

Public District School Board Writing Partnership

Canadian and World Studies

Course Profile

World History: The West and the World

Grade 12

College Preparation

CHY4C

• *for teachers by teachers*

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Course Overview

World History: The West and the World, CHY4C, Grade 12, College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

Prerequisite: Any University or University/College Preparation course in
Canadian and World Studies, English, or Social Sciences and Humanities

Course Description

Students explore the history of the world since the 16th Century, and the interaction between the emerging West and other regions of the world. Students learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students acquire sound skills of historical inquiry and develop an appreciation of the forces that have formed the modern world.

Course Notes

The history of the West and its relationship with the world has held a fascination for students of history. Stories of exploration, technological development, art, philosophy, and intellectual thought, larger-than-life personalities, revolutions, the development of world powers and their global impact provide a rich foundation for students to investigate the history of the West and the world. By having opportunities to develop methods of historical inquiry, students are able to critically analyse historical evidence and events in order to understand the nature of the interaction, as well as the impact of the West on other regions of the world. Students are able to see the forces that have influenced and shaped world history at the local, national, and global levels.

While World History: The West and the World is a course designed to build on the foundations students established in the Grade 11 World History to the 16th Century, CHW3M course, the reality is that not all students will have taken this course, and those that have may not have studied events beyond 1500. Therefore, it is incumbent on the teacher to review key people, events, and concepts evident in the West at this critical juncture between 1500 and 1600. In addition, students have explored 20th Century history from a Canadian perspective in Canadian History in the Twentieth Century, Grade 10 Academic/Applied. Prior knowledge of these events will influence how teachers approach Unit 4. However, events in this course are presented from a global rather than a Canadian perspective and thus, the activities should be new to the students. In addition, Twentieth Century History: Global and Regional Perspectives, Grade 11, Open, presents a global perspective of 20th Century world history and could overlap with activities in Unit 4.

The importance of chronology to the study of history is emphasized in the Ministry documents and is reflected in the organization of the units for the course. Each unit represents roughly 100 years of history with the dividing point in each time frame a turning point or watershed in history. Unit 1 opens with the Renaissance and bridges into Unit 2 with the death of Louis XIV. Unit 3 opens with events following the Congress of Vienna and focuses on key events in the 19th Century. World War I marks the end of an era and catalyses the key forces of the 20th Century.

Historians recognize the importance of assessing both change and continuity, and this is often best explored and most meaningfully analysed through the lens of key themes. Therefore, although the course units are organized chronologically, students study major themes within each of the units. These themes surround issues such as The Arts, Politics and the Military, Science and Technology, Socio-Economics, Key Individuals, and Global Connections. The study of cause and effect contributes to an understanding of change and continuity in world history. Students examine how key individuals and groups shape history. Students explore the effects of new technologies on daily life and the uniqueness of social, economic, and political structures and how these structures have evolved and been applied abroad. It is

paramount that global issues be included so that the course moves from the traditional eurocentric model to one that embodies the West and the world. Major themes are addressed in each unit and in the culminating activity in each unit. Furthermore, these themes are bound together in the Course Culminating Activity, News Documentary: Retro Review.

The course focuses on skills associated with activities such as group work, role-play, script writing, poster-making, television or radio production, conducting interviews, writing letters and reports, and the use of the Internet. Through the various activities, students develop skills associated with historical studies. Students formulate questions for research and conduct research in reference books, audio-visual material, and Internet sites. Students learn to communicate effectively through the use of debates, role-plays, interviews, group presentations, short reports, and essays. They learn to develop a point of view and to support that point of view with specific information. The methods of historical inquiry have been integrated throughout the five units of study.

Course Culminating Activity: “News Documentary: Retro-Review”

It is crucial that teachers become familiar with the Course Culminating Activity outlined in Unit 5, since preparation for this activity is ongoing throughout the course and should be introduced in Unit 1. Students select or are assigned a specific thematic area. During each unit, students collect data and add to their tracking folder. In Unit 5, along with other students who researched the same theme, they prepare a “News Documentary: Retro-Review” presenting a retrospective of the thematic area over the past 500 years, from a global perspective, as well as make projections of future trends. Students role-play “experts.” The show can be videotaped or performed before a live audience of history students, but either way the students must prepare the show as if it were a real television documentary, scripting and storyboarding each component. The teacher may enlist the aid of Media and/or Communication Technology students to assist with the videotaping and editing of the shows.

Units: Titles and Times

Unit 1	1600–1715 – Foundations and Institutions Challenged	23 hours
Unit 2	1715–1815 – The Enlightenment to Napoleon	23 hours
Unit 3	1815–1914 – A Century of Political, Social and Intellectual Forces Gone Awry	22 hours
* Unit 4	1914–Present – A Century of Destruction and Reconstruction	28 hours
Unit 5	Culminating Activity	14 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Foundations and Institutions Challenged 1600–1715

Time: 23 hours

Unit Description

Students explore the foundations of European Civilizations and the forces challenging them during this period. Students explore the notion of Rebirth and Reform through the analysis of key figures of the Renaissance and Reformation presented in a brief oral report. They analyse the political institution of Absolutism through a Case Study of Louis XIV and the Bourbon Dynasty and discover the notion of Constitutionalism through the preparation of a time line of the English Civil War period. The role of religion and the challenges faced by the church are presented in an exploration of wars of religion and the trials presented by the Scientific Revolution. Students write an editorial which reflects the attitudes of the Church, scientists, and the wider world to the Scientific Revolution. The West and its impact on the world through colonialism and mercantilism are assessed through a writing in role checklist report of an

explorer assessing the merits of expanding into a selected colony. The Culminating Activity for the unit involves the assessment of a variety of explorers' roles in history through a role-play and interview activity as well as a Unit test. Students are introduced to the Course Culminating Activity and are given time to start their Tracking Folder.

Unit Overview Chart

K/U = Knowledge/Understanding T/I = Thinking/Inquiry A = Application C = Communication

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
1	COV.03, CO3.04, CCV.01, CC1.03, CC1.04, CCV.02, CC2.03, CC3.03, CHV.01, CH1.01, CHV.03, CH3.01, CH3.04, SEV.01, SE1.03, HIV. 01, HI1.01	K/U T/I C	Rebirth and Reform in the Renaissance and Reformation Student presentations of key individuals of the Renaissance and Reformation reflecting on how they represented “rebirth” or “reform”
2	COV.02, CO2.01, COV.03, CO3.03, CCV.01, CC1.02, CC1.03, CCV.02, CC2.01, CCV.03, CC3.02, CHV.01, CH1.02, SEV.03, SE3.01, HIV.02, HI2.04	K/U T/I C	Political/Military Developments – Case Study Louis XIV and the Bourbon Dynasty, a Case Study of Absolutism and Primary Source Document analysis
3	COV.01, CO1.01, COV.03, CO3.01, CCV.01, CC1.01, CCV.02, CC2.03, CCV.03, CC3.03, CHV. 04, CH4.03, SEV.01, SE1.01, SE1.03, HIV.02, HI2.01, HIV.03, HI3.03	K/U A C	Political/Spiritual Issues – Discussion The Role of Religion in the 17th Century Time Line Students prepare a time line of the English Civil War and the development of Constitutionalism
4	COV.02, CO2.01, COV.03, CO3.03, CCV.01, CC1.01, CC1.02, CC1.03, CCV.02, CC2.01, CC2.02, CHV.04, CH4.04, SEV.01, SE1.02, SE1.03, HIV.03, HI3.01, HI3.03	K/U T/I C A	Science/Technology/Spiritual Issues – “On Trial”: Galileo and Heliocentricism vs. the Established Church Students role-play a journalist or observer at the trial and write a news report for a paper representing different interests, e.g., “Catholic Record,” “Scientists for Freedom of Thought,” “Islamic Record,” Asian Review,” “Chinese Daily.” Students reflect their “bias” in the paper.
5	COV.01, CO1.01, CO1.02, COV.02, CO2.01, CO2.02, CO2.03, CCV.01, CC1.01, CC1.02, CC1.04, CCV.03, CC3.01, CC3.03, CHV.01, CH1.02, CH1.03, CHV.02, CH2.01, HIV.01, HI1.03, HIV.02, HI2.03	K/U T/I	Economic Issues – The Age of Exploration and the Rise of the Middle Class Map Work Analysis of mercantilism and map work of exploration and discovery. Writing in role as an explorer, students prepare a checklist of why their monarch should include the country visited in their Colonial Empire. In checklist include a category “indigenous response to western contact.”

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
6	COV.01, CO1.01, CO1.02, COV.02, CO2.01, CO2.02, CO2.03, CCV.01, CC1.01, CC1.02, CC1.04, CCV.03, CC3.03, HIV. 02, HI2.04, HIV.03, HI3.01, HI3.03	K/U T/I C A	The World “On Trial” – The Consequences of Exploration Students research an individual or group associated or affected by exploration and contact (e.g., Indigenous people, settlers, explorers, monarchs, merchants, etc.). Students assume the role of a “Roving Reporter” and interview the key individuals and groups. Based on the data collected the students assess the impact of exploration and contact on the West and the wider world. Students write a unit test to synthesize material from this unit. Time is allocated for students to start their “Tracking Folder” for the “Retro-Review” Course culminating activity.

Unit 2: The Enlightenment and Napoleon 1715–1815

Time: 23 hours

Unit Description

Students explore the major intellectual, political, economic, and social changes between 1715 and 1815. Students explore the evolution of political thought and the nature of “Enlightenment” thinking through the analysis of key writings of the day. They analyse and assess the impact of mercantilism and colonialism by mapping and assessing its expansion. Global concerns emerge as students develop an awareness of the impact and consequences of colonial expansion. Changes in social trends are explored through brief dramatizations. Students utilize the concept of cause and effect in an exploration of the causes of the American and French revolutions. Students employ critical thinking skills in determining similarities and differences in the two revolutions. Students explore key individuals and their impact on history using the “great person theory” as applied to Napoleon Bonaparte and his role in French history. The unit culminating activity involves the preparation of an Enlightenment Retrospective Bulletin Board Display. Students are assigned a key area at the start of the unit and prepare an item to be placed on the board. At the end of the unit the bulletin board is used by students to develop conclusions regarding the overall impact of the Enlightenment on Economics, Technology, Social, Political, Intellectual Thought, and Global Issues. Students add to their Tracking Folder for the Course culminating Retro-Review.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
1	CCV.01, CC1.03, CHV.01, CHV.03, CH1.01, CH3.03, CH3.04; SEV.03, SE3.02	K/U T/I	The Enlightened Mind Students read an excerpt from Swift’s <i>Gulliver’s Travels</i> or view a media version and discuss the elements of the 17th century world which were being satirized. Comparisons are made with modern satire.

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
2	CCV.01, CC1.02, CC1.03, CHV.01, CH1.01, CH1.02, CHV.04, CH4.02, SEV.03, SE3.01, SE3.02, SE3.03, HIV.01, HI1.03, HIV.02, HI2.03, HIV.04, HI4.03	K/U T/I C	<p>Evolution of Political Thought – Jigsaw Activity Students look at short primary source excerpts (or summaries) of Locke, Rousseau, Montesquieu, Voltaire, Richelieu/Mazarin. Expert groups complete an organizer, which looks at time period, country of origin, nature of man, role of government, etc. Findings are shared in home groups.</p> <p>Political Spectrum Teacher-directed lesson outlines left, centre, and right. (reactionism, liberalism, conservatism, radicalism)</p> <p>Political Spectrum at work An analysis of Enlightened Despotism, Absolutism, Constitutional Monarchy using student role play dramatization/dialogue</p>
3	COV.02, CO2.01, CO2.02, CHV.02, CH2.03, CCV.01, CC1.04, CHV.01, CH1.02, SEV.02, SE2.01, SE2.03, HIV.01, HI1.03, HIV.03, HI3.01	K/U T/I A C	<p>The Evolution of the “Global Village” Economic Thought Students explore key features of Mercantilism and compare these to new ideas of laissez-faire as developed by Adam Smith.</p> <p>Communication/Technology/Agriculture A map activity allows the students to see the activities of European nations in the broader world. Students in groups map the flow of natural resources and finished products to show how mercantilism and the world economy functioned. Students analyse the maps and draw conclusions regarding the nature of mercantilism and who benefits.</p> <p>The West and The World In small groups, students read a short passage chronicling the West’s relationship to a specific region of the world at this time. In a chart, the attitudes of the West to the region and the attitude of the region to the West are recorded. Data is shared with class. Students write a short paragraph communicating conclusions about the impact of mercantilism globally.</p>
4	CCV.01, CC1.02, CCV.02, CC2.01, SEV.01, SE1.04, SEV.02, SE2.01, SEV.03, SE3.02, SEV.04, SE4.01, HIV.01, HI1.02, HIV.03, HI3.01	K/U T/I C A	<p>The Enlightenment and Social Trends Using a variety of sources, students in small groups prepare a short dramatization about social trends during the Enlightenment. Dramatizations could focus on changes in the role of women, crime and punishment, leisure and recreation, education, family life, life in upper/lower classes, political and social values, etc. The class draws conclusions regarding the scope of changes.</p>

