> <p>1. <u>Explain</u> how economic factors caused the rise of authoritarian rule.</p>	4	20 minutes
	<p>Part B</p> <p>2. <u>To what extent</u> was the role of ideas an important cause in the emergence of authoritarian rule? Use at least two different authoritarian rules from different regions to support your response</p>	15	1 hour

Working with the new Subject Guide: Skills Paper 2

Developing skills through the Thematic study

- **Analyzing concepts:** Students should make connections between the examples that they study and the four Specified Concepts. This skill will be assessed in Paper 2, Section A.
- **Explaining relevant examples:** Students should be able to explain how the examples they study connect to different Lines of inquiry in their Thematic Dstudy. This skill will be assessed in Paper 2, Section B.
- **Connecting diverse global examples:** Students should be able to make different types of connections between the examples that they study. This skill will be assessed in Paper 2, section B.

Working with the new Subject Guide: Skills Paper 2

Students must be taught to analyze Historical Concepts using relevant examples, demonstrate secure understanding of specific case studies, and synthesize multiple examples to construct a coherent analytical argument

Developing skills through the Thematic Study

SKILLS

Using evidence

Source A

[Deng] was a curious mixture of economic progressivism and political conservatism, endowed with a gift for playing a balancing act as political necessity dictated. In a system where the rule of man superseded the rule of law, he was the supreme arbiter. In his mind, economic reforms

managerial skills. These were seen as tools with which to strengthen Communist rule, but never as steps to move the country toward a Western-style democracy.

From Immanuel CY Hsu, *The Rise of Modern China*, 1995.

Source B

Deng's aim was to restore the morale and the standing of the CCP after decades of the Great Leap Forward and the Cultural Revolution. He was convinced that the Communist Party was still capable of governing China and had the loyalty of the people. It is broadly correct to see Deng Xiaoping as a pragmatist in the economic sphere. In politics he was a CCP hardliner... His belief in the CCP as the only legitimate shaper of China's destinies was unshakable conviction that made a major showdown between the old-guard CCP and the new of democracy increasingly likely.

From Michael Lynch, *The People's Republic of China*, 2009.

Compare and contrast the views expressed in Sources A and B about Deng's

Conceptual Focus: Continuity and change

Russia had entered into a period of profound instability marked by external war threats, internal rebellions, economic collapse, and social unrest.

Lenin's consolidation of power was shaped by meeting these challenges with extraordinary measures—such as the suppression of opposition, centralization of power, and implementation of **War Communism**—which Lenin and the Bolsheviks justified as necessary for survival and for ideological success. The Bolsheviks' responses to crisis laid the foundations for an authoritarian regime. This development can be understood through the concept of *continuity and change*: on one hand, it represented a *continuity* with Russia's autocratic past, as centralized authority and repression of dissent persisted; on the other, it marked *change* through the revolutionary reforms and ideological justifications introduced under Lenin's leadership.

Activity 14

ATL Research skills, Communication skills

Investigating corruption and nepotism in Deng's China

Corruption and nepotism undermined Deng's economic reforms, raising questions about how authoritarian regimes balance rapid modernization with accountability and control.

Conduct a focused inquiry into the rise of corruption and nepotism during Deng's reforms. Explore both evidence and perspectives.

Investigation:

- Begin with the Hainan Island scandal (1985) and identify what it reveals about corruption under Deng.
- Compare it with another documented case of corruption/nepotism in the 1980s.
- Analyze at least two historians' perspectives on the role of corruption in Deng's era.
- Evaluate whether these cases of corruption were a product of liberalization or were a continuity of CCP governance.

Output:

Write an essay of 500–700 words summarizing your findings:

To what extent did corruption and nepotism challenge the success of Deng's reforms?

Paper 3 (HL only)

Regional Study

Select **one** region and then **two** regional studies from the chosen region:

Summary

Africa and the Middle East
Asia and Oceania

The Americas
Europe

Section	Type	Example	Mark	Time
Q1	<p>Apply knowledge and understanding from one of the Regional Studies selected. The response must provide a thorough and well-balanced evaluation of a range of perspectives on the argument.</p> <p>The response must provide a substantiated judgement that is consistent with the evaluation.</p>	<p>Regional study 1: Indigenous societies in the Americas (c.750–1500)</p> <p>“The relationship between centralized rulers and local leaders was mutually beneficial.” To what extent do you agree with this statement? Answer with reference to one Indigenous society.</p>	15 each essay	1 hour
Q2	<p>Apply knowledge and understanding from one other regional study.</p> <p>Same type of question.</p>	<p>Regional study 2: Colonialism and the system of slavery in the Americas (c.1492–1830)</p> <p>“The acquisition of resources was the most significant reason for European exploration.” To what extent do you agree with this statement?</p>	15 each essay	1 hour

Changes to the IBDP History Subject Guide

Paper 3

What stayed the same	What's new	Advice to teachers
<ul style="list-style-type: none">● Focus on essay writing● Each essay is still worth 15 marks● Evaluation of different perspectives is still emphasized	<ul style="list-style-type: none">● Two essays, instead of three essays, in 2 hours, allowing students to have more time to think● The markscheme is streamlined and simplified● Not all topics have accessible historical scholarship, so formal mention of “historiography” is not required	<ul style="list-style-type: none">● Teach the History Concepts explicitly from the beginning of the course, with particular emphasis on understanding different perspectives● Focus on teaching the “To what extent” command term. This can be done in formative assessments and class discussions, not only in essays.● Have students make strong judgements, don’t go halfway, avoid “medium extent.”

Working with the new Subject Guide: Skills Paper 3

Developing skills through the Regional Study

- **Understanding arguments:** Students should be able to show an understanding of the different reasons and evidence that could be used to support an argument.
- **Evaluating diverse perspectives:** Students should be able to identify different perspectives on an argument.
- **Making judgements:** Students should be able to reach judgement on the validity of the argument they have explored.

Working with the new Subject Guide: Skills Paper 3

Teachers are encouraged to use resources from the books to support the mastering of key skills in order to develop arguments in which different perspectives are evaluated.

Developing skills through the Regional study

Other historians blend these two views, arguing that a middle ground position can be defended. Robert C. Tucker highlights that Stalin's personal dictatorship cannot be denied, and that paranoia was crucial in understanding the nature of the Soviet regime, but considering at the same time the institutional context – sometimes chaotic – that creates a more complex picture.



Perspectives

One crucial aspect of writing essays in history is addressing the different perspectives in the analysis. But, how to do it? Even a brief mention of the perspectives is a good start; however, the *evaluation* of different perspectives is the examiner's expectation. You must demonstrate understanding of how/when/why the schools of thought were developed, to what extent they take account of all the information, and whether the person who holds a perspective is a totally reliable source. Remember that just summarizing views of historians is not an evaluation of the perspectives. Addressing the limitations or strengths of different perspectives is a good way to evaluate them. You can add depth by focusing your evaluation of perspectives on specific issues within each topic.



Analyze, do not narrate

Descriptive essays are limited. In Paper 3 HL, examiners expect candidates to explain reasons of historical events and assess their impacts. If the essay is descriptive or narrative, the essay is not meeting the expectations of the examiners. You must show causation, the significance of the event, and if it changed over time. One important aspect is to add historians' perspectives in the analysis and evaluate their perspectives to show that you can achieve your own opinion.

Preparation for assessment

Paper 3

Students should start by learning the structure, Assessment Objectives, and mark allocation.

Students should also learn how to interpret command terms and how to apply them correctly in responses.



Subject terminology

You must demonstrate a high level of competency in the subject vocabulary. A good strategy is to add key concepts and explain their definitions, so the examiner identifies that you know the specific terminology.

For example, if the question is about Soviet economic policies, you should use and explain the meaning of the word 'kulak'.



Conclusion

At the end of an essay, you must develop a closing. The conclusion must be short and clear. Your aim should be to come to an overall judgment of the topic under consideration in the essay, clearly based on and linked to what has already been written. The objective is to include a broad understanding of the topic, addressing the historical significance of the question discussed. No new information must be added in the closing of the essay.

Exam practice

1. The following question is a Paper 3 HL exam-style question. The answer should explore two arguments, one about success and the other about the limitations of the policies.

To what extent did Mussolini's social policies achieve their aims?

2. The following question is a Paper 3 HL exam-style question. The answer should explore one argument for and one against the statement.

'The Great Depression was the crucial factor that explains Hitler's rise to power'.
To what extent do you agree with this statement?