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
5	COV.03, CO3.01, CCV.01, CC1.02, CCV.03, CC3.03, HIV.04, HI4.01	K/U T/I A	Revolutions and Causation - American Revolution Students analyse the causes of the American Revolution exploring specifically the failure of mercantilism. Ancien Régime In a lecture-type lesson, students complete an organizer of the characteristics of the three Estates as well as the major causes of the French Revolution. Students make conclusions regarding the similarities and differences in the causes of revolutions.
6	CHV.01, CH1.01, CH1.0, CHV.04, CH4.04, SEV.04, SE4.03, HIV.02, HI2.04, HIV.03, HI3.03	K/U T/I A	The Philosophies in Reality? – Primary Document Analysis Students examine at excerpts from primary sources: <i>The Declaration of Independence</i> , <i>The Declaration of the Rights of Man and the Citizen</i> , <i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft, <i>The Rights of Man</i> by Thomas Paine and <i>Reflections on the Revolution in France</i> by Edmund Burke. Students identify and discuss the characteristics of the Enlightenment in each document.
7	COV.03, CO3.01, CCV.03, CC3.01, CHV.03, CH3.04, SEV.03, SE3.01, HIV.01, HI1.02, HI1.03, HIV.03, HI3.01	K/U T/I C A	Eventful/Event-making Figures – Timeline Students produce a timeline beginning with Napoleon’s rise to power and ending with his exile to St. Helena. Using this data, students evaluate whether Napoleon was an eventful and event-making individual using Sidney Hook’s model. They may also apply the ‘Great Person’ model.
8	CCV.01, CC1.01, CC1.02, CC1.03, CC1.04, CCV.02, CC2.01, CC2.02, CHV.01, CH1.02, HIV.01, HI1.03, HIV.02, HI2.03, HIV.03, HI3.01, HI3.03	K/U T/I A C	Culminating Activity – Bulletin Board Display of the Impact of the Enlightenment Individually, students prepare a visual or written item that reflects the impact of the Enlightenment on their specialist area, selected in Unit 1 for the Course Culminating Activity (i.e., Economics, Technology, Social, Political, Intellectual Thought and Global Issues). Using the bulletin board as a resource, students summarize the impact of the Enlightenment. Students are given time to add to their Course Culminating Tracking Folder monitoring their theme.

Unit 3: 1815–1914 A Century of Political, Social and Intellectual Forces Gone Awry

Time: 22 hours

Unit Description

Students explore the political, social, and intellectual climate of the world chronologically and thematically from 1815–1914. Students examine themes such as the restoration and failure of European absolutism, the rise of nationalism and the nation state, the emergence of imperialistic powers, the Industrial Revolution and its impact on 19th Century political and social traditions, as well as the emergence of radical political, social, and intellectual forces that questioned the foundations of key political and social institutions. Through activities such as a map study, comparison charts, case studies, data collections, readings, a job application and “soap box speech,” students analyse and draw conclusions about the changing political and social climate of Europe and the wider world, explore and scrutinize the political and social impact of the Industrial Revolution, as well as develop an understanding and appreciation of the nature and characteristics of Romanticism. In the culminating activity, students take part in a “Panel Interview,” where key individuals that challenged the established order of the 19th Century are interrogated in order to discover how and why they challenged the status quo. Writing as a reactionary revisionist, students compose a written response justifying their selection of three most radical individuals of this century. Students are expected to add to their Tracking Folder for the Course culminating “Retro-Review.”

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
1	COV.03, CO3.02, CCV.01, CC1.02, CC1.03, CCV.03, CC3.01, CC3.02, HIV.01, HI1.03, HIV.02, HI2.03	K/U A	Metternich and the Concert of Europe Map Study Given three maps from 1799, 1812, and 1815, students draw conclusions about the changing political situation in Europe. Comparison Activity On a chart, students make comparisons between the Congress of Vienna and the Treaty of Versailles
2	CCV.01, CC1.03, CCV.03, CC3.03, CHV.01, CH1.01, CH1.02, SEV.03, SE3.01, HIV.02, HI2.03	K/U T/I A	Nationalism – the Rise of the Nation State – 1848 Revolutions Students read and review events of the 1848 revolutions and analyse the reasons for their failures. They speculate on what would be necessary for a revolution to succeed. Realpolitik and the Unification of Italy and Germany Students read an excerpt from Bismarck’s “Blood and Iron” speech and define the concept of Realpolitik. This approach is contrasted to the 1848 approach and failures. Students apply the concept of Realpolitik to a case study of the unification of Italy and Germany.

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
3	CHV.01, CH1.01, CHV.03, CH3.01, CH3.02, CH3.03, CH3.04, SEV.04, SE4.03, HIV.01, HI1.02, HIV.03, HI3.01	K/U T/I C A	<p>The Romantic Rebellion – Characteristics of Romanticism Students explore the characteristics of Romanticism through teacher-directed lessons that present primary source examples of romantic art, poetry, literature, and music. Students draw conclusions regarding the nature, purpose, and impact of Romanticism.</p> <p>Romantic Job Application Students are assigned a key Romantic figure for whom they complete a job application for a job as a “Classic” Romantic. Students exchange applications at the “Employer Exchange”, and in the role as employer they select the top Artist, Writer, and Musician who best fits the bill. Top choices are discussed.</p>
4	COV.01, CO1.03, CCV.01, CC1.03; CCV.02, CC2.01, CCV.03, CC3.03; CHV.01, CH1.02; CHV.04, CH4.01 CH4.03; SEV.01, SE1.02, SE1.04; SEV.02, SE2.02; SEV.03, SE3.04; SEV.04, SE4.02, HIV.02, HI2.03, HIV.03, HI3.01, HIV.04, HI4.03	K/U C A	<p>The Industrial Revolution: Social and Political Consequences – Social Impact Students make conclusions regarding the social consequences of the early Industrial Revolution using data presented in the form of graphs, charts, and primary source excerpts that show the birth and death rates, time of transportation, conditions in mines and factories, literacy rate, population statistics, urban/rural statistics, and first hand accounts of people at the time.</p> <p>Case Studies of the Political Impact Students explore the political and legislative responses to the challenges of the Industrial Revolution through case studies of different ideological groups such as the Utopian Socialists, Scientific Socialists, Chartists, Luddites, Liberals/Whigs and Conservatives.</p> <p>“Soap Box” Presentation Using data collected, students prepare a brief “Soap Box” speech that promotes the ideology of a specific political group and their solutions to the problems of the Industrial Revolution.</p>

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
5	COV.03, CO3.01, CHV.01, CH1.03, CHV.02, CH2.01, CH2.02, CH2.03, CH2.04, CHV.03, CH3.04, HIV.01, HI1.02, HIV.02, HI2.01, HI2.04, HIV.03, HI3.01, HI3.03	K/U T/I C A	<p>Imperialism: The West imposes itself on the World – Primary Source/Poetry Analysis Students examine, analyse and compare Kipling’s “White Man’s Burden” and Labouchere’s “Brown Man’s Burden” and make conclusions regarding the West’s view of their colonies and the Colonies’ view of the Colonizer. Students explore the concept of Social Darwinism by looking at documents or excerpts of Darwin, Spencer, T. Roosevelt, etc. Students speculate on the impact and consequences of such views on the world.</p> <p>Imperialism and its Impact Students explore one colony and report on the impact that imperialism had on the colony as well as the mother country at the time. Students record data and make conclusions regarding the consequences of imperialism.</p>
6	CHV.01, CH1.01, CHV.02, CH2.01, CHV.03, CH3.01, CH3.04, CCV.01, CC1.03, HIV.01, HI.1.02, HIV.02, HI2.04, HIV.03, HI3.02, HI3.03, HIV.04, HI4.01	K/U T/I C A	<p>Culminating Activity: Talk Show/Panel Interview In pairs, students are assigned a key individual who challenged the established order of the 19th Century, for example, Einstein, Freud, Nietzsche, Darwin, Spencer, Marx, Pankhurst, Bernstein, Sorel, Gokale (Indian National Congress), Williams (Pan-African Congress), Planck, Stravinsky, Tubman, Sun Yat-Sen, Dubois. In a panel interview, key individuals are interrogated by another student in the partnership in order to discover how and why they challenged the status quo. Students collect data on all the “interviews.”</p> <p>Written response Writing as a reactionary revisionist, students select two to three radical individuals of this century that they consider “challenged the status quo.” Students justify their selection in a position paper. Students are given time to add to their Course Culminating Tracking Folder monitoring their theme.</p>

Unit 4: 1914 to the Present Day – A Century of Destruction and Reconstruction

Time: 28 hours

Unit Description

Students explore global events since 1914 from a thematic perspective. Students examine the themes of Conflict and Revolution, International Organizations and Human Rights, Decolonization and Globalization, Economic and Technological Change, and the Arts in order to make sense of the monumental changes that occurred in the 20th Century. These changes resulted in the destruction of old institutions and beliefs and the construction of new institutions and values, setting the stage for the new millennium. By means of activities such as work stations, the production of a picture book, Internet data collection and quick fact presentations, comparison charts, mind maps, posters and case studies, students

analyse and synthesize key conflicts and revolutions of the time period, explore the process and impact of decolonization and globalization, describe and assess a variety of governmental and non-governmental world organizations, and assess the impact of economic and technological change. As culminating activities for this unit, students prepare an individual and group project. In small groups, students research and present the arts' responses to the key themes of the unit in a coffee house set up. Individually, students prepare Trading Cards on the significant individuals of the 20th Century, which are shared in a "Trading Card Convention." Based on data collected at the "Exchange," students select the top three people of the 20th Century and defend their selection. Students are expected to add to their 'Tracking Folder' for the Course culminating Retro-Review.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
1	COV.03, CO3.01, CO3.02, CCV.03, CC3.03, HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HIV.03, HI3.01, HI3.03, HIV.04	K/U T/I A C	<p>Conflict and Revolution – A Century at a Glance Students review major events of the 20th Century through a brief diagnostic activity.</p> <p>Cause and Effect and Conflict Using World War I as a model, students briefly review the causes and consequences of conflict. Students apply this understanding of cause and effect to key conflicts and revolutions of the 20th Century. Using a “regional work station approach,” students collect and record data on a selection of conflicts and revolutions in the 20th Century.</p> <p>Young Person’s Picture Book Using the data collected, students select a balanced representation of conflicts and revolutions and record them in a short chronologically and regionally organized picture book. A page in the book is dedicated to reflections made on similarities, differences, and consequences of conflict.</p>
2	COV.02, CO2.03, CHV.02, CH2.03, SEV.02, SE2.04, HIV.01, HI1.02, HI1.03, HIV.03, HI3.01, HI3.03, HIV.04, HI4.01, HI4.03	K/U T/I A C	<p>Decolonization – National Self-Determination Students analyse the principle of national self-determination and its application in the post-World War I period.</p> <p>Quick Fact Case study Students prepare and present a mini report “Quick Fact at a Glance” case study of selected nations’ decolonization experience post-World War II.</p> <p>Globalization: The New Imperialism Globalization is addressed and analysed and briefly debated in class.</p>

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
3	COV.03, CO3.03, CO3.04, CHV.04, CH4.02, CH4.03, CH4.04, SEV.03, SE3.05, HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.05, HIV.03, HI3.01, HI3.03, HIV.04, HI4.01, HI4.04	K/U T/I A C	<p>Peace, Security, and Human Rights – Collective Rights In a comparison of the League of Nations and the United Nations, Military Alliances, and Economic Organizations, students explore the nature and promotion of collective national rights.</p> <p>Individual Rights Students prepare and present an Information Poster on a variety of human rights organizations and their success in promoting human rights. Based on these posters and the oral report, students judge which organizations should be selected for the Nobel Peace Prize of the 20th Century. In a letter to the Nobel Prize Committee, students justify their selection.</p>
4	COV.02, CO2.01, CCV.01, CC1.04, SEV.01, SE1.02, SEV.02, SE2.02, SE2.03, SEV.04, SE4.02, HIV.01, HI1.02, HIV.02, HI2.04, HIV.04, HI4.01, HI4.03	K/U A C	<p>Economic and Technological Development – Challenges of the 20th Century Students read a brief summary case study of major economic developments/events since 1914. Students use a jigsaw strategy to exchange information to show the impact, consequences, and response (governmental/individual) to their case study. The class discusses the changing role of government and ways people have responded to economic challenges and events. Students write a quiz.</p> <p>Innovations of the 20th Century Using a prepared template organizer, students use a pre-selected Internet site to collect data on the major technological innovations since 1914, assess their impact, and record their global accessibility.</p>
5	CHV.03, CH3.01, CH3.02, CH3.03, CH3.04, HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.04, HIV.03, HI3.01, HI3.03, HIV.04, HI4.01, HI4.02, HI4.03, HI4.04	K/U T/I A C	<p>Art as a Reflection of Society – Coffee House Forum Students representing a variety of music, art and literature of the 20th Century, present how their particular artist or genre reflected the themes of the century's conflict, revolution, human rights, and economic and technological change. Students bring samples of music, art, and literature to share with the class. Based on their experience, students record how artists reflect and project trends in society. Students make comparisons with previous periods in history.</p>

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
6	CCV.01 CC1.03, SEV.04, SE4.03, HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.05, HIV.03, HI3.01, HI3.02, HI3.03, HIV.04, HI4.01	K/U T/I A C	<p>Trading Card Convention of Key Individuals – Culminating Activity</p> <p>Students research and prepare a 4" × 3" Trading Card of a key individual of the 20th Century. Cards include a picture of the individual, a summary of their accomplishments, and an assessment of their contribution to 20th Century. Cards are exchanged at a “Convention,” and based on the data collected students select and defend their choice of the top three personalities of the 20th Century. A Quiz or Unit test may be incorporated to measure general knowledge and understanding of key concepts of the 20th Century. Time is allocated for students to add to their Tracking Folder for the Course culminating Retro-Review.</p>

Unit 5: “News Documentary – Retro Review”: Culminating Activity

Time: 14 hours

Unit Description

Students synthesize the data collected throughout the course using their Thematic Tracking Folder. With other students they prepare and present a news documentary that chronicles their specialist thematic area. The TV show is either pre-recorded where facilities allow, or performed before a live audience. Following television procedures true to life, students apply and experience the excitement of planning, preparing, and performing as their favourite talk show stars. In the TV show students review the trends in their area for the past 500 years, reflect on the global nature of the theme and make predictions about future trends. Students use audio visual aids, charts, etc. to enhance the clarity and veracity of the performance. Students synthesize data collected from the performances and employ it in the preparation of a question which could appear on the year-end examination.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
1	HIV.01, HI1.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.05, HIV.03, HI3.01, HI3.02, HI3.03, HIV.04, HI4.02, HI4.03, HI4.04	K/U T/I A C	<p>Course Culminating Activity – “News Documentary: Retro Review” – Television Show</p> <p>In expert groups, students prepare a television talk show that reviews and assesses their area, including a retrospective of the past 500 years, a global review of the theme, a presentation of the state of the world today and predictions of future trends.</p> <p>Tracking Folder</p> <p>Students add to a Tracking Folder throughout the course by gathering data on their assigned thematic area as it is dealt with in each unit. Students also spend some time during each unit doing additional research using the library/resource centre.</p> <p>Written Component</p> <p>A written component including a script and the storyboard process and the Folder is included for assessment.</p>

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
			<p>Reflections and Synthesis Written reflections on all the thematic areas should be incorporated into the final exam.</p>

Teaching/Learning Strategies

This course seeks to have students become independent, self-motivated learners. There is a range of opportunities for students to acquire knowledge, to think critically, to communicate effectively, and to apply what they have learned to new situations. Through a rich variety of activities, such as the development of chronologies, comparing, contrasting and analysing data, performing mock interviews, and assuming the role of different characters, students learn how to research, establish cause and effect, identify bias, understand different perspectives, and develop empathy. The preparation of editorials, television scripts, reports, posters, and a variety of written products enhance students' communication skills. The different occasions for group work promote cooperative learning, discussion, brainstorming, and interpersonal skills. The use of the Internet, videos, periodicals, journals, magazines, and newspapers enhances students' media literacy. It is important that teachers instruct students on the safe use of the Internet for research and that it complies with their board/school policies. With the opportunities to make posters, design sets, construct a variety of visual displays, and present material orally in a variety of forms, students have opportunities to display their other learning capabilities. Students bring all their learning experiences together in the course culminating activity of a Television/Media production in Unit 5.

In each unit, teachers should develop tasks from the course expectations that link the assessment to the appropriate category in the Achievement Chart, found on pp. 246–247 in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*.

Assessment & Evaluation of Student Achievement

The Achievement Chart, which is the basis for assessment and evaluation in this course, is found in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies*, pp. 246 - 247. The chart identifies four major categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass the curriculum expectations in all courses in Canadian and World Studies. The descriptions at Level 3 represent the provincial standard for student achievement. When planning lessons and assessments, teachers should review the required curriculum expectations, plan the criteria for the assigned task, and link them to the categories. They should ensure that all the expectations are accounted for in the assignments and the achievement of the expectations is assessed within the appropriate categories. A balance between Achievement Chart categories should be used in the planning of lessons and the collection of student assessment data. Assessment must be embedded within the instructional process throughout each unit rather than being an isolated event at the end. In every case, the desired demonstration of learning is articulated at the beginning and the learning activity is planned to make that demonstration possible. Students in College destination courses need to be prepared for College; therefore, by the end of the course students should demonstrate strong written and oral communication skill, independent learning through the completion of projects and activities, and knowledge and understanding through conventional paper-and-pencil tests.

The assessment and learning practices used in this Course Profile:

- provide opportunities for student learning to improve by using formative assessment tools in each unit, such as self- and peer-editing of written work and visual organizers;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP);

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- accommodate a variety of learning styles and special needs, when necessary, in order to improve student performances;
 - use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the Achievement Chart;
 - promote students' ability to assess their own learning and to set specific goals;
 - provide students with models of skills which they are expected to master;
 - provide students with a clear indication of assessment and evaluation criteria by means of rubrics and checklists;
 - provide students with feedback from both formative assessment and summative evaluation strategies;
 - provide clear communications to students and parents at the beginning of the course and at other appropriate points throughout the course.

According to *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*, “the primary purpose of assessment and evaluation is to improve student learning” (p.13). The information gathered through assessment helps teachers to adapt their instructional approaches to the needs of students with a college destination. If some of the assessment practices described in this Course Profile do not meet the needs of students, those assessment practices should be altered.

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000 states that in the student's overall mark, a weight of 70% will be based on evaluation conducted throughout the course, while 30% will be based on a “final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course” (p. 15). A decision about how the 30% is allocated is ultimately to be made by teachers, schools, or boards. In this College destination course, it is recommended that the 30% be divided between the performance task of the “News Documentary – Retro Review”: Media Presentation in Unit 5 and the written reflection and a final exam.

The recommended course culminating activity involves research, creative thinking, making connections between the past and the present, and the demonstration of oral and written communication skills. Each student selects or is assigned one of the themes of the course and prepares, with others selecting or assigned the same theme, a media presentation staged in the auditorium or classroom or pre-recorded on video. Each student also traces his/her course theme in a Tracking Folder added to during each unit and written reflection following the presentations. Each of the four categories outlined in the Achievement Chart is covered in this culminating activity. In the ongoing process of assessment, the student's most recent work is given greater consideration and the most consistent level of achievement is used to generate the final mark.

Teachers need to systematically teach and collect data for the separate evaluation of students' learning skills as required for the Provincial Report Card. The skills, “Works Independently,” “Team Work,” “Organization,” “Work Habits” and “Initiative,” are integrally linked to student performance, but they are not used in the calculation of the final grade.

Accommodations

Every effort is made to assist all students in achieving success in this History course. Specific adaptations and accommodations are recommended with each activity for the units written. Suitable adaptations in assessment and evaluation in Grade 12 include strategies for students with reading, writing, and memory difficulties, as well as for students who require enrichment. Accommodating strategies include the use of diagrams and charts, pre-teaching vocabulary and difficult concepts, teaching how to highlight important points in a text and teaching students reading strategies, using point form notes, peer editing, teaching the skill of outlining, checking notebooks frequently and providing text in a different format (e.g., oral presentations), the provision of lists and recall charts, use of organizers, chunking of information and daily checks to see if assignments are recorded in a daily planner.

Some possible ways to accommodate a variety of learning styles and skills, as well as extenuating circumstances, include the granting of extra time to complete and hand in assignments, the use of oral interviews, the use of laptop computers for note-taking, providing overhead copies before the class and photocopied notes, and breaking down large assignments into manageable sub-tasks. Teachers should consult individual exceptional students' IEPs for specific direction on accommodation to assist individual students in meeting the required expectations.

When planning accommodations for ESL/ELD students, proficiency levels outlined in *The Ontario Curriculum, Grade 9 to 12, English As a Second Language and English Literacy Development* will provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom. To accommodate the needs of the ESL/ELD students, history teachers are encouraged to work with the ESL teacher within their school or board in order to select resources related to the ESL/ELD Curriculum Policy Document strands: Reading, Writing, Oral and Visual Communication and Social and Cultural Competence. Specific accommodations for ESL/ELD students include the use of bilingual dictionaries, when necessary, and the use of their first language to plan, organize and write first drafts of written and performance products. ESL/ELD learners, like all learners, have different learning styles; therefore a wide variety of teaching/learning strategies and assessment/evaluation techniques need to be used in all classrooms.

Resources

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Books

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Coded Expectations, World History: The West and the World, Grade 12, College Preparation, CHY4C

Communities: Local, National, and Global

Overall Expectations

- COV.01** · demonstrate an understanding of a variety of types of communities people have formed since the sixteenth century;
- COV.02** · describe key elements of various types of interactions that have occurred among diverse peoples and cultures since the sixteenth century;
- COV.03** · evaluate key factors that have led to conflict and war or to cooperation and peace.

Specific Expectations

Types of Communities and Their Development

- CO1.01** – identify the roots and describe the nature of a variety of communities and groups founded on religious, ethnic, and/or intellectual principles (e.g., Zen Buddhists, Jesuits, Sikhs, Mennonites, Christian Scientists, B'nai B'rith, pacifists, environmentalists);
- CO1.02** – describe key aspects of the character of rural communities that developed in the West and in the rest of the world (e.g., traditional communal villages, family farms and large farms or plantations, farms involved in modern international agribusiness; differing roles of elders, women, and children);
- CO1.03** – identify pivotal developments and issues in the process of modern urbanization (e.g., development of administrative, commercial, and manufacturing towns and cities; issues of inner cities and suburbia; dilemmas of megacities; issues of law, order, and infrastructure).

The Nature of Interaction Among Communities

- CO2.01** – describe key factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., changes in transportation; demographic pressures; religious, dynastic, and national ambitions);
- CO2.02** – describe key aspects of the impact of Western colonization on both the colonizer and the colonized (e.g., enrichment and impoverishment; introduction of new foods, materials, products, and ideas; destruction of cultures through disease and policy; revival of commitment to indigenous cultural identities);
- CO2.03** – describe pivotal events, issues, and personalities associated with the process of decolonization during the twentieth century (e.g., Russo-Japanese War, Wilson's ideal of national self-determination, World War II, Gandhi and Nehru, Cold War and post-Cold War tensions, rise of multinational corporations).

Conflict and Cooperation

- CO3.01** – describe the key factors that have led to conflict and war (e.g., demographic pressures, as seen in the Bantu, Chinese, Indian, and European migrations and related conflicts; personal, religious, cultural, and racial issues, as seen in the Napoleonic Wars, the Russian pogroms, the American Civil War, the Mahdist insurrections, World War II, and genocides, including the Holocaust; national and imperial rivalries, as seen in the Seven Years' War, World War I, and the Cold War);
- CO3.02** – demonstrate an understanding of the consequences of war (e.g., destruction of human life and property, changes in power balances and regimes, entrenchment of attitudes of superiority and resistance);

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- CO3.03** – identify key factors that have motivated people to seek peace and to cooperate with others (e.g., war weariness, pacifism, mutual advantages of protective alliances and friendships);
- CO3.04** – describe the main points of selected approaches to maintaining international order (e.g., the Westphalian nation-state system; cultural, racial, or religious unity; Marxist class solidarity; Wilsonian internationalism; movements to defend and promote universal human rights).

Change and Continuity

Overall Expectations

- CCV.01** · describe how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;
- CCV.02** · describe how the historical concept of continuity is used to analyse developments in the West and throughout the world since the sixteenth century;
- CCV.03** · demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.

Specific Expectations

Change in History

- CC1.01** – describe key examples illustrating the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present (e.g., developments in religion; changing views of the universe, from the geocentric to the heliocentric to notions of an expanding universe; social reform);
- CC1.02** – identify influential forces that have facilitated the process of change (e.g., increase in literacy, humanism and liberalism, scientific revolutions) and those that have tended to impede it (e.g., rigid class or caste systems, reactionary and conservative philosophies, traditional customs);
- CC1.03** – assess the influence of key individuals and groups who helped shape Western attitudes to change (e.g., Gutenberg, Galileo, Watt, Faraday, Darwin, Curie, Edison, Ford, Gates; explorers and innovators, Luddites, Fabians, feminists, environmentalists);
- CC1.04** – describe the nature of selected technological changes and their impact on the West and the rest of the world (e.g., the printing press, modern shipbuilding and navigation, steam and electric power, radio and telecommunications, modern medical technology).

Continuity in History

- CC2.01** – describe the roles played by selected social institutions in reinforcing continuity in history (e.g., religious institutions, schools, class, assigned family and gender roles, rituals and traditions);
- CC2.02** – identify the key ways in which political institutions have contributed to a sense of continuity (e.g., dynastic and national governments, political bureaucracies, legal traditions and judicial systems);
- CC2.03** – describe key factors that contribute to maintaining the flow of historical continuity (e.g., popular allegiance to and acceptance of tradition; the effectiveness of appeals to continuity in resolving issues; fear of change).

Chronology and Cause and Effect

- CC3.01** – demonstrate an understanding of the importance of chronology as a tool in analysing the history of events in the West and the rest of the world since the sixteenth century (e.g., by tracing the expansion of political enfranchisement, military technological innovation, agricultural and scientific developments);

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- CC3.02** – explain how viewing events in chronological order and within a specific periodization provides a basis for historical understanding;
- CC3.03** – describe how an understanding of cause-and-effect relationships serves as an essential tool for historical analysis (e.g., Gutenberg’s printing press and the Protestant Reformation, land redistribution by the conquistadors and contemporary Latin American social inequality, social Darwinism and modern hypotheses of racial superiority, the Long March and the victory of Chinese communism).