3. The following question is a Paper 3 HL exam-style question. The answer should explore two arguments, one about the significance of the use of violence by the opposition and the other about other factors that explain Stalin's maintenance of power.

To what extent was the use of violence the main factor for Stalin's maintenance of power?

Historical Investigation

Summary

Section	Type	Mark	Suggested word count
Section 1	Historical inquiry Question - In this section, students should: <ul style="list-style-type: none">• clearly state their Historical Inquiry Question• explain why this question is appropriate for historical inquiry• explain how the Inquiry Question is conceptual and how this conceptual understanding informs the inquiry.	6	400
Section 2	Sources and perspectives - In this section, students should: <ul style="list-style-type: none">• explain how their selection of <u>up to seven historical sources</u> provides diverse historical perspectives• explain how the perspectives in the historical sources will help answer the Inquiry Question.	6	400
Section 3	Synthesis and evaluation - In this section, students should: <ul style="list-style-type: none">• synthesize evidence from the selected sources to support an analytical response to the Inquiry Question• evaluate selected sources as appropriate• reach a reasoned judgement	12	1400

Changes to the IBDP History Subject Guide

IA

What stayed the same	What's new	Advice to teachers
<ul style="list-style-type: none">● Student agency to choose their own topics● Includes source analysis● Students are required to make a historical argument that considers different perspectives and synthesizes various sources.● Work must be referenced	<ul style="list-style-type: none">● There are no formal date constraints on the student's choice of topics (no more 10 years rule)● New Guide refers to “contemporary topics” within the last 20 years. These topics must be treated “historically”● Students must <u>connect their Inquiry Question to one or more of the history Concepts</u>● In Section 2, the student can use up to 7 sources● Attempt to get the students to use AI ethically	<ul style="list-style-type: none">● Assess historical investigations throughout the course● Have students prepare an “Annotated bibliography” during the research process● Understand how to treat a topic “historically”● Encourage the use of all types of historical sources, including personal interviews for local contemporary topics● Explicitly teach and practice ethical uses of AI throughout the course

Working with the new Subject Guide: Skills IA

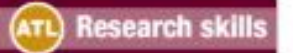
As in the previous Guide, the skills are very similar to Paper 1, so teachers should communicate this to students and seek opportunities for practice.

Skills used for the Historical Investigation should be integrated throughout the course.

Students should be explicitly taught strategies to find various types of sources on the internet and through historical databases such as JStor.

Developing skills through the Historical Investigation

Activity 1



In pairs or small groups, search online for 'US Civil War casualties.'

You will find many sources agreeing to a total number of soldiers killed at around 620,000. Some more recent estimates, most notably by historian J David Hacker in 2011, suggest the death count may be higher, up to as many as 750,000.

Discuss the following questions:

What internet search methods did you use? What challenge does a historian face in making such calculations?

What do you think makes a reliable internet source?

Why do you think there is such disagreement about the totals?

- **Formulating historical Inquiry Questions:** Students should be able to create their own historical Inquiry Questions that are appropriate and conceptual in nature.
- **Identifying and choosing sources and perspectives:** Students should be able to identify and choose appropriate sources that can provide diverse perspectives with which to explore the Inquiry Question.

Working with the new Subject Guide: Skills IA

Students should have opportunities to evaluate several types of sources, such as primary, secondary, visual and diagrammatic.

These opportunities may include summative and formative Paper 1– type assessments.

You may include historical investigations throughout the course where students practice formulating their own questions and finding their own sources.

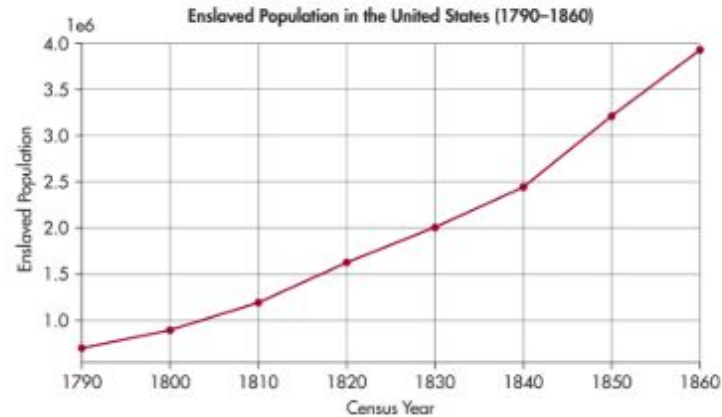
SKILLS

Historical Skills: Using Sources 2

Evaluate the impact of cotton production on the US economy between 1800 and 1860.