Citizenship and Heritage

Overall Expectations

- CHV.01** · describe key Western beliefs, philosophies, and ideologies that have affected the West and the rest of the world since the sixteenth century;
- CHV.02** · describe ideas and cultures from around the world that have influenced the course of world history since the sixteenth century;
- CHV.03** · analyse different forms of artistic expression and how they reflect their particular historical period;
- CHV.04** · describe the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

Specific Expectations

Western Beliefs, Philosophies, and Ideologies

- CH1.01** – identify the central tenets of selected modern beliefs and philosophies and describe how they have shaped Western thought (e.g., the Reformation and Calvinism, rationalism and empiricism, romanticism, socialism, Darwinism, Marxist-Leninism, Fascism and Nazism, liberal democracy);
- CH1.02** – describe examples of the pivotal influence of modern Western thought on economic, social, and political developments of the West (e.g., the development of mercantile and laissez-faire economies, national identification and the rise of the sovereign nation-state system, socialism and labour movements, the concept of positive progress, the spread of popular democracy);
- CH1.03** – describe key examples of the impact of modern Western thought on the non-Western world (e.g., transformation or loss of indigenous religions, cultures, and economies; creation of new national boundaries and identities, as in Africa and South Asia; adaptation of Western ideas, such as those of liberalism, social democracy, and communism in China, Cuba, and some African states).

Ideas and Cultures of the Non-Western World

- CH2.01** – identify key characteristics of and ideas emerging from selected cultures from around the world (e.g., tribalism in indigenous societies, Chinese and Indian dynastic absolutism, characteristics of Latin American Creole and mestizo culture);
- CH2.02** – describe how selected non-Western ideas and cultures influenced developments in indigenous societies (e.g., Ottoman imperialism and the spread of Islam, Moghul rule in India, the effect of Manchu traditionalism and isolationism on China, the effect of the samurai code on Japan);
- CH2.03** – demonstrate an understanding of how European imperialism transformed traditions in the non-Western world (e.g., changing social and political elites in India, influence of Christian missionaries in China and Africa, development of the encomienda system of land holding in Latin America);
- CH2.04** – describe key conflicts and controversies that arose as a result of resistance to the assertive spread of modern Western ideas (e.g., isolationism in Japan under the Tokugawa, Aboriginal American resistance to European settlement, the Opium Wars, Gandhi’s passive resistance, the Great Proletarian Cultural Revolution).

Artistic Expression

CH3.01 – describe key developments in a variety of modes of artistic expression in the West since the sixteenth century (e.g., classical, baroque, romantic, and modern literature, music, and art; traditional and modern architectural styles; rise of popular culture and entertainments);

CH3.02 – describe key forms and styles of artistic expression throughout the world (e.g., Japanese painting and theatre, East Indian and African music, legend and mysticism in indigenous cultures, Latin American dance and literature);

CH3.03 – describe key elements of selected forces that helped to bring about changes in modern Western artistic expression (e.g., the Scientific Revolution, the Enlightenment, industrialization, urbanization, electrification);

CH3.04 – assess the extent to which art reinforces and/or challenges prevailing social and political values (e.g., plays by Shakespeare, Molière, Hellman, Miller; novels by Dickens, Sand, Gordimer, Rushdie; music by Mozart, Stravinsky, R. Murray Schafer; visual art by Poussin, Goya, Cassatt, Picasso; films by Kurosawa, Kubrick, Disney).

Citizenship and Human Rights

CH4.01 – describe key elements of various forms of human servitude (e.g., slavery, indenture, gender role restrictions);

CH4.02 – describe the efforts of individuals and groups who facilitated the advancement of individual and collective human rights (e.g., Locke, Kropotkin, Martin Luther King Jr., Nelson Mandela, Aung San Suu Kyi; suffragists, Médecins Sans Frontières);

CH4.03 – describe key aspects of a variety of factors that have impeded the advancement of human rights (e.g., poverty, religious intolerance, racial bias, imperial exploitation, authoritarian governments);

CH4.04 – describe pivotal attempts of national and international bodies to recognize and enhance human rights (e.g., Declaration of the Rights of Man and of the Citizen, Geneva Conventions on war, war crimes tribunals, Universal Declaration of Human Rights).

Social, Economic, and Political Structures

Overall Expectations

SEV.01 · demonstrate an understanding of selected diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;

SEV.02 · describe significant economic developments in the West and the rest of the world since the sixteenth century;

SEV.03 · describe the key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;

SEV.04 · demonstrate an understanding of key aspects of women’s economic, social, and political lives in Western and non-Western societies since the sixteenth century.

Specific Expectations

Social Structures

SE1.01 – describe a selection of various types of social organization and social relationships that have been experienced in modern times (e.g., rigid class and caste systems, minorities and majorities, client–patron relationships, relationships and systems involving racial discrimination, systems that permit social mobility);

SE1.02 – describe key social developments that have occurred as a result of Western technological innovations (e.g., print and market-place revolutions, industrialization, urbanization, demographic changes);

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- SE1.03** – identify key developments in religion and religious observance in the West (e.g., Enlightenment deism and agnosticism, disputes between Darwinists and creationists, revivals of fundamentalism);
- SE1.04** – describe how family structures have changed or why they have remained stable in various societies throughout the world (e.g., extended and nuclear families, matrilineal and patrilineal succession, marriage conventions, status of children and of the elderly).

Economic Structures

- SE2.01** – identify key elements of pre-industrial economies (e.g., subsistence and capitalist agriculture, cottage industries, guild institutions, commercial entrepôts);
- SE2.02** – describe how the first and second industrial revolutions affected the economies of the West and the rest of the world (e.g., unprecedented increase in material wealth, creation of large factories and industrial cities, increase in resource and market imperialism, rise of consumerism);
- SE2.03** – explain the role of free enterprise capitalism in stimulating the development and spread of Western technological innovation (e.g., as evidenced by the activities of mercantile monopolies such as the East India Company; private railway companies such as Canadian Pacific; manufacturing enterprises such as Ford, Benz, Siemens, and Sony);
- SE2.04** – demonstrate an understanding of the consequences of global economic interrelationships that developed in the twentieth century (e.g., labour and resource exploitation, widening disparities of economic opportunity and wealth, globalized production and marketing, revival of economic nationalism).

Political Organization

- SE3.01** – describe key stages in the rise of the modern nation state in the West and subsequently in the rest of the world (e.g., the military and price revolutions, national administrative bureaucracies, French revolutionary "nation-at-arms", romantic and liberal nationalism, wars for national liberation);
- SE3.02** – identify key elements of the relationship between the form of government and the culture of various societies (e.g., African tribalism, Chinese and Japanese dynastic traditions, Islamic theocracies, English parliamentarianism, American republicanism);
- SE3.03** – describe the various ideological positions that are represented in the "political spectrum" (e.g., communism, socialism, liberalism, conservatism, fascism);
- SE3.04** – describe key government responses to the social consequences of some of the major economic changes in the West and the rest of the world (e.g., expansionist or protectionist trade legislation, labour and social welfare legislation, nationalization of essential industries);
- SE3.05** – describe selected examples of efforts to create international governmental and judicial structures (e.g., the European congress system, League of Nations, United Nations, European Community).

Women's Experience

- SE4.01** – identify the key factors that affected the position of women in pre-industrial societies (e.g., traditional cultural limitations, property rights, family roles, economic and political participation);
- SE4.02** – describe the impact of industrialization, urbanization, and modernization on women's lives in the West and the rest of the world (e.g., changing work and family roles, rise of middle-class status, impact of labour-saving devices and of medicines and medical procedures);
- SE4.03** – demonstrate an understanding of the efforts and achievements of individuals and groups who have worked for the advancement of women's status (e.g., Mary Wollstonecraft, Florence Nightingale, Nellie McClung, Eleanor Roosevelt, Simone de Beauvoir, Golda Meir, Indira Gandhi; first- and second-wave feminist organizations).

Methods of Historical Inquiry

Overall Expectations

HIV.01 · demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 · demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 · communicate opinions based on effective research clearly and concisely;

HIV.04 · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

Research

HI1.01 – formulate significant questions for research and inquiry, drawing on examples from Western and world history (e.g., What were the effects of the power loom on English society? Why is the Titanic such a captivating topic? How did the atomic bomb change the nature of war?);

HI1.02 – conduct organized research, using a variety of information sources (e.g., primary and secondary sources, audio-visual materials, Internet sites);

HI1.03 – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

Interpretation and Analysis

HI2.01 – demonstrate an ability to distinguish bias, prejudice, stereotyping, or a lack of substantiation in statements, arguments, and opinions;

HI2.02 – compare the main elements of selected interpretations of world history (e.g., liberal, progressive, economic);

HI2.03 – identify and describe relationships and connections in the data studied (e.g., chronological ties, cause and effect, similarities and differences);

HI2.04 – draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI2.05 – demonstrate an ability to develop a cogent thesis substantiated by effective research.

Communication

HI3.01 – communicate effectively, using a variety of styles and forms (e.g., reports or essays, debates, role playing, group presentations);

HI3.02 – use an accepted form of academic documentation effectively and correctly (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists; appendices);

HI3.03 – express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Creativity, Collaboration, and Independence

HI4.01 – demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.02 – use a variety of time-management strategies effectively;

HI4.03 – demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others;

HI4.04 – identify various career opportunities related to the study of history (e.g., researcher, archivist, teacher, journalist, writer).

Unit 4: 1914 to the Present Day – A Century of Destruction and Reconstruction

Time: 28 hours

Unit Description

Students explore global events since 1914 from a thematic perspective. Students examine the themes of Conflict and Revolution, International Organizations and Human Rights, Decolonization and Globalization, Economic and Technological Change, and the Arts in order to make sense of the monumental changes that occurred in the 20th Century. These changes resulted in the destruction of old institutions and beliefs and the construction of new institutions and values, thus setting the stage for the new millennium. By means of activities such as work stations, the production of a picture book, Internet data collection and quick fact presentations, comparison charts, mind maps, posters and case studies, students analyse and synthesize key conflicts and revolutions of the time period, explore the process and impact of decolonization and globalization, describe and assess a variety of governmental and non-governmental world organizations and assess the impact of economic and technological change. As culminating activities for this unit, students prepare an individual and group project. In small groups, students research and present how the Arts responded to the key themes of the unit in a Coffee House set up. Individually, students prepare Trading Cards for the significant individuals of the 20th Century which are shared in a “Trading Card Convention.” Based on data collected at the “Exchange,” students select the top three people of the 20th Century and defend their selection.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
4.1 Conflict and Revolution 6.25 hours	COV.03, CO3.01, CO3.02, CCV.03, CC3.03, HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HIV.03, HI3.01, HI3.03, HIV.04	K/U T/I A C	<p>Conflict and Revolution – A Century at a Glance Students review major events of the 20th Century through a brief diagnostic activity.</p> <p>Cause and Effect and Conflict Using World War I as a model, students review the causes and consequences of conflict. Students apply this knowledge of cause and effect to key conflicts and revolutions of the 20th Century. Using a ‘regional work station approach’ students collect and record data on a selection of conflicts and revolutions in the 20th Century.</p> <p>Young Person’s Picture Book Using the data collected, students select a balanced representation of conflicts and revolutions and record them in a short chronologically and regionally organized picture book. Reflections are made on similarities, differences, and consequences of conflict.</p>

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
4.2 Decolonization 6.25 hours	COV.02, CO2.03, CHV.02, CH2.03, SEV.02, SE2.04, HIV.01, HI1.02, HI1.03, HIV.03, HI3.01, HI3.03, HIV.04, HI4.01, HI4.03	K/U T/I A C	<p>Decolonization – National Self-Determination In a class discussion, students analyse the principal of national self-determination and its application in the post-World War I world.</p> <p>Quick Fact Case Study Students prepare and present a mini report “Map/Quick Facts” case study of selected nations’ decolonization experience in the post-World War II period.</p> <p>Globalization: The New Imperialism Globalization is addressed, analysed, and debated in class.</p>
4.3 Peace, Security, and Human Rights 5 hours	COV.03, C03.03, CO3.04, CHV.04, CH4.02, CH4.03, CH4.04, SEV.03, SE3.05, HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.05, HIV.03, HI3.01, HI3.03, HIV.04, HI4.01, HI4.04	K/U T/I A C	<p>Peace, Security, and Human Rights – Collective Rights In a comparison of the League of Nations and the United Nations, Military Alliances and Economic Organizations, students explore the nature and promotion of collective national rights.</p> <p>Individual Rights Students prepare and present an Information Poster on a variety of human rights organizations and their success in promoting human rights. Based on these posters and the oral report, students judge which organizations should be selected for the Nobel Peace Prize of the 20th Century. In a letter to the Nobel Prize Committee, students justify their selection.</p>
4.4 Economic and Technological Milestones of the 20th Century 3.5 hours	COV.02, CO2.01, CCV.01 CC1.04, SEV.01, SE1.02, SEV.02, SE2.02, SE2.03, SEV.04, SE4.02, HIV.01, HI1.02, HIV.02, HI2.04, HIV.04, HI4.01, HI4.03	K/U A C	<p>Economic and Technological Milestones – Challenges of the 20th Century Students read a brief summary “case study” of major economic developments/events since 1914. Using a jigsaw strategy, students exchange information on their case study. The class discusses the changing role of government and the ways people have responded to economic challenges and events. Students write a quiz to measure knowledge and understanding.</p> <p>Innovations of the 20th Century Using a prepared template organizer, students use a pre-selected Internet Site to collect data on the major technological innovations since 1914, assess their impact, and record their global accessibility.</p>

Cluster	Learning Expectations	Assessment Categories	Focus/Activity
4.5 Art as a Reflection of Society 3.5 hours	CHV.03, CH3.01 CH3.02, CH3.03 CH3.04, HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.04; HIV.03, HI3.01, HI3.03, HIV.04, HI4.01, HI4.02, HI4.03, HI4.04	K/U T/I A C	Art as a Reflection of Society – Coffee House Forum Students representing a variety of music, art and literature of the 20th Century, present how their particular artist or genre reflected the themes of conflict, revolution, human rights, and economic and technological change of the Century. Students bring samples of music, art, and literature to share with the class. Based on their experience, students record how artists reflect and project trends in society. Comparisons are made to previous periods in history.
4.6 Trading Card Convention 3.5 hours	CCV.01, CC1.03, SEV.04, SE4.03, HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.05, HIV.03, HI3.01, HI3.02, HI3.03, HIV.04, HI4.01	K/U T/I A C	Trading Card Convention of Key Individuals – Culminating Activity Students research and prepare a 4" x 3" Trading Card of a key individual of the 20th Century. Cards include a picture of the individual, a summary of their accomplishments, and an assessment of their contribution to the 20th Century. Cards are exchanged at a Convention, and based on the data collected, students select and defend their choice of the top 3 personalities of the 20th Century. Students write a unit test. Time is allocated for students to add to their “Retro-Review” tracking folder.

Activity 1: Conflict and Revolution

Time: 6.25 hours

Description

Students investigate various conflicts and revolutions of the 20th Century based on a causation framework. The teacher reviews the causation model through an analysis of World War I and reviews the concepts of indirect and direct causes, the hierarchy of causes, chronology, and impact. Students may apply their knowledge of causation to World War II. Using this expertise, students apply the causation model to various 20th century conflicts and revolutions. They collect data at geographically organized workstations and complete a map of conflict flash points. Students synthesize the information through the creation of a young person’s picture book based on two revolutions and two conflicts. The students organize the book geographically and chronologically around their chosen events. A page in the book is dedicated to reflections on the similarities and differences of the causes and the key consequences of conflict.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global; Citizenship and Heritage;
Methods of Historical Inquiry

Overall Expectations

COV.03 - evaluate key factors that have led to conflict and war or to cooperation and peace;
CCV.03 - demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the 16th Century;
HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;
HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;
HIV.03 - communicate opinions based on effective research clearly and concisely;
HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CO3.01 - describe the key factors that have led to conflict and war;
CO3.02 - demonstrate an understanding of the consequences of war;
CC3.03 - describe how an understanding of cause-and-effect relationships serves as an essential tool for historical analysis;
HI1.02 - conduct organized research, using a variety of information;
HI1.03 - organize research findings, using a variety of methods and forms;
HI2.03 - identify and describe relationships and connections in the data studied;
HI3.01 - communicate effectively, using a variety of styles and forms;
HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Prior Knowledge & Skills

- Students have studied causation and the causes of World War I and II in Canadian History in the 20th Century.
- Students are familiar with research and creative projects from previous courses.

Planning Notes

- Locate a reading on the causes of World War II.
- Prepare resources for regionally organized conflict and revolution work-stations (i.e., Asia, South-East Asia, Americas, Europe, Middle East and Africa).
- Students are reminded about the “Netiquette”: safe Internet use policy for their school.
- Book computer lab and VCRs for workstations.
- Provide a world map on which students record the conflict “flash-points.”
- Prepare a handout outlining the workstation exercise and the young person’s book.
- Create a rubric to assess the young person’s book.
- Locate a world political map and a selection of children’s books to be used as models.

Teaching/Learning Strategies

1. The teacher reviews the concept of causation using World War I as an example. The students analyse the background and immediate causes, as well as their impact. Students organize the causes into a hierarchy of importance and present their lists.
2. The teacher leads a discussion on the importance of each cause among different students, based on the questions: “Would historians also have different hierarchies when analysing events?” and “What difficulty does this pose to students researching historic events?”

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3. If necessary, students may work in pairs and repeat the above process with a reading on the causes of the World War II.
 4. The teacher introduces the terms “conflict” and “revolution,” the “Conflicts Flash-Points” world map and the “Young Person’s Book.”
 5. Students create geographically organized “Revolution and Conflict” workstations.
 6. Students form small groups. They gather information on a data collection sheet that sets up the categories to be emphasized in the storybook. Students record each of the conflicts on a “Conflict Flash-Points” map as they visit each geographically organized workstation.
 7. Once the research is completed, students are provided with examples of children’s books to use as models for their book. Based on their research, students choose two conflicts and two revolutions to feature in their book. A suggested length for the book would be one page per topic and a synthesis page. The target audience should be Grades 5–8. These conflicts and revolutions serve as the basis for students to apply the causation framework, analyse the similarities and differences and the key causes of the conflicts. Students complete the storybook as homework.
 8. Students share books with other students who read about different conflicts and revolutions. A quiz may be used to test for knowledge and understanding of key concepts.

Assessment & Evaluation of Student Achievement

(The numbers refer to the Teaching/Learning Strategy.)

- 3 – Using the expectations being assessed, design a checklist for observing students’ Knowledge/Understanding of causation.
- 7 – Using the expectations being assessed, design a rubric or rating scale for the summative teacher evaluation of “Young Person’s Book.”
- 7 – Using the expectations being assessed, design a quiz to measure the students’ Knowledge/Understanding of world conflicts and revolutions.

Accommodations

- A visual model of the causation framework may assist students in their understanding.
- Chunking instructions will assist students with communication problems.
- The teacher creates an acronym outline sheet that provides scaffolding of the causes and effects of World War II.
- Peer or teacher assistance may be required when students are categorizing the causes into similarities and differences.
- Some students may require a word processor to assist with their spelling and grammar.
- Enrichment: Students may substitute the youth book for a computer-based cartoon creation.

Resources

Print

Bell, P.M.H. *The World Since 1945: An International History*. New York: Oxford University Press, 2001. ISBN 0340662360

Bulliet, Richard, ed. *The Columbia History of the 20th Century*. New York: Columbia University Press, 1998. ISBN 0231076290

Cormack, Patrica, ed. *Manifestos and Declarations of the Twentieth Century*. Toronto: Garamond Press. ISBN 15519301451998

Christopher, James and George G. Wittet. *Modern Western Civilization*. Toronto: Oxford University Press, 1991. ISBN 019540661

Derfler, Leslie, ed. *An Age of Conflict: Readings in Twentieth Century European History*. Harcourt Brace Jovanovich Inc., San Diego. 1990. ISBN 0155020765

Duncan, Andrew. *Trouble Spots: the World Atlas of Strategic Information*. London: Sutton Publishing, 2000. ISBN 0750921714

Fielding, John and Rosemary Evans. *Canada Our Century, Our Story*. Scarborough: Nelson Thomson Learning, 2000. ISBN 0176200010

Goff, Richard, W. Moss, J. Terry, and J. Upshur. *The Twentieth Century: A Brief Global History*. Boston: McGraw Hill, 1998. ISBN 0070244618

Howard, Michael and Louis, Wm. Roger. *The Oxford History of the Twentieth Century*. Oxford: Oxford University Press, 1998. ISBN 0912853708

Hughes, William, ed. *The Annual Edition Series: Western Civilization*, Vol. II. Dushkin Publishing Group, Guilford. 1995. ISBN 1561343757

Laver, John, Chris Rowe, and Alan Midgely. *Years of Division: Europe Since 1945*. London: Hodder and Stoughton, 1999. ISBN 0340697261

Wolfson, Robert and John Laver. *Years of Change: Europe 1890-1945*. London: Hodder and Stoughton, 1997. ISBN 0 40630876

Videos

World Wars and the Quest for Order: The Early 20th Century (1900-1955). Videocassette. Clearview/eav. Prod. Magic Lantern Communications. Dist., 1995.

The Causes of World War. Time-Life Education. Classroom Video

The Russian Revolution. Classroom Video Coquitlam, B. C. 1998

Websites

Chronicles of Conflicts: Vietnam War. December 2, 2001. <http://library.thinkquest.org/25909/>.

Cuban Missile Crisis: Time line. Thinkquest. November 11, 2001.
– <http://library.thinkquest.org/11046/days/timeline.html>

Modern World History: Russian Revolution. BBC Education. October 14, 2001.
– www.bbc.co.uk/education/modern/russia/russ1htm.htm

Untitled Document. November 26, 2001. – www.cnn.com/interactive/specials/0007/mideast.who/
(biographies of key personalities on Middle Eastern conflict)

Wars and Conflict. Peace Pledge Union. United Kingdom. February 9, 2002.
– www.ppu.org.uk/war/interactive/conflict_interactive.html

White, Matthew. *Historical Atlas of the Twentieth Century*. February 9, 2002.
– <http://users.erols.com/mwhite28/20centry.htm>

Activity 2: Decolonization

Time: 6.25 hours

Description

Students analyse the inconsistent application of Wilson’s principal of self-determination in the post-World War I context. Students are presented with the question: “Why were European countries offered sovereignty, while colonial countries were not?” Through the preparation and presentation of a Map/Quick Facts Poster, students explore the reasons for decolonization, the results of decolonization, as well as describe the role of key individuals and the current state of affairs. The students draw on the evidence presented by the groups to write a letter that presents a case for compensation by the imperial/colonial power to their former colonies. Through an informal debate, students explore the pros/cons of globalization with the purpose of answering whether it is the “new imperialism.”

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global; Methods of Historical Inquiry

Overall Expectations

COV.02 - describe key elements of various types of interactions that have occurred among diverse peoples and cultures since the 16th Century;

CHV.02 - describe ideas and cultures from around the world that have influenced the course of world history since the 16th Century;

SEV.02 - describe significant economic developments in the West and the rest of the world since the 16th Century;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CO2.03 - describe pivotal events, issues, and personalities associated with the process of decolonization during the twentieth century;

CH2.03 - demonstrate an understanding of how European imperialism transformed traditions in the non-Western world;

SE2.04 - demonstrate an understanding of the consequences of global economic interrelationships that developed in the 20th Century;

HI1.02 - conduct organized research, using a variety of information;

HI1.03 - organize research findings, using a variety of methods and forms;

HI3.01 - communicate effectively, using a variety of styles and forms;

HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others;

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.03 - demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others.

Prior Knowledge & Skills

- Students are familiar with Wilson's Fourteen Points from Canadian History in the 20th Century

Planning Notes

- Locate a copy of Wilson's Fourteen Points (5–13).
- Prepare a list of Internet sites that will assist student research.
- Prepare a Map/Quick Facts exemplar demonstrating the concept of a map with a flip up facts section.
- Book computer lab for student research.

Teaching/Learning Strategies

1. Students brainstorm the concept of self-determination and evaluate its importance. The teacher draws connections to the last activity by introducing and discussing Wilson's Fourteen Points as one of the possible solutions to the problems of post-World War I Europe, and self-determination as an important concept during the peace negotiations.
2. The teacher poses the following question to the class: "Why were European countries offered sovereignty, while colonial countries were not?" The teacher elicits responses from the class regarding the uneven nature of independence at this time. Students form conclusions.
3. The teacher reviews the concepts relating to colonization.

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4. The teacher introduces the Map/Quick fact poster to the students and an exemplar is examined. The Map/Quick fact poster will include a map of the colony being studied on the front. The map flips up revealing the relevant facts: why they decolonized, the results, key individuals involved and the present state of affairs. As well, the teacher introduces the written case exercise where students discuss the necessity of imperial compensation.
 5. In small groups, students prepare the Map/Quick Facts poster activity. They analyse a case study of 20th Century decolonization (e.g., Vietnam, Philippines, India, Pakistan, Syria, Egypt, Israel, Algeria, Mozambique, Angola, South Africa, Zimbabwe). Students gather information from the textbook and Internet sources on their colony's progress in breaking the imperial bond.
 6. Groups present their Map Quick/Facts poster and data to the class. The class takes notes during the presentation. The posters are displayed around the room and students gather information on each case study. Students use this information to write a letter arguing for imperial compensation to former colonies.
 7. Using a short video clip or current news article, students are introduced to the notion of "globalization." The teacher and students define "globalization" and its characteristics (e.g., economic, political, social, cultural, technological). A comparison is made to student's understanding of imperialism.
 8. The teacher poses the question: "Is globalization the new imperialism?" A discussion follows. Students read short articles representing different points of view on globalization and prepare a position statement for an informal debate in class. For homework, students answer the question using evidence from articles, the debate, and websites.

Assessment & Evaluation of Student Achievement

(The numbers refer to the Teaching/Learning Strategy.)