1. Explain how the content of both Table 1 and Table 2 can be used to answer the inquiry question above.
2. Analyze how the context of Figure 4 (the Port of New Orleans) influences how it can be used to answer the inquiry question above.
3. Examine how the perspectives in all three sources can be used to answer the inquiry question above.

The cotton gin increased the demands on Southern plantations for more slave labor. It also increased the demand for land in the South, in places like Alabama, Arkansas, Mississippi, and Texas, as well as territories taken from Mexico in the **Mexican–American War** after 1848. These areas were well suited for growing cotton.



- **Synthesizing evidence and evaluating sources:** Students should be able to synthesize evidence from the sources they have chosen to develop a response to the Inquiry Question.
- **Research and Self-management:** Completing historical investigations is one of the best opportunities for students to develop a range of approaches to learning skills related to Research and Self-management

Working with the new Subject Guide: Concepts

Integrating the Concepts into learning and teaching

- The Concepts should be threaded **throughout the course** and returned to multiple times.
- There are many ways that this can be achieved. Some suggestions include:
 - a. **sharing the Concept definitions** and Conceptual Understandings with students, where appropriate
 - b. supporting students in **using the terminology in the Conceptual Understandings**
 - c. fostering **discussions or debates around the Conceptual Understandings**

Why were the Ryutin trial and the death of Sergei Kirov significant?



Conceptual Focus: Significance

The use of violence as a political tool to consolidate power is crucial to understand how totalitarian leaders rely on coercive methods to maintain their authority. Comprehending this *significance* allows us to understand the complex and deep connection between violence or the threat of violence and maintaining power.

The Ryutin Group was an anti-Stalinist opposition group led by Martemyan Ryutin, an old-time communist and senior figure of the party. Ryutin and his allies considered Leon Trotsky as a genuine revolutionary and was a supporter of Bukharin.

In 1932, Ryutin and his followers published a 200-page document in which:

- Stalin and his control of power was criticized
- broader tolerance and liberalization were demanded
- the mandate of forced collectivization was condemned
- Trotsky was openly supported.

His motivations were complex: he was strongly opposed to Stalin's leadership, believing him to be responsible for many deaths during the revolution; he was convinced that Stalin represented a distortion of true Marxism-Leninism; and, he was expecting other communists to follow him.

This document, named 'Stalin and the Crisis of the Proletarian Dictatorship' and another named 'Appeal to All Members', became known as the Ryutin Platform. It was distributed secretly within the party, accusing Stalin of betraying Leninist principles. Some party members, who were opposed to Stalin's leadership, helped to circulate the manuscript.

When the Ryutin Platform was discovered by Stalin, he demanded Ryutin's execution, which generated opposition among senior party members. One of these was Sergei Kirov, who openly opposed this extreme demand. Consequently, and given the nature of the contents of these documents, the party authorities held a trial, aptly named the Trial of the Ryutin Group, where Ryutin and his followers were publicly tried and expelled from the party. Those who were expelled included Ryutin, Zinoviev, Kamenev, and 17 other leaders were removed from office.

This affair was significant as it showed that some party members were strongly against Stalin's leadership style, but also that Stalin was completely ruthless in his approach to opposition, making others who might feel the same way less likely to provoke him. This moved Stalin further toward a position where he was able to suppress and remove opposition, without any obstacles.

This event would eventually be the prelude to the Great Terror, when millions of dissidents and critics of Stalinism were expelled from the party, executed, or vanished to forced labor camps.

Working with the new Subject Guide: TOK

Integration of TOK into History

TOK concepts can be **integrated naturally** into history lessons, allowing students to see how Knowledge Questions arise directly from historical investigation. This approach helps students understand the real-world implications of how historical knowledge is constructed, interpreted, and contested.



◀ **Figure 1.39** Women learn how to cook at a mother training of the Reichsmuetterdienst at Essen, Germany 1930s.