- 5 – Formative teacher assessment of each student's group work effectiveness measuring learning skills using a checklist
- 6 – Formative peer assessment of Map/Quick Fact presentation using an oral presentation checklist
- 6 – Using the expectations being assessed, design a rubric to evaluate the "Compensation Letter"
- 7 – Summative teacher evaluation of New Imperialism student responses measuring Knowledge/Understanding of the issue using a rubric based upon the expectations being measured

Accommodations

- Chunking instructions will assist students with learning disabilities.
- Prepare a sample data collection sheet to assist students in recording appropriate information.
- Prepare a business letter outline to provide scaffolding.
- Peer or teacher assistance may be required to assist students in deciding on the rationale for compensation.
- Enrichment: Students may prefer to present the information in a multimedia format.

Resources

Print

Lace, William W. *British Empire: The End of Colonialism*. San Diego: Lucent Books, 2000. ISBN 1560066830

Sethi, Raj Mohini. *Globalization, Culture and Women's Development*. New Delhi: Vedams Books Ltd., 1999. ISBN 81-7033-498-3

Videos

The Subsidy War. CBC News In Review. February, 2000.

The Apec Incident: Protecting Foreign Visitors. CBC News In Review. November, 1998.

The Quebec Summit: Policies and Fences. CBC News In Review. May, 2001.

Websites

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Bruno, Kenny. Coordinator. *CorpWatch's Corporate-Free UN campaign*. San Francisco California.

– www.corpwatch.org/issues/PID.jsp?articleid=1468

Decolonization and Self Determination.

– www.pbs.org/ralphbunche/education/edu_decolon.html

Declaration on the Granting of Independence to Colonial Countries and Peoples: Adopted by General Assembly resolution 1514 (XV) of 14 December 1960.

– www.unhchr.ch/html/menu3/b/c_coloni.htm

Grassroots Globalization Network. Earth Island Institute. Arcata, California. 1996 – 2001.

– www.earthisland.org/ggn/news.html

Globalization. – www.rrojasdatabank.org/dev3000.htm

“Decolonization,” Internet Modern History Sourcebook.

– www.fordham.edu/halsall/mod/modsbook51.html

Jouvert: A journal of Postcolonial Studies.

– <http://152.1.96.5/jouvert/index.htm>

National Archives of India. – <http://nationalarchives.nic.in/>

No Logo: The Book that Became Part of a Movement. Open Flows.org.

– www.nologo.org/index.pl?section=book

Porter, Keith. About Globalization Issues. Pro Globalization Resources.

– <http://globalization.about.com/cs/proglobalization/>

Story of Africa: Independence.

– www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section14.shtml

The Council of Canadians. Ottawa Canada. 2002. – www.canadians.org/

The Fraser Institute. Vancouver Canada. 2002. – www.fraserinstitute.ca/

Porter, Keith. About Globalization Issues. Anti Globalization Resources.

– <http://globalization.about.com/cs/antiglobalization/>

The International Forum on Globalization. San Francisco California. – www.ifg.org/

The Whirled Bank Group. – www.whirledbank.org

(a satirical but serious look at the impacts of globalization)

United Nations and Decolonization.

– www.un.org/Depts/dpi/decolonization/main.htm

Activity 3: Peace, Security, and Human Rights

Time: 5 hours

Description

Students explore how nations establish and maintain collective security. Students recognize the motivation behind the establishment of military, economic, and cultural alliances and assess whether or not these alliances promote international cooperation or regionalism and determine if they are effective in protecting the collective rights of individual nations. Students explore the rights of individuals and how they are protected by investigating and designing a poster or visual product that explains the nature of the organization and its effectiveness. Students present their findings orally, and based on the data collected, they write a letter to justify which agency is best suited to receive the Nobel Prize for the 20th Century.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global, Citizenship and Heritage, Social, Economic, Political Structures, Methods of Historical Inquiry

Overall Expectations

COV.03 - evaluate key factors that have led to conflict and war or to cooperation and peace;
CHV.04 - describe the range and diversity of concepts of citizenship and human rights that have developed since the 16th Century;
SEV.03 - describe the key developments and innovations in political organization in the West and the rest of the world since the 16th Century;
HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;
HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;
HIV.03 - communicate opinions based on effective research clearly and concisely;
HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CO3.03 - identify key factors that have motivated people to seek peace and to cooperate with others;
CO3.04 - describe the main points of selected approaches to maintaining international order;
CH4.02 - describe the efforts of individuals and groups who facilitated the advancement of individual and collective human rights;
CH4.03 - describe key aspects of a variety of factors that have impeded the advancement of human rights;
CH4.04 - describe pivotal attempts of national and international bodies to recognize and enhance human rights;
SE3.05 - describe selected examples of efforts to create international governmental and judicial structures;
HI1.02 - conduct organized research, using a variety of information sources;
HI1.03 - organize research findings, using a variety of methods and forms;
HI2.03 - identify and describe relationships and connections in the data studied;
HI2.05 - demonstrate an ability to develop a cogent thesis substantiated by effective research;
HI3.01 - communicate effectively, using a variety of styles and forms;
HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others;
HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;
HI4.04 - identify various career opportunities related to the study of history.

Prior Knowledge & Skills

- Students have previously studied major conflicts and revolutions of the 20th Century and have knowledge of the League of Nations and the United Nations from Canadian History in the Twentieth Century.
- Students have studied the concept of international human rights organizations in the Civics course.

Planning Notes

- Locate a brief reading on the League of Nations and the United Nations.
- Locate a variety of readings on military alliances of the 20th Century and prepare a data collection chart.
- Locate a map of the world or a map that indicates the location of various military alliances of the 20th Century.

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- Identify Internet sites or locate readings of economic alliances formed after World War II.
 - Locate or prepare case studies of international and national governmental and non-governmental organizations and agencies that are designed to protect individual human rights.
 - Using the expectations being assessed, design a rubric to assess the Visual and Oral Report on Human Rights Agencies.
 - Using the expectations being assessed, design a rubric.

Teaching/Learning Strategies

1. The teacher and students review major conflicts and revolutions of the 20th Century.
2. The teacher and students discuss the importance of establishing and maintaining peace in the world. For example, when individuals feel safe, they are more inclined to travel, which will help to stimulate a country's economy and ultimately lead to increased employment opportunities.
3. The teacher and students brainstorm past ways in which peace and security have been established and maintained in the world by reviewing organizations covered in the Grade 10 Canadian History course. The teacher directs the discussion towards organizations that were established after both World War I (League of Nations) and World War II (United Nations).
4. The teacher provides students with a brief reading on the League of Nations and the United Nations. Students read the articles and on a T-chart compare both organizations using the following headings: "Date organization was established," "Reasons the organization was established," "Reasons the organizations succeeded or failed to maintain world peace."
5. The teacher draws the T-chart on the board and students record their information. Students and the teacher engage in a brief classroom discussion on why the League of Nations failed to maintain peace after World War I and if the United Nations has been any more successful in its maintenance of world peace since World War II.
6. Students brainstorm ways in which the United Nations has attempted to influence global affairs and protect the rights of independent nations. The teacher directs this discussion so that students explore the concept of protecting the sovereign rights of nations through collective security and the establishment of military alliances, (e.g., NATO, the Warsaw Pact, NORAD, SEATO, OAS, ASEAN, OAU), the Arab League.
7. Using their textbooks and/or a variety of readings, students collect data on the various military alliances they have brainstormed on a teacher prepared chart. The chart categories can include year the alliance was formed, which nations forged the alliance, the primary purpose of the alliance, and the success of the alliance. Students share their data with the class.
8. Using a map, the teacher draws the students' attention to the fact that despite the rise of international cooperation after World War II, military alliances took the form of regional blocs among countries with strong economic, social, and cultural ties.
9. The teacher introduces the idea of other types of alliances – cultural, technological, and economic – that formed after World War II, and the reason for their formation.
10. Students prepare a mind map of economic alliances formed after 1945, (e.g., EC, IMF, OPEC, GATT, EFTA, NAFTA, APEC, the G8, COMECON), using a variety of resources. The mind map should include the following information: economic alliance, year it was formed, which nations forged the alliance, and the primary purpose of the alliance.
11. Using the information collected on military and economic alliances, in a one-two paragraph response, students speculate on whether or not such alliances promote international cooperation or regionalism, and if these alliances effectively protect the collective rights of nations. A quiz may be included to measure knowledge and understanding.
12. The teacher reviews the concept of "collective rights" and introduces the concept of "individual human rights" by having the students brainstorm a working definition for these concepts.

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13. The teacher poses the question: “If military and economic organizations are formed to protect the collective rights of nations, how might we protect the rights of the individual?” The teacher and students brainstorm the answer to the question. The teacher directs the discussion to include the formation of international and national governmental and non-governmental organizations and agencies that are designed to protect individual human rights, e.g., Amnesty International, Doctors without Borders, Care, Red Cross, Red Crescent, Catholic Charities.
 14. Students form small groups and receive a case study of the above agencies/organizations. Students read the case study and design a poster or visual product which provides information about the agency/organization and how successful it has been in promoting or protecting individual human rights since its creation.
 15. Students briefly present a summary of their poster/visual and the success of their agency to the class.
 16. Based on the presentations, students draft a letter to the Nobel Prize committee, recommending their choice as the most successful agency in promoting human rights in the 20th Century.

Assessment & Evaluation of Student Achievement

(The numbers refer to the Teaching/Learning Strategy.)

- 11 – Formative peer assessment of “Regionalism vs. Internationalism” paragraph measuring Communication using a rubric or rating scale.
- 11 – Summative teacher evaluation of quiz measuring Knowledge/Understanding
- 15 – Summative teacher evaluation of oral report and poster/visual product using a rubric including all Achievement Chart categories
- 16 – Summative teacher evaluation of Letter to Nobel Prize Committee using a rubric including all Achievement Chart categories

Accommodations

- Students could work with a peer helper to complete T-chart, organizer, and mind map.

Resources

Print

Devine, Carol Rae, Carol Hansen, and Ralph Wilde. *Human Rights: The Essential Reference*. Phoenix, AZ: Oryx Press, 1999. ISBN 157356205X

Newman, Garfield and Cynthia Grenier. *Impact: Western Civilization and the Wider World*. Toronto: McGraw-Hill Ryerson Ltd., 1996. ISBN 0-07-552805-3

United Nations Development Programme. *Human Development Report 2000*. New York: Oxford University Press, 2000. ISBN 0195216784

Zelinski, Victor, et al. *Twentieth Century Viewpoints: an Interpretive History*. Don Mills: Oxford University Press, 1996. ISBN 0-19-541213-3

Videos

1947: Freedom Now. Videocassette. WGBH Boston and BBC. Prod. and Dist., 1998.

UN Why? Videocassette. United Nations. Dist., 1985.

Websites

Amnesty International Homepage. – www.amnesty.org/

About the IMF International Monetary Fund.

– www.imf.org/external/about.htm

APEC International Information Program.

– <http://usinfo.state.gov/regional/ea/apec/>

Asia Treaty Organization. Search Encyclopedia.com.

– www.encyclopedia.com/articlesnew/42082.html

Brain, Marshall. *How NATO Works*. – www.howstuffworks.com/nato.htm

CARE - Cooperative for Assistance and Relief Everywhere. Inc. – www.care.org/
Canadian Red Cross - Croix-Rouge canadienne. – www.redcross.ca
Doctors Without Borders/Médecins Sans Frontières US Site. This site is maintained by the US offices of Doctors Without Borders/Médecins Sans Frontières (MSF), an independent international medical relief organization – www.doctorswithoutborders.org/
Encyclopedia.com - Electric Library's Free Encyclopedia. SEATO: *see Southeast Organization of American States*. – www.oas.org/
Encyclopedia.com - Electric Library's Free Encyclopedia Arab League. – www.encyclopedia.com/articles/00661.html
European Free Trade Association. Welcome to the EFTA Homepage. Secretariat; Surveillance Authority; Court. – www.efta.int/
FAS ONLINE- North American Free Trade Agreement. – www.fas.usda.gov/itp/policy/nafta/nafta.html
Greenpeace International – www.greenpeace.org/
Government of Canada G8. – www.g8.gc.ca/about-e.asp
Human Rights Web Resources Page. – www.hrweb.org/resource.html
Jones, Christopher. *The Two Germanies, Nato, and the Warsaw Pact*. wwics.si.edu/ees/reports/1999/174jon.htm
League of Arab States. – www.leagueofarabstates.org/
League of Arab States. – haynese.winthrop.edu/
Modern History Sourcebook: The Warsaw Pact, 1955. – www.fordham.edu/halsall/mod/1955warsawpact.html
NATO Official Homepage- – www.nato.int/home.htm
NATO Treaty; April 4, 1949. The Avalon Project: the Yale Law School. – www.yale.edu/lawweb/avalon/nato.htm
“NORAD: A Success Story”, Canadian Military Journal – www.journal.dnd.ca/vol1/no2_e/policy_e/pol1_e.html
NORAD The North American Aerospace Defence Command – www.dnd.ca/menu/canada-us/bg00.010_e.htm
Organization of African Unity (OAU), Organisation de l'Unité... Hot topics. Experts' Meeting - OAU Convention on Combating Corruption.... Description: Homepage for the OAU. – www.oau-oua.org/
OPEC Online. – www.opec.org/
Seato Southeast Asia Treaty Organization. The Columbia Electronic Encyclopedia Copyright © 1994, 2000. Columbia University Press. Licensed from Columbia University Press. – www.factmonster.com/ce6/history/A0846053.html
The Warsaw Pact. excerpted from *Czechoslovakia: A Country Study*, Glenn E. Curtis, ed. (Washington, D. C.: Federal Research Division of the Library of Congress, 1992) – www.shsu.edu/~his_ncp/WarPact.html
The Columbia Encyclopedia, Sixth Edition. The United States and Asia-Pacific Economic Cooperation 2001. Council for Mutual Economic Assistance. – www.bartleby.com/65/co/Councilf.html
Untitled. *Association Of Southeast Nations*. – www.aseansec.org/800x600.html