The notion of the Aryan **nuclear family** was to be at the core of the new Nazi nation. A woman's role was solely that of a mother and wife. This view went against the social advances achieved by women in the 1920s; however, in more traditional regions, such as small towns and rural areas, this reversal was well received, as a significant number of women in Germany considered that this was the way it should be. As Claudia Koonz states in *Mothers in the Fatherland* (1987), many women considered motherhood as a patriotic duty, understanding the regime as a restoration of the moral, lost under the Weimar Republic. Benefits and incentives were created for young couples to marry, such as low-interests loans and housing access. An estimated 700,000 couples received these loans between 1933 to 1937. Marriage rates did actually increase; in 1932, approximately 516,800 couples got married, while this number increased to around 740,200 by 1934.

Couples were also encouraged to have as many children as possible. At least four children meant that parents were awarded a bronze medal. If a woman had eight children, she was awarded with the 'Honor Cross of the German Mother' and gained several benefits, such as getting a privileged spot at Hitler's speeches.

These concepts were reinforced at the League of German Maidens, so from an early age, German girls were firmly convinced of their responsibilities within the Reich. To achieve these goals, women were discriminated against, being forbidden from taking certain jobs, and the access to higher education was discouraged or limited. Abortion was forbidden and contraceptive means were restricted.

TOK

To what extent can historians trust the available evidence to understand people's beliefs in the context of a totalitarian regime?

Working with the new Subject Guide: TOK

Encourage Critical Thinking

- Challenge students to **question assumptions about knowledge creation** in history
- Encourage students to critically examine **how historical knowledge is produced**, including whose perspectives are prioritised and why.
- Present **real historical debates** to show that history is interpretative rather than fixed.

TOK

In totalitarian states, the manipulation of statistics is well-known as they were used as propaganda tools to maintain people's support.
How can we assess the reliability of knowledge from historical sources?

SKILLS

Asking questions

After reading this section, discuss in groups: What impact did collectivization have on peasants? Identify positive and negative consequences of this for the Russian peasantry.

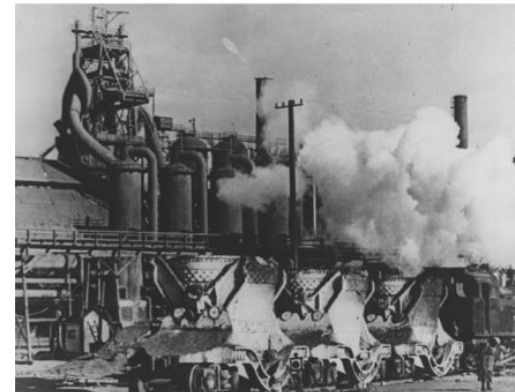
What was the impact of the Five-Year Plans in the Soviet Union?

With Stalin's rise to power, the NEP was discontinued in favor of a series of Five-Year Plans. All economic activity was taken over by the state – managed by Gosplan – and several clear production goals were established, especially among heavy industries and transportation. The main goal was to rapidly transform the country into a socialist industrial power.

Three of these Five-Year Plans were introduced before the outbreak of the Second World War; the first in 1928, the second from 1932 to 1936, and the third, which was launched in 1937 but then abruptly interrupted by the German invasion of the USSR, in 1941.

The first Five-Year Plan set the ground for the so-called Second Revolution – the revolution from above, the Stalinization of the USSR and the way Stalin hoped to instill a sense of mystique and to evoke the revolution of 1917 – in which there was a significant increase in state bureaucracy (nomenklatura), as the management of this 'Command Economy' demanded a much larger state apparatus.

The first Five-Year Plan plan was focused on rapid industrialization, especially the production of steel, coal, electrical power, and heavy machinery. Forced collectivization of agricultural production was also a main pillar of this plan.



The state pushed workers into reaching high production goals through incentives for those meeting certain quotas and harsh punishment for those who did not. Indeed, between 1928 and 1939 several large factories and immense industrial complexes were built within the Soviet Union.

i

Gosplan

The Gosplan was a central planning agency introduced in 1921 by the Council of People's Commissars (Sovnarkom) as a subcommittee of the Council of Labor and Defense (STO). It would set very specific production goals for several branches of industry throughout Soviet history. It was finally dismantled in 1991, when the USSR was dissolved.

Figure 1.59 A blast furnace at Magnitogorsk in the Urals, USSR – part of Stalin's first Five-Year Plan, it was built by a combination of volunteer 'shock workers' and forced labor.

» Pearson

Q&A

Place contact info here