Welcome to Catholic Charities. – www.ccsj.org/

WTO | World Trade Organization: WTO / GATT Home page. Official website of the World Trade Organization, which regulates trade and tariffs worldwide. – www.gatt.org/

Activity 4: Economic and Technological Milestones of the 20th Century

Time: 3.5 hours

Description

Students explore the major economic developments and events of the 20th Century as well as government responses to them through an examination of case studies. Using the Internet, students investigate technological innovations of the 20th Century, ascertaining the social and economic impact of the innovation on various countries, as well as determining the accessibility of these technological innovations in developing and developed countries.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global, Change and Continuity, Social, Economic, Political Structures, Methods of Historical Inquiry

Overall Expectations

COV.02 - describe key elements of various types of interactions that have occurred among diverse peoples and cultures since the sixteenth Century;

CCV.01 - describe how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth Century;

SEV.01 - demonstrate an understanding of selected diverse social structures and principles that have guided social organization in Western and non-Western societies since the Sixteenth Century;

SEV.02 - describe significant economic developments in the West and the rest of the world since the sixteenth Century;

SEV.04 - demonstrate an understanding of key aspects of women's economic, social, and political lives in Western and non-Western societies since the Sixteenth Century;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CO2.01 - describe key factors that have prompted and facilitated increasing interaction between peoples since the sixteenth Century;

CC1.04 - describe the nature of selected technological changes and their impact on the West and the rest of the world;

SE1.02 - describe key social developments that have occurred as a result of Western technological innovations;

SE2.02 - describe how the first and second industrial revolutions affected the economies of the West and the rest of the world;

SE2.03 - explain the role of free enterprise capitalism in stimulating the development and spread of Western technological innovation;

SE4.02 - describe the impact of industrialization, urbanization, and modernization on women's lives in the West and the rest of the world;

HI1.02 - conduct organized research, using a variety of information sources;

HI2.04 - draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.03 - demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others.

Prior Knowledge & Skills

- Students are familiar with the jigsaw strategy.

Planning Notes

- Locate and/or prepare short case studies on the following topics:
 - Command Economies
 - The Boom economy of the 1920s
 - The Great Depression and the New Deal
 - Post-War Boom
 - The Growth of the Welfare State
 - Asian Tigers and the World Economy
 - Debt and the Developing World
 - Challenges to Western Economies
 - Debt
 - The Oil Crisis
 - The 1980s Recession
 - Globalization
- Locate or prepare a list of the top technological innovations of the 20th Century.
- Make arrangements to use the library/resource centre or the Internet lab.

Teaching/Learning Strategies

1. Using think/pair/share, students speculate on what the state of the world economy was like in the first half of the 20th Century and why it was like this. Students share their theories with the rest of the class, and their ideas are recorded on the board. With teacher direction, students discuss these theories and decide on the most plausible scenario.
2. Students receive a note on the state of the world economy in the first half of the 20th Century.
3. In small groups, students read a brief case study on a specific economic development or issue of the 20th Century. Case studies could include information on Command Economies, the Boom economy of the 1920s, the Great Depression and the New Deal, Post-War Boom, the Growth of the Welfare State, Asian Tigers and the World Economy, Debt and the Developing World, Challenges to Western Economies, issues such as Debt, the Oil Crisis, the 1980s Recession and Globalization. (See websites below.) Using a jigsaw strategy, students exchange information on their case study and gather data on the others focusing on the economic developments and how it affected the individual, society, and the government's response to these developments. Students may write a quiz to measure knowledge and understanding of these events.
4. The teacher and students brainstorm and discuss the role technology plays in the development of world economic policies. Students brainstorm a list of technological developments that have encouraged economic development in various countries such as computer and Internet technology in Asia and Europe, petroleum and petrochemical technology in the Middle East and South America, laser and fibre optics in North America, electronics and biotechnology in Asia, water purification and agricultural innovations in the Developing world.

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5. From a teacher-generated list of the top technological innovations of the 20th Century (list can be drawn from a variety of sources such as the National Academy of Engineering website list www.greatachievements.org or Innovation Time Line found at www.ideafinder.com/history/timeline.htm), students complete a chart using an Internet search for at least ten technological innovations of 20th Century. The teacher could assign specific innovations to various students to ensure all of the suggested technological innovations are covered. Students explore the economic and social impact of the innovations, where most innovations were developed, and who had access to them.
 6. In a debriefing session, students share their information.

Assessment & Evaluation of Student Achievement

(The numbers refer to the Teaching/Learning Strategy.)

- 4 – Summative teacher evaluation measuring Knowledge/Understanding of key concepts using a teacher-designed quiz

Accommodations

- The teacher provides a photocopy of the note for students with learning disabilities in area of written communication.
- Extension activity: Students could complete additional research on a specific economic development of the 20th Century and write a report that they could then present to the class.

Resources

Print

Baldwin, Doug, et al. *The Rise of the Global Village*. Toronto: McGraw-Hill Ryerson LTD, 1988. ISBN 0-07-549186-9

Volti, Rudi. *The Facts on File Encyclopedia of Science, Technology, and Society*. New York: Facts on File, 1999. ISBN 0816031231

Videos

The Evolving World Economy. Videocassette. Annenberg/CPB Project. Prod. Magic Lantern Communications. Dist. 1995.

Life and the Machines. Videocassette. Sleeping Giant Productions. Prod. Access Network. Dist. 1995.

Science and Technology in the 20th Century. Videocassette. AIT. Prod. Magic Lantern Communications. Dist., 1992.

The Technological Revolution/Toward the Future. WGBH – Boston. Prod. Magic Lantern Communications. Dist., 1989.

Websites

Anning, Majella. "Euroland in 1999." *European Business Review*. January-March 1999. – www.findarticles.com/cf_0/m0GYN/7_2/56918099/print.jhtml

Britannica Online. 2002. – www.search.eb.com (good for general articles on key issues like Depression, 1920s, OPEC, The New Deal – but school must have subscription)

Global Education Network. 2001. – www.global-ed.org/index.htm

Hughes, Aneurin. "Europe's Euro Future." *European Business Review*. January-March 1999. – www.findarticles.com/cf_0/m0GYN/7_2/56918099/print.jhtml

National Academy of Engineering. 2001. – www.greatachievements.org

Innovation Time Line. 2001. – www.ideafinder.com/history/timeline.htm

Pearlstein, Steven. "Understanding the Asian Economic Crisis." The Washington Post. January 18, 1998. P. A 32.

– www.washingtonpost.com/wp-srv/business/longterm/asiaecon/stories/asiaecon11898.htm

Spicker, Paul. *The Welfare State*. Aberdeen: Robert Gordon University. 2002.

– www2.rgu.ac.uk/publicpolicy/introduction/wstate.htm

Treuhaft, B. *The Embargo. Send a Piano to Havana*. Annual Tuners Brigade updated Oct 20, 2001.

– www.sendapiana.com/sphmbrgo.htm

Activity 5: Art as a Reflection of Society – Coffee House Symposium

Time: 3.5 hours

Description

Students provide each other with an overview of the Arts from 1914 to present through group presentations in a "Coffee House" set up. In small groups, students present a variety of music, art and literature of the 20th Century demonstrating how their particular artist or genre reflected the themes of conflict, revolution, human rights, and economic and technological change of the century. Students bring samples of music, art, and literature to share with the class in an informal setting. Based on their experience, students record how artists reflect and project trends in society and make comparisons to previous periods in history.

Strand(s) & Learning Expectations

Strand(s): Citizenship and Heritage and Methods of Historical Inquiry

Overall Expectations

CHV.03 - analyse different forms of artistic expression and how they reflect their particular historical period;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CH3.01 - describe key developments in a variety of modes of artistic expression in the West since the 16th Century;

CH3.02 - describe key forms and styles of artistic expression throughout the world;

CH3.03 - describe key elements of selected forces that helped to bring about changes in modern Western artistic expression;

CH3.04 - assess the extent to which art reinforces and/or challenges prevailing social and political values;

HI1.02 - conduct organized research, using a variety of information sources;

HI1.03 - organize research findings, using a variety of methods and forms;

HI2.03 - identify and describe relationships and connections in the data studied;

HI2.04 - draw conclusions based on effective evaluation of sources, analysis of information, and awareness of diverse historical interpretations;

HI3.01 - communicate effectively, using a variety of styles and forms;

HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others;

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently;

HI4.02 - use a variety of time-management strategies effectively;

HI4.03 - demonstrate an ability to work independently and collaboratively and to seek and respect the opinions of others;

HI4.04 - identify various career opportunities related to the study of history.

Prior Knowledge & Skills

- Students are familiar with informal oral reports, research, and data collection.

Planning Notes

- Compile a list of artists, writers, and musicians from the 20th century world who represent themes such as conflict, revolution, human rights, and economic and technological change or use Appendix 4.5.1.
- Prepare a data collection sheet for students.

Teaching/Learning Strategies

1. Through a discussion, the teacher reinforces the themes of the unit: conflict, revolution, human rights, and economic and technological change.
2. The teacher reviews the concept of art as a reflection of society. The teacher can use examples like Cold War themes in movies during the McCarthy Era.
3. The students select an individual artist who represents a particular theme of the unit from the list provided by the teacher. (Appendix 4.5.1 List of Suggested Artists)
4. Students research their individual and prepare a one-page report outlining the individual's major works and how the artist reflected and/or influenced the world around them. Students also pick out a piece of work by the individual that is to be shared with the class.
5. In groups of four, the students present how their particular artist or genre reflects their particular theme of the 20th Century. The teacher divides students into groups taking care to include either an artist or a genre from each of the four themes. Students receive a coded card (e.g., Café Mocha, Café Latte, Espresso, Iced Coffee) to represent their theme. When they have completed their presentations/discussions around the "Coffee Table," they move to another table ensuring that all coded cards are represented at their new table. This process continues until the students have completed a data collection sheet reflecting a variety of artists. They do as many as possible in one period. To enhance the veracity of the "Coffee House" setup, refreshments may be an option.
6. On a data collection sheet, students record how the artists presented in their groups reflected and reinforced trends in the society.
7. As a class, students debrief the exercise, reflecting on the continued importance of art in society.

Assessment & Evaluation of Student Achievement

(The numbers refer to the Teaching/Learning Strategy.)

- 4 – Formative teacher/peer assessment of student library/resource centre research measuring Thinking/Inquiry using a checklist
- 5 – Formative peer/teacher assessment of student "Coffee House" presentations measuring Communication skills using a checklist
- 8 – Summative teacher evaluation of Artists of the Twentieth Century measuring Knowledge/Understanding, using a teacher-designed quiz or rubric

Accommodations

- The teacher provides students with a data collection sheet for library/resource centre research.
- The teacher uses a peer tutor to assist students in research.
- The teacher allows the presentation in an alternative setting or format for students unable perform at the “Coffee House.”

Resources

Bossy, Michel-Andre, ed. *Artists, Writers and Musicians: An Encyclopedia of People Who Changed the World*. Phoenix: Oryx Press, 2001. ISBN 1573561541

Tesch, Jurgen and Hollman, Eckhard, eds. *Icons of Art: The 20th Century*. Munich: Prestel, 1997. ISBN 3791318624

Videos

Liberation and Change: The Late 20th Century (1945 to present). Videocassette. Clearvue/eav. Prod. Magic Lantern Communications. Dist., 1995.

Twentieth Century: artistic revolution. Videocassette. Educational Audio Visual. Prod. Clearvue/eav Inc. Dist., 1986.

Websites

Anderson, J.W. *Rock & Roll and the War in Vietnam*. J. W's Rock Garden. 2001.
– www.jerockgarden.com/jw02vvaw.htm

Art and Music of the Labour Movement. CUPW Sudbury Local 612. 1997.
– www.cyberbeach.ne/~willow/cupw/local/site/music.htm

Art for @Change. Burn Resources. 2001. – <http://burn/ucsd.edu/art.htm>

Art Interprets History. Department of Art History. Sweet Briar College. 1997.
– wwwarthistory.sbc.edu/artartists/modpolitics.html

Artists for a New South Africa. Redslash Inc. 2002. – www.ansafrika.org/

Brown, Courtney. *Anti-War Protest Music*. 21 March 2001.
– www.courtneybrown.com/classes/music/VietnamWar/sld001.htm

History in Song. Fortune City.com Inc. 1996 - 2002.
– <http://www.fortunecity.com/tinpan/parton/2/history.html>

Khalil Sakakini Cultural Centre. 2002. www.sakakini.org.first.html (Palestinian Art and Culture)

Landsberger, Stefan. *Chinese Propaganda Poster Pages since 1949*. 2002.
– www.iisg.nl/~landsberger/

Left Curve. Oakland California.
– www.ncal.verio.com/~leftcurve/LC24WebPages/index.html

List of South African Writers. Art@vgallery.co.za. 19 January 2002.
– www.vgallery.co.za/artists_births_deaths.htm

A New Deal for the Arts. National Archives and Records Administration. 1997.
– www.nara.gov.exhall/newedeal/newdeal.html

South African Arts, Culture and Heritage 1997 Calendar. Department of Art, Culture, Science and Technology. Electronic Mail and Guardian. www.mg.co.za/mg/saarts/literature1.htm

Mautz, Nancy.B. *NM's Creative Impulse: The Artist's View of World History and Western Civilization*. 23 October 2000. 18 December 2001. – <http://history.evansville.net>

Zwick, Jim. ed. *Anti-Imperialism in the United States, 1898 - 1935*. – www.boondocksnet.com/ai_lit.html

Appendices

Appendix 4.5.1 – Artists of the 20th Century

Activity 6: Trading Card Convention

Time: 3.5 hours

Description

Students research an important individual of the 20th Century reflecting the themes of the unit. Individuals will reflect a balance from a variety of thematic and geographic areas. The research periods provide students with an opportunity to gather information to create a Trading Card about their individual. One side of the card summarizes the individual's life (birth, death, accomplishments, education, etc.) and assess their impact on the 20th Century. The flip side of the card consists of a picture or representation of the individual and any other significant images. The teacher organizes a "Trading Card Convention" to enable students to record information on all of the significant individuals researched by their peers. After this Convention, students choose three significant individuals of the 20th Century, and use their notes from the Convention to write a position paper defending their choices with respect to their area.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global; Citizenship and Heritage;
Methods of Historical Inquiry

Overall Expectations

CCV.01 - describe how the historical concept of change is used to analyze developments in the West and throughout the world since the sixteenth Century;

SEV.04 - demonstrate an understanding of key aspects of women's economic, social, and political lives in Western and non-Western societies since the sixteenth Century;

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;

HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;

HIV.03 - communicate opinions based on effective research clearly and concisely;

HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

CC1.03 - assess the influence of key individuals and groups who helped shape Western attitudes to change;

CH4.02 - describe the efforts of individuals and groups who facilitated the advancement of individual and collective human rights;

SE4.03 - demonstrate an understanding of the efforts and achievements of individuals and groups who have worked for the advancement of women's status;

HI1.02 - conduct organized research, using a variety of information;

HI1.03 - organize research findings, using a variety of methods and forms;

HI2.03 - identify and describe relationships and connections in the data studied;

HI2.05 - demonstrate an ability to develop a cogent thesis substantiated by effective research;

HI3.01 - communicate effectively, using a variety of styles and forms;

HI3.02 - use an accepted form of academic documentation effectively and correctly;

HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others;

HI4.01 - demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently.

Prior Knowledge & Skills

- Students are familiar with creating a visual display such as a Trading Card from Canadian History in the 20th Century
- Students are familiar with methods of citation and are familiar with writing a position paper.

Planning Notes

- Create a list of the important individuals of the 20th Century.
- Book Internet computer lab and library for research periods.
- Bookmark several websites for students to use during their research.

Teaching/Learning Strategies

1. For homework, students review their notes and textbook in order to create a list of the important individuals from the unit.
2. Using their list, students brainstorm a list of the most significant individuals of the 20th Century. The teacher adds to the list to ensure diversity in gender, thematic basis (scientists, politicians, etc.), and cultural backgrounds of the individuals.
3. The class organizes the list into several categories (science and technology, economics, military, social, political, religious, philosophical, artistic).
4. The teacher introduces the Trading Card assignment and Position Paper and reviews the assessment tools (Appendix 4.6.1 Rubric) used to evaluate the Card and Position Paper and due dates.
5. The teacher reviews proper note-taking and citation methods.
6. Students choose an individual from the brainstormed list to research and create a Trading Card. One side features the biographical information, and the second side highlights the impact and significance of the individual to the 20th Century.
7. The teacher organizes the Trading Card Convention. This Convention may consist of a brief presentation by each student to the class, a jigsaw type structure, or an informal display of the Cards around the classroom. During the Convention, students record the information found on each Trading Card. Students complete a data collection chart, ensuring that they gather information on a balanced variety of individuals reflecting each of the themes.
8. Teachers may choose alternatives such as a pamphlet or information poster instead of trading cards.
9. Based on the information gathered during the Convention, the students choose three individuals they feel contributed most significantly to the 20th Century and write a position paper supporting their choices.
10. A unit test is administered to measure Knowledge/Understanding of key unit concepts and content.

Assessment & Evaluation of Student Achievement

(The numbers refer to the Teaching/Learning Strategy.) Assessment is not only based on the finished product but will include evidence of selection, organization, and communication as required by the expectations.

7 – Summative teacher evaluation of the Trading Card using ‘Trading Card Rubric,’ Appendix 4.6.1

10 – Summative teacher evaluation of the position paper using a rubric measuring all Achievement categories

10 – Summative teacher evaluation of knowledge and understanding through a unit test

Accommodations

- Extension: The teacher may encourage students to use an electronic medium (website development or computer presentation) in lieu of the Trading Card.
- A scaffolding sheet can be provided to assist students in recording information while keeping track of their citations and sources used.

Resources

Books

Cormack, Patrica, ed. *Manifestos and Declarations of the Twentieth Century*. Toronto: Garamond Press. ISBN 15519301451998

Eyewitness to the 20th Century. Washington: National Geographic Society, 2000. ISBN 0792270495

Howard, Michael and Wm. Roger Louis. *The Oxford History of the Twentieth Century*. Oxford: Oxford University Press, 1998. ISBN 0912853708

Knauer, Kelly, ed. *Time 100: Builders and Titans Great Minds of the Century*. New York: Time Books, 1999. ISBN 1883013623

Knauer, Kelly, ed. *Time 100: Heroes and Inspirations Person of the Century*. New York: Time Books, 2000. ISBN 188301364X

Knauer, Kelly, ed. *Time 100: Leaders and Revolutionaries, Artists and Entertainers*. New York: Time Books, 1998. ISBN 188013496

Taborelli, Giorgio. *Icons of the Century: Personalities for 100 Years*. Hauppauge, N.Y.: Barrons Educational Series, 1999. ISBN 0764152017

CD-ROMS

“Communications Collage.” *Microsoft Encarta Encyclopaedia Deluxe 99*

“Influential Thinkers Collage.” *Microsoft Encarta Encyclopaedia Deluxe 99*

Magnusson, Magnus ed. *Larousse Biographical Dictionary*. New York: Larousse, 1994.

“War on Disease Collage.” *Microsoft Encarta Encyclopaedia Deluxe 99*

Websites

Guterba, Linda. *Kid Info: Reference Resources: Famous Historical People*. Kid Info. 2002.

– www.kidinfo.com/American_History/Famous_Historical_People.htm

HyperHistory Online – www.hyperhistory.com/online_n2history_n2/people.html

Time 100: The Most Important People of the 20th Century. Time.com.2000.

– www.time.com/time/time100

Mexico's Historical Figures: A Chronological Listing. Mexico Connect. 1996-2002.

– www.mexconnect.com/mex_/history/mexicopeople.html

Appendices

Appendix 4.6.1 – Key Individuals of the Twentieth Century: Trading Card Rubric

Appendix 4.5.1

Artists of the Twentieth Century

Conflict

Dramatists: H. Pinter, E. Ionesco, B. Brecht, D. Mamet, T. Williams, S. Beckett, E. O'Neill, G. Lorca, G. Gelinas, M. Tremblay, S. Shepherd

Writers: J. Baldwin, A. Waker, Z. Neale Hurston, M. Angelou, T. Morrison, K. Kesey, K. Vonnegut, G. Orwell, A. Huxley, A. Camus, F. Kafka, S. Rushdie, C. Sagan, A. Solzhenitzin, E. Hemingway

Visual Artists: J. Rosenquist, K. Colwitt, U. Boccioni, S. Dali, G. Roz, H. Moore, R. Lichtenstein, P. Picasso, A. Colville, A. Giacometti, J. Johns, R. Frank, L. Harris, Chinese Art & Revolution (www.iisg.nl/~landsberger), Chinese Propaganda Posters since 1949 (<http://www.etext.org/Politics/MIM/mt/mt13chinart.html>), Left Curve, Anti-War Art (<http://www.ncal.verio.com/~leftcurv/LC24WebPages/index.html>)

Music: B. Britten, M. Ravel, Bob Dylan, Peter, Paul and Mary, "Woodstock Musicians," Don McLean (American Pie), John Lennon, Pete Seeger, Merle Haggard, Bruce Cockburn, Buffy Ste. Marie, Country Joe and the Fish, Jimi Hendrix, Barry McGuire, Vietnam Music American (www.jwsrockgarden.com/jw02vvaw.htm), Joe Hill, Woody Guthrie, Phil Ochs

Human Rights

Dramatists: G. Walker, G. Ryga, A. Fugard

Writers: V. Woolf, J. Joyce, D.H. Lawrence, M. Richler, W. Faulkner, J.P. Sartre, M. Atwood, Nawal El Saadawi, Arandati Roy

Visual Artists: Jenny Holtzer, Diego Rivera, J. Beuys, Max Beckman, Jacob Lawrence, Leonardo Drew, Laurie Anderson, Malcolm Morley, Joanne Todd, Nan Goldin, Anselm Kiefer, David Salle, Eric Fischel, Andy Warhol, Lorna Simpson, Judy Chicago, Susan Lake, Robert Maplethorpe, Attila Lukacs, Andy Fabo, Duan Michaels

Music: Billie Holiday, Peter Gabriel, Simon and Garfunkel, Black Jazz artists, Paul Robeson, Bob Dylan, Sun City Project, Phrane, Tom Robinson, The Specials, Stevie Wonder, Jackson Browne, Simple Minds, Aretha Franklin, Tracey Chapman, Public Enemy, N.W.A., Dead Prez, Queen Latifah, Tibetan Freedom Concerts, Free Nelson Mandela Concerts

Decolonization

Writers: E. M. Forster, N. Gordimer, J. M. Coetzee

Visual Artists: Artists for a New South Africa (www.ansafrika.org), Top 10 Living South African Artists (www.vgallery.co.za/map.htm), Liberated voices South African Art Site (www.liberatedvoices.org/programs.html), Aboriginal Artists of Australia (www.aboriginal-art.com/animation.html), Palestinian Art and Culture (www.sakakini.org/first.html), Yothi Yindi, Robbie Robertson, Buffy Ste. Marie, Susan Aglukark, Laura Vinson, John Trudell

Economics and Technology

Writers: F. S. Fitzgerald, S. Lewis, N. Klein, M. Barlow, M. Foot, J. Steinbeck, J. D. Salinger,

Visual Artists: Dorothea Lang, Eugene Smith, Alfred Steiglitz, Walker Evans, Grant Wood, Norman Rockwell, Art and the New Deal (www.nara.gov/exhall/newdeal/newdeal.html)

Music: Art and Music of the Labour Movement

(<http://www.cyberbeach.net!/willows/cupw/local/site/music.htm>), Artists for Change (cartoonists against globalization) (www.art-for-change.com/content/Content.html), History in Song (www.fortunecity.com/tinpan/parton/2/history.html)

Appendix 4.6.1

Key Individuals of the Twentieth Century: Trading Card Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication Clear Expression of ideas in written form HIV.03, HIV.01	- communicates information with limited clarity - communicates information as isolated pieces of information with limited attention to audience and purpose	- communicates information with some clarity - communicates some important information with some attention to audience and purpose	- communicates information with considerable clarity - communicates relevant information with considerable attention to audience and purpose	- communicates information with a high degree of clarity - communicates thorough and relevant information with thorough attention to audience and purpose
Knowledge/ Understanding Evidence of Research HI1.02, HI1.03	- demonstrates limited evidence of research in product	- demonstrates some evidence of research in product	- demonstrates considerable evidence of research in product	- demonstrates thorough research in product
Thinking/ Inquiry Use of Factual Evidence HI2.05, HI3.03	- applies factual evidence with limited effectiveness - demonstrates limited comprehension of factual evidence	- applies factual evidence with some effectiveness - demonstrates some comprehension of factual evidence	- applies factual evidence with considerable effectiveness - demonstrates considerable comprehension of factual evidence	- applies factual evidence highly effectively - demonstrates thorough comprehension of factual evidence
Application Effective use of colour, symbols and graphics HI3.01	- applies the use of colours, symbols, and graphics with limited clarity and precision and a limited relationship to the topic/theme	- applies the use of colours, symbols, and graphics with some clarity and precision and some relationship to the topic/theme	- applies the use of colours, symbols, and graphics with considerable clarity and precision and considerable relationship to the topic/theme	- applies the use of colours, symbols, and graphics with a high degree of clarity and precision and a obvious relationship to the topic/theme
Thinking/ Inquiry Use of Critical and Creative thinking skills HIV.04, HI2.03, HI4.01	- applies critical and creative thinking skills in the selection of visuals with a limited degree of effectiveness	- applies critical and creative thinking skills in the selection of visuals with some degree of effectiveness	- applies critical and creative thinking skills in the selection of visuals with a considerable degree of effectiveness	- applies critical and creative thinking skills in the selection of visuals with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments and Next Steps: