

Catholic District School Board Writing Partnership

Canadian and World Studies

Course Profile

World History: The West and the World

Grade 12

University Preparation

CHY4U

• *for teachers by teachers*

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Course Overview

World History: The West and the World, CHY4U Grade 12, University 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

This course investigates the major trends in Western civilisation and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

How This Course Supports the Ontario Catholic School Graduate Expectations

One of the strongest themes found in the teachings of the Catholic Church concerns social justice. This theme encourages the examination of a number of issues in this course. The respect for human rights includes the respect for individual rights, indigenous people's rights, labour rights, women's rights, and cultural group rights and the liberation of the oppressed. The teachings of Christ concerning the need for community are reflected in the West and its relationship to the wider world in its constant struggle to define and redefine that community. This course presents students with historic issues faced by the West and interprets them in light of the Gospel teachings. Students recognise that there are certain Gospel values such as social justice values that transcend history and are still relevant for the future. Students recognise that the story of the West and the World is not simply about dates, events, and personalities, but also involves the struggle to incorporate values in the face of rapid changes and challenges.

Course Notes

The history of the West and its relationship with the World has held a fascination for students of history. The profound impact that the West has had on shaping the modern world has helped fuel this fascination. Stories of exploration, Western technology, art, philosophy, larger-than-life personalities, revolutions, the development of European power and its application abroad, Western thought, have all helped create a mythology about events and the role played by key individuals in the development of the belief in the "Triumph of the West." World History: The West and the World gives students an opportunity to examine the impact of the West and to separate many myths from historical reality. By having opportunities to develop methods of historical inquiry, students will be able to critically analyse historical evidence and events in order to make their own interpretations. Students are able to see the forces that have influenced Western history at the local, national, and global levels. Students examine the core set of beliefs and values that is part of the process of continuity in Western life and will examine and assess the key events, individuals, and groups that have laid the groundwork for profound changes in Western life in the last five hundred years. Furthermore, students explore the richness of the world beyond Europe prior to, during, and after contact with the West. Students explore non-Western values, beliefs, cultures, social structures and family life, political systems, gender issues, technologies, warfare, and economies that existed and flourished beyond Europe.

Many historians make the distinction between modern and current history and feel some time must pass before the present or current history can be analysed as history. For this reason, the authors, while not excluding current events, consider "modern" history to go up to 1989 – the fall of the Berlin Wall. Teachers and students use current events for application and inquiry purposes, but the focus of historical analysis is on the period between 1500–1989.

The study of cause and effect contribute to one's understanding of change and continuity in world history. Students examine how key individuals and groups shape the arts and culture. The effects of new technologies on daily life of a particular period of time will be analysed. The uniqueness of Western social, economic, and political structures and how these structures have evolved and have been applied abroad will be evaluated. The Course offers an opportunity for students to be aware of how Canadians have been influenced and shaped by the Western experience. These are some of the questions and themes that run through the five units outlined in this Course Profile. It is paramount that global issues be included so that the course moves from the traditional Euro-centric model to one that embodies the West and the World.

Historical events and personalities are open to many interpretations. Grade 12 students should be gaining an understanding of historical literacy: the ability to make interpretations and arguments using evidence from a wide range of resources. Students should be able to go beyond remembering historical information to a level of understanding at which they comprehend, connect, and seek justification for the information they are using. In preparing students for university, lessons are constructed in a way that allows students to examine different accounts of an event, issue, or individual. Document-based, student-led tutorials help prepare students for the rigours of studying complex historical issues. This approach will help students to be aware of biases – both personal and historical – when assuming the roles of historical figures. Looking at content from a perspective not found in the text makes issues come alive for students. Would the “Rights of Man” have been changed substantially if it had been written by Afro Colonials, women, or the impoverished? To measure understanding, students could create hypothetical conversations between famous historical and contemporary characters or have an individual from the past offer advice on a current problem. By engaging in these types of activities, students learn that history is a dynamic subject that requires research, critical thinking, empathy, and conceptual understanding.

Students and teachers use the four Achievement Chart categories appearing in *The Ontario Curriculum, Grade 11 and 12, Canadian and World Studies, 2000* to form the basis for the development of assessment and evaluation tools. The levels of performance serve as a guide to improve and evaluate student performance.

This Course Profile emphasises: the writing of tests, exams, and a research essay; the examination of primary documents and the presentation of a seminar; and tutorial participation.

The performance tasks in each unit provide practise in the above skills to assist with successful student achievement in the summative and final evaluation(s).

Units: Titles and Time

The units for the Grade 12 World History: The West and the World course have been scoped into four chronological units and a culminating unit. The course culminating activity described in Unit 5 brings the historical themes developed in this course to a convergence. Students are be organized into five groups. They are responsible for researching and presenting a seminar responding to the course-culminating question outlined in the description of Unit 5.

The units are organized to provide meaningful student assessment and evaluation based on performance tasks for each of the four chronological units. The recommended tasks follow a skill continuum that culminates in the course culminating activity. The unit overviews provide teachers with potential themes and content organisation that helps them further develop lessons that give students a sense of the major issues of Western history. The Teaching/Learning Strategies provide models that teachers may adapt to their course of study. This course focuses on using primary sources in performance tasks, on the writing of a thesis-based essay, and on the culminating activity.

Unit 1	Foundations and Institutions Challenged 1600–1715	20 hours
Unit 2	Tradition, Absolutism, and Revolution 1715–1815	25 hours
* Unit 3	The Promethean Spirit Unleashed 1815–1914	29 hours
Unit 4	1914 to the present – Century of Extremes	29 hours
Unit 5	The Course Culminating Activity – The West and the World Conference	7 hours

* This unit is fully developed in this Course Profile.

The division of the curriculum expectations into the units stated above was completed with the view that students will see a model of the kind of historical thinking that historians use. Chronological and spatial thinking, using evidence, and examining multiple perspectives and interpretations are part of each unit. Assessment and evaluation should stress how students use historical evidence in interpreting different historical perspectives. These historical skills are significant for a student in a course bearing the University designation.

Unit Overviews

Unit 1: Foundations and Institutions Challenged, 1600–1715

Time: 20 hours

Unit Description

This period sets the historical underpinnings of the modern world. Individuals like Bacon, Descartes, Locke, Kepler, Copernicus, and Galileo challenged the social, scientific, and political order that was established and maintained through the Church during this time. Simultaneous to the secular challenge, Europe began to impose itself on the greater world. Clashes of cultures ensued, many of which are still not resolved. Students begin this unit with an investigation into the background ideas of the Renaissance, the Reformation and the Counter-Reformation, and the Age of Exploration. Student inquiry is guided by questions that include: What are the consequences of the changing balance between the individual and society? Who are some of the key individuals who effected significant change? What was the impact of the Western world on the non-Western world? How did art challenge prevailing social and political values? What was the effect of Catholo-centrism and Protestant evangelism on the wider world? Was the Church capable of reform? Does reform challenge the primary tenets of the Church? What is the lesson for the modern Church? What was the relationship between technology and warfare, and the imposition of Europe on the wider world? Finally, students examine the French model of hegemony most powerfully expressed during the reign of Louis XIV at Versailles.

This unit is instrumental in introducing independent study skills and beginning the process of inquiry and research that is used for the course’s seminars and essay. The teacher is explicit about expectations for the various major evaluations: tests, essays, seminar discussion, arts presentation, biography and course culminating task completion in Unit 5. In Unit 1 students are supplied with the major essay topics and due dates, process guidelines, and the final unit’s discussion question/final examination’s summary question. This unit closes with a test that is the unit’s culminating performance task.

Unit Overview Chart

Cluster/ Activity	Learning Expectations	Assessment Categories	Focus/Activity
1	HIV.02, HIV.03, HI2.04, HI2.05, HI3.01	Knowledge/ Understanding Thinking/Inquiry Communication Application	Introduction of themes and major questions The course’s final activity discussion question/final exam summary question will be distributed to the students. The question is found in the description of Unit 5.

Cluster/ Activity	Learning Expectations	Assessment Categories	Focus/Activity
2	COV.02, CO1.01, CO1.02, CO2.01, CO2.02, CO2.03, CC1.01, CC1.02, CC1.04, CC3.01, CC3.03, CH1.02, CH1.03, CH2.01, HIV.01, HI3.01, HI3.03 CGE3d, CGE3f	Knowledge/ Understanding Thinking/Inquiry Communication Application	An investigation into the Age of Exploration An examination of life in selected cultures of Africa, Asia, or the New World before contact and the consequences of contact
3	HIV.01, HI1.01 CGE2b, CGE2d, CGE2i	Knowledge/ Understanding Thinking/Inquiry Communication	Essay Stage 1: Conference with students and submission of topic selection, inquiry questions, working bibliography, and essay's due date scheduled for Unit 2, Activity 6
4	COV.01, CO3.04, CCV.01, CCV.02, CC1.03, CC1.04, CC2.03, CC3.03, CHV.03, CH1.01, CH3.01, CH3.04, SE1.03, HI1.01 CGE1a, CGE2e	Knowledge/ Understanding Thinking/Inquiry Communication	Exploring the European World through the art of the Renaissance
5	CO2.01, CO3.03, CCV.01, CCV.02, CC1.01, CC1.02, CC1.03, CC2.01, CC2.02, CH4.04, SE1.02, SE1.03, HI3.01, HI3.03 CGE3e CGE3f, CGE7e	Knowledge/ Understanding Thinking/Inquiry Communication	An analysis of the Church Sixteenth Century Symbols: The Cross, the Rose, the Telescope, and the Skull
6	COV.01, CO3.04, CCV.01, CCV.02, CC1.03, CC1.04, CC2.03, CC3.03, CHV.03, CH1.01, CH3.01, CH3.04, SE1.03, HI1.01 CGE3b, CGE3c	Knowledge/ Understanding Thinking/Inquiry Communication	The Lutheran challenge and the world of the Reformation
7	COV.01, CO1.01, CO3.01, CCV.01, CC1.01, CC2.03, CC3.03, CHV.02, CH4.03, SE1.01, SE1.03, HIV.02, HI2.01, HI3.03 CGE1h	Knowledge/ Understanding Thinking/Inquiry Communication	The causes and consequences of the English Civil War – Government in transition
8	COV.03, CO2.01, CO3.03, CC1.02, CC1.03, CC2.01, CC3.02, CH1.02, SEV.03, SEV.04, SE3.01, HI2.04 CGE2e, CGE4g	Knowledge/ Understanding Thinking/Inquiry Communication	Louis XIV, Versailles, and the nature of Absolutism
9	HIV.01, HI1.01 CGE2b, CGE2d, CGE2i	Knowledge/ Understanding Thinking/Inquiry Communication	Essay Stage 2: Review and conference with students on: submission of thesis, corroborating arguments, final bibliography

Cluster/ Activity	Learning Expectations	Assessment Categories	Focus/Activity
10	CC3.02, HI3.01, HI2.04, HI4.01, HI4.02 CGE2c, CGE7a	Knowledge/ Understanding Thinking/Inquiry Communication Application	Unit Culminating Performance Task Unit Test

End-of-Unit Performance Task: Students write a comprehensive pencil-and-paper test. Questions model the questions to be used on the final examination.

Unit 2: Tradition, Absolutism, and Revolution, 1715–1815

Time: 25 hours

Unit Description

During the one hundred years between the death of Louis XIV and the incarceration of Napoleon on St. Helena, the world witnessed profound intellectual, political, economic, and social change. Students study the European intellectual community, which began to challenge the status quo and initiate an intense period of self-examination, producing a debate about a more open and equitable society. Students examine the Church’s teachings on equity and assess whether the Church stimulated or inhibited the movements for change during the eighteenth century. Simultaneously, students examine the Western European monarchies, which further imposed themselves economically, politically, and culturally on the world at large. This imposition had significant repercussions. Examples of these repercussions include: the decline of Dutch mercantilism; the loss of British control of the Thirteen Colonies; the acceleration of the exploitation of Africa and the slave trade; and Japanese isolationism. Students research, evaluate, and discuss the French Revolution and its consequences, from regicide to Napoleon and World War. Students analyse the ideals of the French Revolution in light of Gospel values and determine whether they were meant for societies outside of Europe. Students discuss, or debate, the merits of “Terror” and whether the French Revolution was the seminal event of the eighteenth century. In the culminating activity, students are responsible for researching and role-playing the trial of Napoleon.

Unit Overview Chart

Activity/ Cluster	Learning Expectations	Assessment Categories	Focus/Activity
1	COV.03, CO3.01, CCV.01, CC1.02, CCV.03, CC3.03, HIV.04, HI4.01 CGE1j, CGE1g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Absolute Monarchs and the instability of the Ancien Régime – the background causes of the French Revolution
2	COV.02, CO2.01, CCV.01, CC1.04, CHV.01, CH1.02, SEV.02, SE2.01, SE2.03, HIV.01, HI1.03, HIV.03, HI3.01 CGE3f, CGE7j	Knowledge/ Understanding Thinking/ Inquiry Communication Application	An examination of Mercantilism, the Triangle trade, slavery and its impact on the wider world

Activity/ Cluster	Learning Expectations	Assessment Categories	Focus/Activity
3	CCV.01, CC1.03, CHV.01, CH1.01, CHV.03, CHV.04, CH3.03, CH4.02, SEV.03, SE3.01, SE3.02, CCV.01, CC1.02, CC1.03, HIV.01, HI1.03, HIV.02, HI2.03, HIV.04, HI4.03 CGE4a, CGE5e, CGE7j	Knowledge/ Understanding Thinking/ Inquiry Communication Application	The Philosophers of the Enlightenment – Focus statements - “The Enlightenment was solely focused on improving the condition of life for Europeans.” or “The condition of life outside of Europe was of no interest to Enlightened philosophers.”
4	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 CGE5c, CGE1h	Knowledge/ Understanding Thinking/ Inquiry Communication Application	The conditions of everyday life in the eighteenth century world – Choices could include: Holland, England, the Thirteen Colonies and the Dutch East Indies. This could be contrasted, for example, to life in Japan under the Shoguns, or in the Middle East under the Seljuk.
5	CHV.01, CH1.01, CHV.04, CH4.04, SEV.04, SE4.03, HIV.02, HI2.04, HIV.03, HI3.03 CGE3f, CGE7b, CGE3b	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Discussion or classroom debate questions: “Have historians vilified Robespierre unfairly? Is terror or violence ever justified?” “Was the French Revolution the seminal event of the eighteenth century?”
6	HIV.01, HI1.03, HIV.02, HI2.03, HIV.03, HI3.01, HI3.03 CGE3c, CGE3f, CGE7e, CGE7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Submission of the thesis-based research paper
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 CGE2e, CGE4f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Unit Culminating Activity – The Trial of Napoleon

End-of-Unit Performance Task: The students role-play a courtroom drama that puts Napoleon on trial. Students choose from a number of possible charges: 1) Napoleon was a traitor to the Revolution; 2) Megalomania; 3) Crimes against humanity. Students are responsible for developing the historical characters, creating a script, and performing the trial.

Unit 3: The Promethean Spirit Unleashed 1815–1914

Time: 29 hours

Unit Description

The problems of the 19th century emerged from the crosscurrents of two of the greatest revolutions of the modern age: the Industrial Revolution in England and the French Revolution on the continent. Together they would make necessary a reformation of the economic, social, and political thought of Europe and, through Europe, the rest of the world. However, in the early decades of the 19th century the struggle

between the old order and the new was still unresolved. This was evidenced in Metternich's re-establishment of the old political order on the Continent. Simon Bolivar embodied Latin and South America's attempt to chart their own course of independence.

In contrast to Metternich's conservative creed, the Industrial Revolution created two new social classes: a wealthy, powerful bourgeoisie that was no longer tradition- or land-based, and a new urban working class that lived on the margins of society. Students examine the Promethean-like challenges and the reactions that abounded. Romanticism produced an emotional movement centred in the arts. Goethe's character, Werther, represents a sentimental, anti-social intellectual reaction to this new order, while Shelley challenges the notion of progress and atheism seemingly represented by triumph of science over religion. Simultaneously, the desire to create a more equitable social order was embodied by movements that included the Chartist movement, trade unionism, Utopian socialism, and Communism. By 1848, the disenchantment with the old order 'boiled over' into revolution. Through an examination of primary sources, students debate the causes and consequences of the Revolutions of 1848 and why their failure was short lived. They observe that within twenty-five years, most of the revolutionary goals had been achieved, ironically, by a new breed of conservative statesmen who used a combination of nationalism and pragmatism. By the turn of the century, it was becoming obvious to social observers that the great changes of the 19th century had produced a new kind of society. The demographic, political and industrial revolutions had brought the emergence of the individual, the belief in perpetual progress, and the perfectibility of humankind, as well as, the decline of traditional values and attachments of the past. At the same time, society was becoming more structured and technologically based. Students examine the way the average individual coped with the almost incomprehensible changes that occurred at the end of the nineteenth century. The private life of the individual in mass society was becoming more disorganised. The citizen appeared to be alienated and anchorless. In a search for meaning, people were attracted to common bonds of nationalism expressed in the philosophy of social Darwinism and its outward application; imperialism. Europe raced headlong to impose itself, once again, on Africa and Asia. The unit's culminating performance task will encourage students to examine and illustrate the fundamental problems that beset the nineteenth century and set the world on the course toward total war.

Unit Overview Chart

Activity Cluster	Learning Expectations	Assessment Categories	Focus
1	COV.03, CCV.01 CCV.03, CO3.02, CC1.03, CC3.01, CC3.03 CGE2b, CGE2c	Knowledge/ Understanding Thinking/Inquiry Communication Application	Metternich and the Concert of Europe
2	COV.01, CCV.02, CCV.03, CHV.01, CHV.04, SEV.01, SEV.02, SEV.04, HIV.02, CO1.03, CC2.01, CC3.01, CC3.02, CC3.03, CH1.02, CH4.01, SE1.02, SE1.04, SE2.02, SE4.02, HI2.05 CGE2b, CGE3f, CGE5b	Knowledge/ Understanding Thinking/Inquiry Communication Application	The Industrial Revolution and its social impact
3	CHV.01, CHV.03, CH1.01, CH3.01, CH3.02, CH3.03, CH3.04, SEV.04, SE4.03 CGE3b, CGE5d, CGE7i	Knowledge/ Understanding Thinking/Inquiry Communication Application	The Romantic Rebellion

Activity Cluster	Learning Expectations	Assessment Categories	Focus
4	CHV.01, CH1.01, CH1.02, SEV.03, SE3.01, SE3.04, CCV.01, CCV.03, CC1.03, CC3.03 CGE1c, CGE3b, CGE7e, CGE3f, CGE5d	Knowledge/ Understanding Thinking/Inquiry Communication Application	1848 – A turning point in history that failed to turn? An examination of conservatism, liberalism, socialism, and Marxism
5	COV.03, CO3.01, CHV.01, CHV.02, CHV.03, CH1.03, CH2.01, CH2.02, CH2.04, CH3.02, CH3.03, CH3.04 CGE1d, CGE1g, CGE1h, CGE7e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Imperialism – The West reimposes itself on the World An examination of the “White Man’s Burden”
6	CHV.01, CHV.02, CHV.03, CH1.01, CH1.03, CH2.01, CH2.04, CH3.01, CH3.03, SEV.03, SE3.04, CCV.01, CC1.03, CC3.01, HIV.01, HIV.02, HIV.03, HIV.04, HI1.02, HI2.04, HI3.03, HI4.01 CGE1h, CGE2a, CGE4b, CGE4c, CGE5a	Knowledge/ Understanding Thinking/Inquiry Communication Application	The Freud-Holmes “Firing Line” Salon An investigation of the irrational

End-of-Unit Performance Task: The End-of-Unit performance task is presented in the William F. Buckley style, “Firing Line” panel discussion. The class is divided into groups. Each group of three includes a student moderator, aka William F. Buckley; one who represents the rational nineteenth-century mind in the character of Sherlock Holmes; and one who represents an understanding of the irrational nineteenth-century mind represented by Sigmund Freud. Each group is responsible for developing an expertise on a selected topic, conducting the panel discussion on a selected topic that embodies the clash of these two mindsets at the turn of the century, and preparing readings for the post-panel discussion-and-question period. Topics may include: the Dreyfus Affair; the suffragette movement; the Syllabus of Errors; Nietzsche and Dostoevsky on, “Is God Dead?”; the Impressionists; Kipling and Chamberlain on the White Man’s Burden; Electricity and the Atom; Madame Butterfly; Twelve Tone Music and the Rite of Spring, etc.

Unit 4: 1914 to the Present – The Century of Extremes

Time: 29 hours

Unit Description

The nineteenth century ushered in a period of great change and a new kind of mass society. By 1914, with World War I, it became clear that Europeans had created a new kind of warfare. Technology, science, and industry had inspired optimism and a faith in progress and unparalleled material development, but these forces had also produced an unparalleled destructive capability. This capability causes us to question the nature of our rational world because the course of the twentieth century has been dominated by horrific episodes, totalitarianism, the Holocaust, and the nuclear arms race. Students examine the origins, the irrational nature, and the consequences of the world’s first total war, the impact of totalitarianism, and nuclear brinkmanship. The twentieth century also contained the potential of positive contributions to the planet’s care. Students examine the developments in the post-Cold War world in communication technology, transportation, decolonisation, religious tolerance, human rights, food production, reproductive technologies, education, multiculturalism, and medicine, which offer the possibility of peace and prosperity.

Unit Overview Chart

Activity/ Cluster	Learning Expectations	Assessment Categories	Focus
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, HI4.01, HI4.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Part 1 – An examination of the causes of World War I Part 2 – War in the Trenches: The Id Triumphant? An evaluation of the Abandonment of the Rational World Part 3 – The Paris Peace – A role play
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	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Reds: Russia, and Communism: Why Lenin? Why Stalin? Why Totalitarianism?
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	Knowledge/ Understanding Thinking/ Inquiry Communication Application	World War II Part I – The Nazi Revolution – Why Hitler? Why Germany? The moral problems of the Nazi regime as embodied in the Holocaust An analysis of the rationalisation of evil Is anyone innocent? World War II Part II – The Development of the Atomic Bomb: Shiva, Hiroshima, and the completion of the irrational The Cold War – Nuclear Brinkmanship, the Cuban Missile Crisis, Missile Envy
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	Knowledge/ Understanding Communication Application	The Culture of Contentment: A Century of Breakthroughs – Technocrats, “Boomers,” and the challenges of planned obsolescence versus egalitarianism Romanticism Revisited: Youthquake - A Coffee House Display of music, literature, and art of beatniks and hippies A table discussion on the question, “Were the rebels neo-Romantics suffering from “Future Shock” or progressives reaching far beyond the ordered chaos of twentieth-century life?”
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	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Post-World War II: An investigation into Decolonisation: Was it altruism or cost efficiency?

Activity/ Cluster	Learning Expectations	Assessment Categories	Focus
6	HIV.01, HI1.02, HI1.03, HIV.02, HI2.03, HI2.05, HIV.03, HI3.01, HI3.02, HI3.03, HIV.04, HI4.01	Knowledge/ Understanding Thinking/Inquiry Communication Application	Unit Test

End-of-Unit Culminating Activity The teacher prepares a unit test with questions that model the final exam.

Unit 5: The Course Culminating Activity – The West and the World Conference

Time: 7 hours

Unit Description

The West on Trial: This activity is a series of classroom seminars that prepare students to answer the course’s summary exam question. The question is: “J.M. Roberts posited in his book, *The Triumph of the West*, that the West has become the dominant global institutionalized culture. Keeping in mind the themes that you have examined and the research that you have conducted in this course, support or refute the validity of this statement, “The impact that the West has had on the wider world in the last five hundred years has been a positive one.”

The class is divided into five groups; each group representing a region/continent. Five of the following regions are assigned: The Middle East and North Africa; Africa; Asia; Central America and the Caribbean; South America; North America, and Europe. Each group will present a 30-minute seminar, which could be multi-media, detailing how their region/continent would respond to the summary question outlined above. Students are given four hours for research, up to three hours to complete the seminar presentations, and one hour for a plenary session to conclude this activity. While preparing their seminars students consider, where applicable, the following concepts/ideas/personalities/themes: progress; equality; culture and gender issues; imperialism; de-colonization; economics and banking; environmentalism; racism; revolution; war; terrorism; independence and globalism. More specific examples may include: the impact of French colonial policy on Algeria; British imperial policy on Palestine; the Dutch Reform Church on South Africa; Hollywood’s influence on a specific Asian culture; the CIA’s covert policies throughout Latin and South America; a developing country’s response to Western aid; the World Bank’s influence on a developing nation’s economy; the relationship between a trans-national corporation and a developing nation’s economic, social, or environmental policy; a developing country’s response to Christian missionary activity; the impact of the developing world on Church policy; the Church’s struggle with Liberation Theology in Central America; the struggle of a developing country to maintain sovereignty over natural resources and an analysis of a post-colonial relationship between a former colony and its past imperial governor. Some key figures may include: Nkrume; Mandela; Bolivar; Nixon; Thatcher; Kennedy; De Gaulle; Luxemburg; Allende; Evita Peron; Pearson; Madame Mao; Gandhi; Amin; Nasser; Sharon; Arafat; Hussein; Ho Chi Minh; Bush Sr.; Bush Jr.; etc. The teacher, with the aid of the library staff, supplies the students with the appropriate reading and resource material. The teacher assesses the effectiveness of each student in completing group work, possibly using a rating scale. A teacher-designed rubric is used to evaluate each student’s performance in the culminating activity. The teacher also creates a student assessment form for self- and peer assessment feedback.

Unit Overview Chart

Activity Cluster	Learning Expectations	Assessment Categories	Focus/Activity
1	HIV.01, HIV.02, HIV.03, HIV.04, HI1.01, HI1.02, HI1.03, HI2.01, HI2.02, HI2.03, HI2.04, HI3.01, HI3.03, HI4.01, HI4.03 CGE2a, CGE2b, CGE2e, CGE3b, CGE3f, CGE4b, CGE7f, CGE7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Research and classroom discussion on the course's culminating/final examination's summary question

Teaching/Learning Strategies

This course provides students with the opportunity to explore, analyse, and reflect on history through diverse teaching and learning strategies. Critical thinking skills, such as formulating a thesis, identifying bias and viewpoint, debating, analysing primary sources, and problem solving are a focus of many activities. Focused inquiry, data analysis, note taking, and guided Internet searches are examples of the research skills that students practise. Students have multiple opportunities to hone their skills in communication through formal presentations, role playing, debates and trials, response journals, writing-in-role, tutorials/seminars, and persuasive paragraph writing. Some of the methods of historical inquiry that students should be able to demonstrate are the ability to conduct organized research and document analysis using primary and secondary sources; the ability to create a short position paper in a manner that respects the opinions of others; and the ability to think creatively in reaching conclusions. Cooperative group learning is another important active learning strategy fundamental to many activities in this profile. Tasks are designed to develop skills and concepts through a range of student learning styles. Many important skills are developed in the activities in the units. Students are asked to demonstrate a synthesis of their learning in the course by participating in the Course Culminating Activity in Unit 5.

The subject discipline of History uses language to express concepts in a distinctive way. In order to help all students, but especially ESL/ELD students, teaching/learning strategies should show formative attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms;
- wide range of tense use, and active and passive voice;
- words, phrases, and clause structures that indicate: sequence/chronology; cause/effect relationships; contrast/comparatives/superlatives; statements of opinion, interpretation, inference; statements of speculation/hypothesis/prediction; statements of belief, intent, necessity, persuasion, evaluation, definition; explanations of reason;
- formation of questions for formal and informal circumstances, oral or written active listening skills, (e.g., phrases, and syntax that express encouragement, requests for repetition, clarification, and restatement);
- activities such as reading/listening tasks (case-study/video-viewing) will require students to produce a specific and concrete product;
- completion of a graphic organiser/re-enactment or structured oral response;
- note taking/summarising;
- non-verbal communication skills of particular importance to presentation tasks.

Language development and the expression of concepts taught are greatly facilitated if written tasks are reinforced by oral tasks, and vice versa. All learners benefit if models or scaffolds for oral and written expressive communicative functions are initially provided for them by their teachers.

Assessment & Evaluation of Student Achievement

The Achievement Chart, which is the basis for assessment and evaluation in this course, is found on pp. 246-247 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*. The chart identifies four major categories of knowledge and skills – 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.

Activities in this Course Profile suggest diagnostic formative assessment, and summative evaluation strategies and tools. Sample rubrics are provided for some of the major activities and for the unit culminating activity. The Course Culminating Activity is designed to be appropriate to the University Preparation course requirements.

The teacher should introduce the concept and the topic of a culminating activity at the beginning of the course. Achievement categories are present in each of the units. These are meant to acknowledge the fact that students require practice to gain competency in the many discrete skills involved in researching and writing a historical essay, participating in tutorials and the course culminating activity. Furthermore, it is expected that teachers address the many learning styles and intelligences that students bring with them to the class. The evaluation schemes should recognise this. The activities and performance tasks in this profile are examples of some strategies that teachers may use with their own classes. The following are some generic suggestions for assessment and evaluation techniques in History courses:

- provide opportunities for student learning to improve by using formative assessment tools in each unit, e.g., visual organizers, practice quiz, self and peer editing of written work, teacher feedback;
- model the skill that you want the students to master, e.g., formulating a thesis, note-taking, report writing;
- share with the students clearly developed criteria for their assessment and evaluation, e.g., checklists, rating scales, and rubrics. Developing these tools with students helps to clarify how and why they are being assessed and/or evaluated;
- accommodate a variety of learning styles to allow students to demonstrate their performance;
- use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the achievement charts;
- ensure that criteria used for assessment match expectations in culminating activities that involve performance assessment;
- ensure that in performance tasks involving group work that these tasks build in positive interdependence and individual accountability;
- rubrics should be designed to make clear to students why they scored as they did and what steps they need to take to improve;
- match the assessment/evaluation strategy to the teaching/learning strategy.

Seventy per cent of the grade is based on evaluations conducted throughout the course. Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

Accommodations

Every effort will be made to assist all students in achieving success in this History course. Specific accommodations are recommended with each activity of this Course Profile. Individual Education Plans (IEPs) provide teachers with specific learning strategies that work best with individual exceptional students. A variety of strategies can be used for students. There are many enrichment opportunities for gifted students who may explore the issues, personalities, literature, and arts in greater depth or from different perspectives. For example, motivated students could benefit from reading Goethe's, *The Sorrows of a Young Werther*, or Mary Shelley's *Frankenstein*, which examine the Romantic mind and

philosophy. Students could compare and contrast the way textbooks look at events such as the Stalinist purges with Arthur Koestler's novel, *Darkness at Noon* or Franz Kafka's *The Trial*. Students see in a powerful, intimate, and personal way a writer's view of the impact of historical events on individuals. The West and the World History course places a great deal of emphasis on the use of primary documents. Some students might be visually impaired, and reading copies of documents could be very difficult. Teachers must make accommodations for these students, such as using larger print texts and using large fonts for class handouts. When analysing primary documents, some students benefit from having the documents copied and divided into smaller components with guiding questions interspersed. Teachers should recognise that students selecting this University designated course may have taken either the Academic or Applied History program in Grade 10. The historical knowledge and learning skills stressed and the assessment and evaluation tools used in each of these programs would be different. This course must build on the strengths of all individuals. The goal should be the development of the historical skills and knowledge through the ongoing activities of the course. Prior content should not be assumed knowledge.

As well the proficiency levels outlined in *The Ontario Curriculum, Grades 11 and 12, English as a Second Language and English Literacy Development*, provide teachers and school administrators with a guide to receiving and accommodating students whose first language is not English in the regular classroom.

Resources

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for 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 also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organisation that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Print

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Videotape

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Websites

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.

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<http://users.skynet.be/bulgecriba/> – Center of information on the Battle of the Bulge
<http://web.mahatma.org.in/> – The Official Mahatma Gandhi Archive
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<http://www.christusrex.org/www1/sdc/tiananmen.html> – Tiananmen Square Archive
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<http://www.fdrlibrary.marist.edu> – FDR Library
<http://www.fordham.edu/halsall/mod/modsbook.html> – The Modern History Sourcebook
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<http://www.lib.byu.edu/~rdh/wwi> – World War I Document Archive
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<http://www.thehistorynet.com/htm> – The History Net General Resource
<http://www.tntech.edu/~mww/www/reagan.html> – A Look at the Reagan Years
<http://www.ucr.edu/h-gig> – University of California History Resource Page
<http://www.ukans.edu/history/> – University of Kansas History Resource Page

<http://www.un.org/av/photo/history.htm> – UN Photos: Pictorial History
<http://www.winstonchurchill.org> – Winston S. Churchill Resource Page
<http://www.worldwar1.com/pharc007.htm> – Gallipoli – Then and Now
<http://www.yale.edu/lawweb/avalon/kbpact/kbpact.htm> – The Kellogg Brian Pact
www.aeiou.at/aeiou.encyclopedie/m/583439.htm – Resource on Metternich
www.fordham.edu/halsall/mod/1820metternich.html – Modern History Sourcebook - Metternich
www.marxists.org/archive/morris/works/1887/sru/ch15.htm – Socialism From the Roots Up
www.napoleon.org – Napoleon Internet Resource
www.newadvent.org/cathen/10245a.htm – Metternich Internet Resource
www2.h-net.msu.edu/~habsweb/sourcetexts/mettsrc.htm – The Memoirs of Prince Metternich

Coded Expectations, World History: The West and the World, Grade 12, University Preparation, CHY4U

Communities: Local, National, and Global

Overall Expectations

COV.01 · demonstrate an understanding of the various types of communities that people have formed since the sixteenth century;

COV.02 · demonstrate an understanding of the nature of the interaction among diverse peoples since the sixteenth century;

COV.03 · evaluate the key factors that have led to conflict and war or to cooperation and peace.

Specific Expectations

Types of Communities and Their Development

CO1.01 – demonstrate an understanding of the roots and 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 – compare the diverse 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 – describe the development of modern urbanization (e.g., development of administrative, commercial, and industrial towns and cities; issues of inner cities and suburbia; issues of law, order, and infrastructure; cycles of construction and destruction of the urban landscape).

The Nature of the Interaction Among Communities

CO2.01 – describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., exploration; economic gain; modern technologies and inventions; demographic pressures; religious, dynastic, and national ambitions);

CO2.02 – analyse 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 – demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations (e.g., historical interpretations of imperialism, including “modern world system”, Whig, Marxist, and modernist; the process of decolonization; growth of multinational corporations; “Hollywoodization”).

Conflict and Cooperation

CO3.01 – demonstrate an understanding of 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, changes in social structure and in gender relations and expectations, technological and medical advances);

CO3.03 – describe the 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 – assess the reasons for the failure or success of various 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 · demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;

CCV.02 · demonstrate an understanding of 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 – demonstrate an understanding of 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, consequences of technological advances, demographic changes, medical discoveries, social reform);

CC1.02 – identify 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., Luther, Montesquieu, Wollstonecraft, Marx, Darwin, Einstein, de Beauvoir, Hawking; explorers and innovators, Luddites, Fabians, Futurists, environmentalists);

CC1.04 – evaluate key elements and characteristics of the process of historical change (e.g., the ideas, objectives, and methods of the people involved; the pace and breadth of the change; the planned versus spontaneous nature of the change).

Continuity in History

CC2.01 – describe key social institutions that have tended to reinforce continuity in history (e.g., religious institutions, inherited class positions, schools, assigned and family gender roles, rituals and traditions);

CC2.02 – demonstrate an understanding of the 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 – evaluate 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);

CC3.02 – explain how viewing events in chronological order and within a specific periodization provides a basis for historical understanding;

CC3.03 – explain how and why an understanding of cause-and-effect relationships is 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 · demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century;

CHV.02 · demonstrate an understanding of 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 · demonstrate an understanding of 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 – describe the main tenets of key modern beliefs and philosophies and explain how they have shaped Western thought (e.g., the Reformation and Calvinism, rationalism and empiricism, romanticism, various forms of socialism, Darwinism, Marxist-Leninism, Fascism and Nazism, liberal democracy);

CH1.02 – assess the impact of modern Western thought on economic, social, and political developments in 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, humanism and the concept of positive progress, the spread of popular democracy);

CH1.03 – describe 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 Japan, China, Cuba, and some African states).

Ideas and Cultures of the Non-Western World

CH2.01 – demonstrate an understanding of key characteristics of and significant ideas emerging from various cultures around the world (e.g., tribalism in indigenous societies, Chinese and Indian dynastic absolutism, characteristics of Latin American Creole and mestizo culture);

CH2.02 – analyse 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 – demonstrate an understanding of 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 a variety of 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, Gordiner, 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 – analyse a variety of 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, Rousseau, Kropotkin, Gandhi, Martin Luther King Jr., Nelson Mandela, Rigoberta Menchú; suffragists, Amnesty International);

CH4.03 – demonstrate an understanding of key factors that have slowed or blocked the advancement of human rights (e.g., poverty, religious intolerance, racial bias, imperial exploitation, authoritarian governments);

CH4.04 – describe 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 diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;

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

SEV.03 · describe 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 – analyse a variety of 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);

SE1.03 – demonstrate an understanding of key developments in attitudes towards religion and religious observance since the sixteenth century (e.g., changing relationships between individuals, groups, and religious institutions; 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 – describe key elements of pre-industrial economies (e.g., subsistence and capitalist agriculture, cottage industries, guild institutions, commercial entrepôts);

SE2.02 – explain 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 – 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);

SE2.04 – demonstrate an understanding of the major schools of modern economic thought and evaluate their application in the post-World War II era (e.g., collectivism, Keynesianism, monetarism, free trade).

Political Organization

SE3.01 – demonstrate an understanding of the rise of the modern nation state in the West and subsequently in the rest of the world (e.g., the military revolution, the renaissance monarchy and national administrative bureaucracies, French revolutionary “nation-at-arms”, romantic and liberal nationalism, wars for national liberation);

SE3.02 – describe 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 – compare the various political opinions that are understood to constitute the “political spectrum”, taking into account the ideological positions and political methods associated with them (e.g., communism, socialism, liberalism, conservatism, fascism);

SE3.04 – describe various government responses to the social consequences of key 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 – analyse various efforts to create international governmental and judicial structures (e.g., ideas of Hugo Grotius, the European congress system, League of Nations, United Nations, European Community).

Women’s Experience

SE4.01 – describe the roles of and restrictions on women in pre-industrial societies (e.g., family roles, economic and political participation; traditional cultural limitations, property rights);

SE4.02 – analyse 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 understanding of historians' methods of locating, gathering, and organizing research materials;
- HIV.02** · critically analyse historical evidence, events, and interpretations;
- HIV.03** · communicate opinions and ideas 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 Seven Years' War? Why did the French execute their king? 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).

Specific Expectations

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 key interpretations of world history (e.g., liberal, progressive, economic, postmodern);
- 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., 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), and avoid plagiarism;
- 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, museum or archive curator, teacher, journalist, writer).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 3: The Promethean Spirit Unleashed 1815–1914

Time: 29 hours

Unit Description

The problems of the 19th century emerged from the crosscurrents of two of the greatest revolutions of the modern age: the Industrial Revolution in England and the French Revolution on the continent. Together they would make necessary a reformation of the economic, social, and political thought of Europe and, through Europe, the rest of the world. However, in the early decades of the 19th century the struggle between the old order and the new was still unresolved. This was evidenced in Metternich's re-establishment of the old political order on the Continent. Simon Bolivar embodied Latin and South America's attempt to chart their own course of independence.

In contrast to Metternich's conservative creed, the Industrial Revolution created two new social classes: a wealthy, powerful bourgeoisie that was no longer tradition- or land-based, and a new urban working class that lived on the margins of society. Students examine the Promethean-like challenges and the reactions that abounded. Romanticism produced an emotional movement centred in the arts. Goethe's character, Werther, represents a sentimental, anti-social intellectual reaction to this new order, while Shelley challenges the notion of progress and atheism seemingly represented by triumph of science over religion. Simultaneously, the desire to create a more equitable social order was embodied by movements that included the Chartist movement, trade unionism, Utopian socialism, and Communism. By 1848, the disenchantment with the old order 'boiled over' into revolution. Through an examination of primary sources, students debate the causes and consequences of the Revolutions of 1848 and why their failure was short lived. They observe that within twenty-five years, most of the revolutionary goals had been achieved, ironically, by a new breed of conservative statesmen who used a combination of nationalism and pragmatism. By the turn of the century, it was becoming obvious to social observers that the great changes of the 19th century had produced a new kind of society. The demographic, political and industrial revolutions had brought the emergence of the individual, the belief in perpetual progress, and the perfectibility of humankind, as well as, the decline of traditional values and attachments of the past. At the same time, society was becoming more structured and technologically based. Students examine the way the average individual coped with the almost incomprehensible changes that occurred at the end of the nineteenth century. The private life of the individual in mass society was becoming more disorganized. The citizen appeared to be alienated and anchorless. In a search for meaning, people were attracted to common bonds of nationalism expressed in the philosophy of social Darwinism and its outward application; imperialism. Europe raced headlong to impose itself, once again, on Africa and Asia. The unit's culminating performance task will encourage students to examine and illustrate the fundamental problems that beset the nineteenth century and set the world on the course toward total war.

Unit Synopsis Chart

Activity/ Time	Learning Expectations	Assessment Categories	Tasks
3.1 2.0 hours	COV.03, CCV.01, CCV.03, CO3.02, CC1.03, CC3.01, CC3.03 CGE2b, CGE2c	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Short argumentative paper in response to Metternich's "Confession of Faith"
3.2 3.5 hours	COV.01, CCV.02, CCV.03, CHV.01, CHV.04, SEV.01, SEV.02, SEV.04, HIV.02, CO1.03, CC2.01, CC3.01, CC3.02, CC3.03, CH1.02, CH4.01, SE1.02, SE1.04, SE2.02, SE4.02, HI2.05 CGE2b, CGE3f, CGE5b	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Class evaluation of the merits of Marx's criticism of the nature of industrial society
3.3 5.0 hours	CHV.01, CHV.03, CH1.01, CH3.01, CH3.02, CH3.03, CH3.04, SEV.04, SE4.03 CGE3b, CGE5d, CGE7i	Knowledge/ Understanding Thinking/ Inquiry Application Communication	The Romantic Rebellion An analysis of the reaction to industrialization through the eyes of the artistic community
3.4 5.0 hours	CHV.01, CH1.01, CH1.02, SEV.03, SE3.01, SE3.04, CCV.01, CCV.03, CC1.03, CC3.03 CGE1c, CGE3b, CGE7e, CGE3f, CGE5d	Knowledge/ Understanding Thinking/ Inquiry Application Communication	1848 – A turning point in history that failed to turn? An examination of conservatism, liberalism, socialism and Marxism Nationalism – the rise of the nation state
3.5 5.0 hours	COV.03, CO3.01, CHV.01, CHV.02, CHV.03, CH1.03, CH2.01, CH2.02, CH2.04, CH3.02, CH3.03, CH3.04 CGE1d, CGE1g, CGE1h, CGE7e	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Imperialism – The West reimposes itself on the World An examination of the "White Man's Burden"
3.6 8.5 hours	CHV.01, CHV.02, CHV.03, CH1.01, CH1.03, CH2.01, CH2.04, CH3.01, CH3.03, SEV.03, SE3.04, CCV.01, CC1.03, CC3.01, HIV.01, HIV.02, HIV.03, HIV.04, HI1.02, HI2.04, HI3.03, HI4.01 CGE2a, CGE1h, CGE4b, CGE4c, CGE5a	Knowledge/ Understanding Thinking/ Inquiry Application Communication	The Freud-Holmes "Firing Line" Salon An investigation of the irrational

Activity 3.1: Metternich and the Concert of Europe

Time: 2 hours

Description

This lesson extends student understanding of the fragile nature of the European countries in the aftermath of the French Revolution and the Napoleonic Wars and the forces that were pulling at the reins of power, with emphasis on the person of Metternich. Students examine maps and discuss the nature and causes of changing boundaries. Student-led presentations and discussions enable students to contrast the attitudes of leading nationalists, liberals, and conservatives. After examining a primary source document, students write a brief position paper to challenge or support Metternich's view of human nature and social values. Students then take lecture notes and use a timeline organizer to help them understand the collapse of the ideals of the Concert of Europe in nineteenth-century Europe. The teacher introduces, "The Freud-Holmes Firing Line" to initiate preparation for the unit's culminating performance task.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Communities: Local, National and Global; Change and Continuity

Overall Expectations

COV.03 - evaluate the key factors that have led to conflict and war or to cooperation and peace;

CCV.01 - demonstrate an understanding of how the historical concept of change 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

CO3.02 - demonstrate an understanding of the consequences of war;

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

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;

CC3.02 - explain how viewing events in chronological order and within specific periodization provides a basis for historical understanding.

Prior Knowledge & Skills

- Students should know the facts of the French Revolution, the Napoleonic Wars, and the turmoil that resulted from the decades of war in Europe.
- Students should know the details of the Congress of Vienna, and why a new map of Europe was drawn to accommodate the wishes of Austria, Prussia, Russia, and Great Britain.
- Students should have knowledge about how to read and analyse primary resources, including letters and documents.

Planning Notes

- The teacher locates maps of the political boundaries of Europe in 1789 and in 1815, either on a transparency, textbook, or separate paper copy.
- The textbook should have the basic information on Metternich, but the teacher should investigate more detailed information on Metternich, and particularly his article *Confession of Faith*.
- The teacher prepares an organizer on the forces present in Europe after the Congress of Vienna.

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- The teacher prepares a timeline and a lecture on European events between 1815–1848.
 - The teacher prepares to discuss Metternich’s *Confessions of Faith*, if it is not in the text.
 - To prepare the students for Activity 6: the Freud-Holmes Firing Line Salon, the teacher should read Activity 6 Teaching/Learning Strategies and photocopy Appendices 3.6.1 and 3.6.2 for the students.

Teaching/Learning Strategies

1. While viewing a map of Europe in 1789 and Europe in 1815, the teacher identifies the new political boundaries in Europe and outlines how they had changed as a result of the decisions made at the Congress of Vienna. The teacher focuses on the new balance of power in Europe, and the domination of the Quadruple Alliance and the Holy Alliance, that formed the Concert of Europe.
2. The teacher divides the class into three groups – one to represent the forces of liberalism, one to represent the forces of conservatism, and one to represent the forces of nationalism. Each group reads from their text the information on the goals and leading figures of the forces present in Europe after the Congress of Vienna and presents their findings to the class. The teacher may wish to distribute the organizer Appendix 3.1.1 – Political Forces Present in Europe after the Congress of Vienna to aid in the collection of that information, including the definition of terms, characteristics, and principles.
3. The teacher initiates a discussion centring on the question, Which of the three forces would be the strongest in 1815 in Europe and why? When the discussion on the strength and weakness of those forces is completed, the teacher should remind the students that they were not the only forces present in 1815 in Europe.
4. Students read biographical information on Prince Klemens von Metternich. After reading the biographical information, the teacher asks the questions: Why was Metternich a conservative? and, Was there anything in his background that led him to be so opposed to the forces of liberalism and nationalism?
5. Students read Metternich’s *Confessions of Faith* and analyse whether Metternich’s view of human beings and of society would have been the same as other European leaders at that time. Students state whether they agree or disagree with Metternich’s view. The teacher can decide whether the students should remain in their former roles of conservative, liberal, or nationalist forces or be objective.
6. The teacher lectures on the chronology of events that challenged the Concert of Europe, beginning with forces in Germany that lead to the issuing of the Carlsbad Decrees, and revolutions in Spain, the Spanish colonies in North America, Greece, Belgium, Poland, and France. To help the students understand the magnitude of the challenges to the Concert of Europe, the teacher should use a map to show the countries involved. (The teacher should be aware that some students are not adept at note taking and should keep this in mind while lecturing.) To conclude, students answer the question: Why did some of the revolutions succeed in their liberal goals of independence, such as those in Greece and Belgium, but for the most part fail?
7. The teacher introduces the unit culminating activity. Students are assigned to a group, responsibilities and a timeline to complete the task are outlined. The expectations of this activity are discussed. The teacher supplies the students with the Freud-Holmes Firing Line overview and rubric, Appendix 3.6.1 and 3.6.3.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

2. Assessment: The teacher assesses the students’ research and their ability to stay on task and their participation in the group activity.
3. Assessment: The ability of the student to see the cause and effect relationship gives the teacher an opportunity to assess the students’ understanding of key events and the students’ ability to draw conclusions.
3. Assessment: The teacher may wish to collect the organizers of each group to assess completeness and accuracy of information.

5. Assessment: The teacher assesses the quality of the students reasoning and their ability to examine all side of the issue.
6. Assessment: The quality of note taking and listening skills are assessed.

Accommodations

- Many students may find the language in primary resources difficult. A list of unfamiliar words could be distributed.
- Students who find note taking difficult during lectures, may wish to bring in a tape recorder to review and transcribe notes later.
- Students who are working at an enriched level can further examine Metternich’s arguments and develop a short argumentative paper agreeing or disagreeing with the view that Metternich sets down.

Resources

Print

Christopher, James R. and George G. Witter. *Modern Western Civilization*. Toronto: Oxford University Press, 1991.

Fenton, Edwin. *32 Problems in World History*. Glenview, Illinois: Scott, Forman and Co., 1964.

Haberman, Arthur. *The Making of the Modern Age*. Toronto: Gage Publishing, 1987.

Kissinger, Henry. *A World Restored; Metternich, Castlereagh and the Problems of Peace, 1812-1822*. Boston: Houghton Mifflin, 1957.

Milne, Andrew. *Metternich*. London: University of London Press, 1975.

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

Perry, Marvin, ed. *Sources of the Western Tradition*, 2nd ed. Boston: Houghton-Mifflin Company, 1991.

Perry, Marvin, et al. *Western Civilization; Ideas, Politics and Society*. Toronto: Houghton-Mifflin Company, 1992.

Weber, Eugene. *A Modern History of Europe*. New York: W.W. Norton Company, Inc., 1971.

Weisner, Merry E., et al. *Discovering the Western Past: A Look at Evidence*. Boston: Houghton Mifflin Company, 1989.

Websites

The Concert of Europe – www.puhs.chico.k12.ca.us/~bsilva/projects/concert/concessy.html

Kissinger, Metternich and Realism – www.aeiou.at/aeiou.encyclop.m/m583439.htm

The Memoirs of Prince Metternich. – www2.h-net.msu.edu/~habsweb/sourcetexts/mettsrc.html

Modern History Sourcebook: Prince klemens von Metternich: Political Confessions of Faith, 1820. – www.fordham.edu/halsall/mod/1820metternich.html

Prince Klemens Lothar Wenzel Von Metternich – www.newadvent.org/cathen/10245a.html

Appendix 3.1.1 (Organizer)

Political Forces Present in Europe after the Congress of Vienna

Term	Definition	Characteristics	Goals	Leading Figure	Achievements
Nationalism					
Liberalism					
Nationalism					

Activity 3.2: The Industrial Revolution

Time: 3.5 hours

Description

This activity examines the causes of the Industrial Revolution and the effects that it had on industry, the economy, and society in nineteenth-century Europe. Students discover that it created two new social classes: a wealthy, powerful bourgeoisie that demanded political power and a new, urban working class that lived on the margins of society. Students read excerpts from those who profited and those that suffered and draw conclusions. The Catholic Church is very clear on its stand for Social Justice and our role as *our brother's keeper*. Students examine their conscience about what is correct and just and draw co-relations to today's less fortunate in society. As a result of industrialization, many individuals tried to solve society's problems in their own ways. Students examine the growth of trade unionism and the development of socialism, both Utopian and Scientific. Students examine and assess the success and failures of the various reformers.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE5b - thinks critically about the meaning and purpose of work.

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

Overall Expectations

COV.01 - demonstrates an understanding of the various types of communities that people have formed since the sixteenth century;

CCV.02 - demonstrate an understanding of 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 analysis of developments in the West and throughout the world since the sixteenth century;

CHV.01 - demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the west and the rest of the world since the sixteenth century;

CHV.04 - demonstrate an understanding of the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century;

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

SEV.02 - analyse 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 the Western and non-Western societies since the sixteenth century;

HIV.02 - critically analyse historical evidence, events, and interpretations.

Specific Expectations

CO1.03 - describe the development of modern urbanization;

CC2.01 - describe key social institutions that have tended to reinforce continuity in history;

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;

CC3.02 - explain how viewing events in chronological order and within a specific periodization provides a basis for historical understanding;

CC3.03 - explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis;

CH1.02 - assess the impact of modern Western thought on economic, social, and political developments in the West;

CH4.01 - analyse a variety of forms of human servitude;

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

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

SE1.04 - describe how family structures have changed or why they have remained stable in various societies throughout the world;

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

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

Prior Knowledge & Skills

- Students should be familiar with the various inventions, discoveries, and improvements made in the fields of astronomy, science, medicine, political thought, philosophy, economics, and the amount of knowledge available during the Scientific Revolution and the Enlightenment.
- Students should know how to read primary documents and select evidence to be used to develop and prove a thesis.
- Students should know how to develop a hypothesis and write an argumentative essay.
- Students should be familiar with the concepts of organizer, chronology, critical thinking, and causation.

Planning Notes

- The teacher schedules the TV/VCR and obtains videotapes on the Industrial Revolution and a biography of Karl Marx.
- The teacher prepares a list of the reasons to identify why the Industrial Revolution occurred in Great Britain to ensure that students cover all points. The teacher may wish to have a map on the Growth of Industrialization in Europe on hand.
- The teacher selects a series of readings that demonstrate both the positive and negative aspects and effects of the Industrial Revolution on nineteenth-century Britain.

Teaching/Learning Strategies

1. The teacher assigns the students to read about the Industrial Revolution. This reading could have been assigned for homework the night before. The teacher asks the students a series of questions to determine the relationship between the series of events that led to the Industrial Revolution in Great Britain beginning with the agricultural revolution, the changes in textile manufacturing, and the new machinery that was developed. Additional discussion leads to the changes that resulted in mining, specifically iron and coal mining, and steel production; the changes in power production and the invention of the steam engine; and the resultant changes in transportation and communication in Great Britain. Because of the volume of information, students should develop a timeline and an organizer to help summarize the information. The teacher may wish to show a video about the Industrial Revolution.
2. Students speculate about why the Industrial Revolution would have occurred in Great Britain first. If the student's list of reasons is incomplete, the teacher should supplement any missing ones. Based on the reasons given, the students should then predict which European or non-European countries would industrialize next.

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3. In order to understand the second wave of rural displacement, the teacher asks a number of cause-and-effect questions such as: What would be the effects of new farm machinery on the number of tenant farmers needed in Great Britain? or How would the displacement of large numbers of unemployed from the rural areas of Great Britain change the look of the cities?
 4. Students make a list of effects that resulted from industrialization to help answer the question presented in Strategy 5. The following headings are to be used: working conditions in mills, mines and factories, changes to family life, living conditions, urbanization, sanitation, public health, benevolent societies, and demographic impact.
 5. The problem question is presented: Were the benefits of industrialization worth the human cost? The class is divided into two groups each receiving articles that outline the evidence needed to support its argument. One half should receive articles such as Edward Baines' *Britain's Industrial Advantages and the Factory System*, Andrew Ure's *Decent Working and Living Conditions*, and the other half would receive articles such as Freidrich Engel's, *The Condition of the Working Class in England*, and the Sadler Commission, *Report on Child Labor* (sic). The teacher should separate the class into two sections and lead a class discussion, debating the problem question.
 6. As a debriefing technique, the teacher presents article 2434 of the Catechism of the Catholic Church, which states:
A just wage is the legitimate fruit of work. To refuse or withhold it can be a grave injustice. Remuneration for work should guarantee man the opportunity to provide a dignified livelihood for himself and his family on the material, social, cultural and spiritual level, taking into account the role and the productivity of each, the state of the business, and the common good.
The teacher asks the class to speculate whose responsibility it was to correct the problems associated with industrialization, and to suggest possible alternatives.
 7. Students should read about and take notes on the trade union movement in Great Britain, outlining union demands and the changes that resulted to the factory laws. Students respond to the question: Was the trade union movement able to meet the demands of the people in 19th century Britain? and in a discussion that follows, students investigate the alternatives, including the Chartist Movement.
 8. The teacher gives a short introductory lesson on socialism. Students then differentiate between Utopian Socialism and Scientific Socialism. The immediate successes of Robert Owen, his experiment in New Lanark, Scotland, and why such attempts ultimately failed should be examined.
 9. Students examine the background of Karl Marx to see that ideas are created within a historical context. For Marx, this context included Jewish scholarship, German philosophy, the French Revolutionary tradition, and English industry and commerce. Using excerpts from Karl Marx's *Communist Manifesto*, students examine Marx's view on the nature of work, the possibilities of liberation, and the drive toward a new society. Students differentiate between the ideals of the Utopian Socialists and the Scientific Socialists and determine why there were differences between the two. Students consider why the workers of Europe and the Western Hemisphere never fully embraced the socialist ideal.
 10. Students formulate a thesis and write a short position paper supported with evidence on who was better able to implement the reforms necessary to meet the needs of the people: the trade union movement, the Chartists, or the Socialists.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to Teaching/Learning Strategies.

1. Formative Assessment - The teacher assesses the timeline and organizers for accuracy and completeness.
10. Summative Assessment - The teacher evaluates the position paper using a teacher-developed rubric.

Accommodations

- Many students find reading primary documents difficult; a list of definitions can be provided.
- Students who find it difficult to take class notes may need a scribe or to bring a tape recorder into class
- Students who are working at the enrichment level can read Karl Marx, *The Communist Manifesto*.
- Allow ESL/ESD students and other students with oral communication difficulties to have another role during the class discussions.

Resources

Print

- Catechism of the Catholic Church*. Toronto: An Image Book, Doubleday, 1995.
- Christopher, James R. and George G. Wittet. *Modern Western Civilization*. Oxford University Press, 1991.
- Haberman, Arthur. *The Making of the Modern Age*. Toronto: Gage Publishing, 1987.
- Killingray, Margaret. *The Agricultural Revolution*. St. Paul, Minnesota: Greenhaven Press, Inc., 1988.
- Knox, Diana. *The Industrial Revolution*. St. Paul, Minnesota: Greenhaven Press, Inc., 1980.
- Marx, Karl and Friedrich Engels. *The Communist Manifesto*. London: Penguin Books, 1967.
- Newman, Garfield and Cynthia Grenier. *Impact – Western Civilization and the Wider World*. Toronto: McGraw-Hill Ryerson, Limited, 1996.
- Perry, Marvin, ed. *Sources of the Western Tradition*, 2nd ed. Boston: Houghton Mifflin Company, 1991.
- Perry, Marvin, et al. *Western Civilization; Ideas, Politics and Society*. Toronto: Houghton Mifflin Company, 1992.
- Weber, Eugene. *A Modern History of Europe*. New York: W.W. Norton, Company, 1971.

Videotape

- The Industrial Revolution*. Clearvue/eav.1985
- Out of the Fiery Furnace*. The Learning Channel. Opus Films, 1993.

Websites

- The Industrial revolution: The Agricultural revolution of the 17th and 18th Centuries
– www.fordham.edu/halsall/modsbook14.html
- Lectures on the Industrial revolution in England
– www.socsci.mamaster.ca/~econ/ugcm/3113/toynbee/indrev
- Socialism from the Root Up – www.marxists.org/archive/morris/works/1887/sru/ch15.html
- The Transition from Utopists to Modern Socialism – www.marxists.org/archive/morris/works/1886/sru

Activity 3.3: The Romantic Rebellion

Time: 5 hours

Description

Romanticism is the political, social, literary, and artistic movement that appeared in the first half of the 19th century as a reaction to, and a rejection of, the precepts of order, calm, harmony, balance, idealization, and rationality that typified classicism, industrialism, and materialism in late 18th century. Romanticism emphasized the individual, the subjective, the imaginative, the spontaneous, the emotional, the visionary, and the transcendental. Qualities of Romanticism included a heightened appreciation of the beauties of nature; the preference for emotion over reason and for the senses over intellect; the exaltation of the genius, the hero, and the exceptional figure in general, and a focus on his/her passions and inner struggles; the artistic desire to rely on the creative spirit as opposed to formal rules and traditional procedures; an emphasis on the idea that the journey is as important as the outcome, a reliance upon and praise for the creative powers of the imagination; an obsessive interest in folk culture, national and ethnic cultural origins, for the exotic, for nature, the mysterious, the weird, the occult, the monstrous, the diseased, and even the satanic. In this activity students begin to examine the ideals and values of Romanticism through hands on experience with excerpts from poetry and art that exemplified this movement. Students have the opportunity to critically reflect on the Church's similarity and differences with the Romantics. Students are responsible for preparing for a discussion on the theme developed in the New Prometheus and for examining the present day applications of the values of Romanticism. Students have the opportunity to analyse and assess how artists, both poets and painters, interpreted this period. Students practise the skill of précis when creating captions for artwork. Students respond to a teacher-developed quiz on Romanticism.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Communities: Local, National and Global; Change and Continuity

Overall Expectations

CHV.01 - demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century;

CHV.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;

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

CH1.01 - identify the central tenets of selected modern beliefs and philosophies and describe how they have shaped Western thought;

CH3.01 - describe key developments in a variety of modes of artistic expression in the West since the sixteenth century;

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;

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

Prior Knowledge & Skills

- The teacher reviews with students the proper format for writing position papers.

Planning Notes

- The teacher has an overhead projector available.
- The teacher reviews with students the 19th century notion of progress.
- The teacher makes available a variety of pictures of British Romantic art and excerpts of British Romantic poetry.
- The teacher provides the students with excerpts of *Frankenstein*.
- The teacher makes available the Papal encyclicals *Centesimus Annus* and *Veritatis Splendor*.
- Continue with the glossary of new terms and phrases. Encourage students to add their own words and to continue doing so throughout the unit.

Teaching/Learning Strategies

1. The teacher begins this activity by brainstorming the term *Romanticism* with the class. Once the students have volunteered a variety of suggestions, the teacher can present Appendix 3.3.1 – Romanticism: An Overview, for the class to supplement their notes.
2. The teacher presents the material found in Appendix 3.3.2 – The Features of Romanticism. Students research and answer the following questions: What is a hero? Who was Prometheus, and why would anyone want to emulate or admire him? Who was Pandora and how can she be seen as a heroine? Why is Satan a tragic hero? What does the term Gothic mean in both the past and in today's context? The teacher can add to these questions and then use them as the basis for discussion. The teacher can conclude by asking if, at this point, there is anyone who feels that they are a Romantic by nature or is acquainted with a Romantic.
3. The teacher re-introduces the concept of the *19th century notion of progress*. Students form into groups of four or five. Using a copy of Appendix 3.3.3 – How to View a Painting or Read A Poem, they visit all five stations that display one example of a work by a British Romantic poet, and one example of an artwork by a painter who commented on industrial society and its impact. In this exercise, students travel to the various workstations and examine the painting and excerpt of poetry. In alternate turns, at each station, each group member records the group's impressions. At the end of this exercise, the group shares its findings and individuals record the impressions for all five-work stations. Once the students have completed the task, they discuss their reflections regarding the artist's impression of the impact of British industrialism on society and nature. The teacher may close this task with a discussion focused on the question, Were the Romantics, such as Constable, Turner, Coleridge, and Wordsworth, the first environmentalists? How do they differ in their attitudes and tactics from Greenpeace or the Sierra Club? and did they hold the same values as modern poets such as Joni Mitchell in her songs, *Woodstock*, (...back to the garden) or, *Big Yellow Taxi* (...they paved paradise and put up a parking lot)? What are the religious principles that the Romantics illustrated in their works?
4. The teacher provides students with either excerpts, the novel, or the movie *Frankenstein: The Modern Prometheus*. Students read or view before participating in a classroom discussion that focuses on one of the following questions. 1) Why is this work considered a model of Romantic literature and why is the novel subtitled the *New Prometheus*? 2) How does the Gothic setting reflect the beliefs of the Romantics? 3) Does Shelley identify a fundamental flaw in sciences? 4) Is Shelley's challenge more spiritual and religious in nature? Is she calling into question the notion of progress and our desire to replace the Divine with the new Secular God, science? As an assessment tool, the teacher develops a rubric to use in providing students with feedback on their contribution to the discussion.

This prepares students for the unit and course culminating activity that stresses this skill. After the discussion and feedback, students read a brief excerpt from Pope John Paul II's Encyclical Letter, *Centesimus Annus* and/or *Veritatis Splendor*. The students discuss whether the Pope's views on Reproductive technology and cloning, differ from Shelley's.

5. The teacher introduces the concepts of nationalism, sacrifice, and liberation to the Romantic lexicon. The teacher illustrates how Nationalism and Romanticism are intertwined with the development of such nations as Colombia, Bolivia, Poland, Germany, and Greece. Students illustrate in a brief biography how the themes of Romanticism, Nationalism, and Liberation could be linked in a short biographical sketch of either Marx, Byron, Bolivar, or Chopin. The teacher can extend this activity or Strategy 4 as an enrichment activity.
6. As an extension activity the students could conduct a round table on the questions: Were the rebellious youth of the 1960s Romantics? or, Does the youth culture of today reflect a Romantic leaning?
7. Students complete a quiz on Romanticism.

Assessment & Evaluation of Student Achievement

Note: Number refers to the Teaching/Learning Strategy.

4. The teacher develops a rubric to assess student contributions to the discussion.

Accommodations

- Students may tape record the lecture to review and transcribe notes later, or the teacher may provide students with an outline of the lesson or discussion.
- Use visuals along with verbal instruction (charts, outlines, key words).
- For the position paper, conference regularly to ensure understanding and allow for varied format such as point form, or a mapping chart with written or oral explanation.
- For classroom discussion, allow for verbal rehearsal.

Resources

Print

Clarke K. "Unnatural selection: How biotechnology is redesigning humanity." *US Catholic*. 2000.

Day, A. *Romanticism*. NY, 1995.

Einstein, Alfred. *Music in the Romantic Era*. NY, 1947.

Haberman, A. *Readings in the Modern Age*. Toronto, 1989.

Harvey, Robert. *The Liberators*. NY, 2000.

Heath, Duncan. *Introducing Romanticism*. NY, 2000.

Kipperman, M. *Beyond Enchantment: Romantic Poetry*. Philadelphia, 1986.

Pope John Paul II Encyclical Letter *Centesimus Annus* (1 May 1991), 37: AAS 83 (1991),

Encyclical Letter *Veritatis Splendor* (6 August 1993), 95-101: AAS 85 (1993).

Shelley, M. *Frankenstein*. NY, 1993.

Talmon, J.L. *Romanticism and Revolt*. London, 1967.

Video

The Romantic Spirit. Rm3 Productions, London, 1989.

Websites

http://raven.cc.ukans.edu/~kansite/ww_one/imagarch.html – World War I Image Archive

<http://www.fordham.edu/halsall/mod/modsbook.html> – Internet Modern History Sourcebook

Appendix 3.3.1

Romanticism: An Overview

It has been said that those who seek to define romanticism are entering hazardous waters and those who seek to lead the romantic life are entering a typhoon. In the opening to Dickens' *A Tale of Two Cities* "it was the best of times...it was the winter of our despair, we had everything before us, we had nothing before us, we were all going direct to heaven, we were all going direct the other way....." we see a multitude of beliefs synchronous with the Romantic Period. The concepts of the Romantic Movement vary from person to person and from group to group. The most basic viewpoint, however, was that it was an artistic and intellectual movement that rejected classicism, correctness, and social conventions and placed a new reliance on emotion and imagination. Gone was the assumption that reason alone could unlock the secrets of nature, human existence, and liberation. Discarding what was believed to be uniform and general, the Romantics valued what was unique and individual and celebrated the cultural diversity of humanity as a whole. Most literary critics date the beginning of the period in 1798 with the publishing of Wordsworth's *Lyrical Ballads* although Goethe produced *The Sorrows of Young Werther* in 1774. The period falls into decline with the death of Walter Scott in 1832, but it truly ends with the supremacy of the industrial revolution and the political, social, and national revolts of 1848.

This period has been compared to the Elizabethan period. Like the earlier period, Romanticism placed a strong emphasis on emotion and humanism. J.J. Rousseau was *the first philosopher to argue that man's feelings were more important than his reason*. The Romantics reacted against the general order of society and the contradictions that presented themselves before them. These were the intrusive aspects of the new society: the onslaught of the rationalist clock played out in the factory, mill, and mine, the intrusiveness of industry and the city on the garden as a representation of Eden and of God's creation heaven on earth. The tension in German is known as *sturm und drang* (storm and stress). It was their quest, their journey, to find the *naked heart*: the inward struggle to *know thyself*, and the outward struggle to be at one with nature and the community.

On a different level the rigidity and class subservience to economics and institutionalized religion during the Romantic period polarized the general population into "two nations": capital and labour, *the bourgeoisie* and *the proletariat*. The dichotomy was between the very rich and the very poor.

Besides the impact of the machine and materialism, this was also a time when the eighteenth-century concept of a passively receptive mind responding to a locked in universe, subject to no further change, was rejected and replaced with the newer concept of the mind as itself the creator of a perceivable universe: the imagination.

The Romantic climate also presented a more significant personal and spiritual challenge, which are generally of more concern to writers and artists. The creative members of society showed greater concern for the human condition, the state of the individual, and the state of nature. For guidance, the poets, writers, painters, musicians, architects, critics, and historians who embraced the Romantic ideal returned to the Golden age of Greek and Roman literature, culture, and mythology. What they found was an idealistic model to help illustrate and challenge what was most evident to them, the all-pervasive feeling of alienation, solitude, and solitariness. In a more figurative sense, the poet illustrated the struggle between the ideal and the real, between nature and science, between self and society and, most importantly, between good and evil. It is presented often through the figures of Satan and Prometheus. The two figures are superlative non-conformists. Like Satan, Prometheus is a superlative non-conformist opposed to deity itself or to the concept of deity. Unlike Satan, however, he is an unflawed non-conformist, because he acts as a champion rather than an enemy to the Human race. The satanic hero is the more common nihilistic figure.

Appendix 3.3.1 (Continued)

Like the scientific and the industrial revolution, the significance of the French revolution should not be underestimated in its impact on the Romantic ideal. A priest claimed that the French Revolution was the stage preceding the millennium as promised in Revelations. Like the previous political and social revolutions, the Romantic revolution also became a spiritual revolution. The new earth and the soul became the driving force for the creation of a new “old” world. Although the Romantic Movement faded in the second half of the 19th century, its values can be witnessed in many guises today.

Appendix 3.3.2

Overhead – The Features Of Romanticism

The leaders of the Romantic movement in literature and poetry were: Blake, Byron, Coleridge, Goethe, Holderlin, Keats, Novalis, Poe, Shelly, and Wordsworth; in painting: Constable, Delacroix, Goya, Gericault, and Turner; in music: Beethoven, Chopin, and Schubert.

The following features may be found in the works or the acts of these Romantics:

- 1) Faith in the instinctive goodness in human beings (no original sin). Sympathy and benevolence are believed to be high moral values.
- 2) Themes quite often dealt with the expression of powerful feelings such as love, rebellion, wonder, passion or *man's* quest to push *himself* beyond his limits. There was glory in the imperfect. There is glory in the hero and this hero, be it author or other, is typically a solitary figure, sometimes an outsider engaged in a long journey and sometimes a futile quest. The protagonist is quite often a rebel, whether good or evil, and is often imbued with the Promethian spirit, which is sometimes revealed as Cain, Sidhartha, Eve, Pandora, the wandering Jew, Satan, or the great outlaw.
- 3) Nature is the revealer of truth. Nature also has a religious significance and God is found in Nature.
- 4) Symbolism is an important device used to show that common objects can be given significance beyond their physical qualities.
- 5) An elegiac interest in death, mutability, mourning, and melancholy. Life was to be lived to the fullest and exhausted like a spent rocket. This led to sacrifice, and sometimes, suicide.
- 6) Interest in humanitarian movements and reforms. Leads to challenges against tyranny.
- 7) The individual is the centre of all things socially and politically, yet the betterment/liberation of the community is the ultimate desire.
- 8) Interest in the state of nature: the “noble savage,” a preference for life in simpler times, primitive religions, folk, poetry, the wild, and the irregular and grotesque in nature.
- 9) Interest in things Medieval (Gothic), things chivalric, Shakespearean, and Spenserian.
- 10) Use of local dialects and culture, idealisation of rural life and everyday life.
- 11) Blurred distinction between myth and reality. Fostered interest in mysticism and the supernatural. Night becomes the central theme.
- 12) Reverence for childhood.
- 13) Emotion and passion over reason and logic.

Appendix 3.3.3

How to View a Painting or Read a Poem

Part A: Subject and setting of the Poem or Painting

Are there people in the painting or the poem?

What is the time of day?

Describe them and what they are doing.

What is the setting of the poem or the photograph? Outdoors or indoors?

Give a description of the setting including any objects or features that are well defined.

What is the mood of the piece and what tools does the author use to portray this?

What romantic characteristics are reflected in the work? Explain why the characteristics that you select are romantic.

Part B: Writing a Caption

A **caption** is a short description or explanation of a photograph or picture. It often includes information about what is happening in the picture, where and when the picture was taken, and who is in the picture. Using the information you have gathered above, write a caption for a painting or poem.

What is the name of the poem or painting?

Who is the poet/painter?

Share your answers.

Activity 3.4: The Revolutions of 1848 and the Rise of Nationalism

Time: 5 hours

Description

The forces of nationalism influenced central Europe from Italy through the Hapsburg territories to the Baltic Sea. Napoleon had performed a great, though unintended, service for the Germans and the Italians through his intervention and governing of these areas and by his revision of the European map. After 1815, the region became aware of the effects of a different style of governing and was divided into a more rational set of political units based on geography, culture, language, common history, and tradition. First, students examine the roots of the nationalist movement and trace its growth in Europe using the development of the state of Germany as a model. The activity exposes students to the philosophy of influential nationalists such as Mazzini, Fichte, Bolivar, and Bismarck; the philosophy of influential socialists such as Blanc and Marx; as well as prominent liberals such as John Stuart Mill. Second, students examine the great year of revolutions – 1848, where the clashes between these philosophies came into focus. Students discuss the question: Was 1848 a turning point in history that failed to turn? The activity concludes with the assignment of a two-page essay asking students to apply their knowledge of a model of nationalism, either civic or cultural, in order to examine the challenges that face a modern multi-cultural state in its dealings with emerging cultures.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
CGE3b - creates, adapts, and evaluates new ideas in light of the common good;
CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;
GGE5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good;
CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Strand(s): Change and Continuity; Citizenship and Heritage; Social, Economic and Political Structures

Overall Expectations

CHV.01 - demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century;
SEV.03 - describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;
CCV.01 - demonstrate an understanding of how the historical concept of change 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

CH1.01 - describe the main tenets of key modern beliefs and philosophies and explain how they have shaped Western thought;
CH1.02 - assess the impact of modern Western thought on economic, social, and political developments in the West;
SE3.01 - demonstrate an understanding of the rise of the modern nation state in the West and subsequently in the rest of the world;

SE3.04 - describe various government responses to the social consequences of key economic changes in the West and the rest of the world;

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

CC3.03 - explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis.

Prior Knowledge & Skills

- Students are able to write a short paper in a cogent, convincing style.
- Students are familiar with Napoleon's impact on rationalisation of government in the conquered lands.

Planning Notes

- The teacher provides students with excerpts from Mazzini, Fichte, and Bismarck on their philosophy regarding the rationale for the development of a nation.
- The teacher reviews with students the model for writing an effective position paper.
- The teacher defines the following terms: cultural nationalism; civic and political nationalism; *Realpolitik*; conservatism; liberalism.
- The teacher provides students with maps of Europe in 1815, Europe prior to 1848, Europe in 1849, and Europe in 1871.

Teaching/Learning Strategies

1. The teacher poses the questions to the class: To what culture or what community do I belong? What has shaped me? What has made me what I am? The teacher brainstorms with the class and records responses on the board. The teacher, if necessary, prompts the class into considering the influence that the state has had on their personal development and sense of self. Once students have a sense of how the nation has had a formative effect on their development, the teacher can now brainstorm with the class about the concept of nationalism.
2. The teacher asks the question: If you had the opportunity to form a nation, what criteria would you use to create your nation? (e.g., common language, geography, religion, etc.)
3. The teacher supplies students with Fichte's "Address to the German Nation" and Mazzini's "The Duties of Man." The readings place special emphasis on how the ideas of both men contributed to the consciousness of Europeans in measuring the importance of the things that they shared with one another and the subsequent call to brotherhood which would be manifest in the creation of a state. The teacher discusses what, for nationalists, was the role and functions of government.
4. Students create a timeline for the Revolutions of 1848. On the timeline students identify the revolution's stages. Appendix 3.4.1
5. Students investigate from readings, the Revolutions of 1848 with two questions in mind: Were the Revolutions of 1848 about nation building? and, Were the goals set out in Marx's Communist Manifesto attainable through the Revolutions of 1848?
6. The teacher brings this examination of the Revolutions of 1848 to a close by discussing with the class Marx's statement "The Revolutions of 1848 were a turning point in history that failed to turn."
7. The teacher introduces Bismarck's statement: "The great questions of the day will not be decided by speeches or by majority decisions – that was the mistake of 1848 and 1849 – but by blood and iron!" The teacher discusses with the class how this statement represents a mindset that is different from that which existed in 1848/49.

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8. The teacher introduces the topic of German unification with a discussion of Realpolitik. Through a jigsaw activity, the students examine Bismarck's strategy in forming the unification of Germany under Prussian dominance. Appendix 3.4.2
 9. The teacher develops a rubric with which to evaluate the short paper.

Assessment & Evaluation of Student Achievement

Note: Number refers to the Teaching/Learning Strategy.

9. Teacher uses rubric to evaluate the short paper.

Resources

Print

Bruun, G. *Revolution and Reaction 1848 – 1852*. New York: Anvil Books, 1989.

Fasel, George. *Europe in Upheaval: The Revolutions of 1848*. New York: Rand McNally, 1964.

Robertson, Priscilla. *The Revolutions of 1848: A Social History*. Princeton: Princeton University Press, 1987.

Stearns, Peter. *1848*. New York: Norton, 1996.

Websites

<http://www.ohiou.edu/~Chastain/> – Encyclopedia of Revolutions of 1848

<http://www.fordham.edu/halsall/mod/modsbook19.html> – Internet Modern History Sourcebook – 1848

<http://www.ucl.ac.uk/history/courses/europe1/chron/48pr.htm> – Chronology of 1848 Revolutions

Appendix 3.4.1

Analysis of the Revolutions of 1848

Once students have created a timeline for the Revolutions of 1848 in Germany and one other country of their choosing, they are asked to compare the development and demise of the Revolutions. One interesting thing about these revolutions is how closely they resemble one another. Most occurred in four stages. A model of the four stages of the revolutions is placed below. It is recommended that students have between 15 to 18 descriptors for their timeline. Once the descriptors have been created, students study the descriptions of the four stages of the Revolutions. Then, they identify on their timeline at which point each stage occurs.

Stage One – In the first stage, students, workers, middle class liberals and nationalists, pressure the established regime for reforms or a constitution or national independence. Spontaneous fighting breaks out.

Stage Two – In the second stage, the revolution gathers steam and the established regime gives in. Sometimes the rebels gain actual power, but in most cases the government does not give up power although many of the protesters' demands are temporarily granted.

Stage Three – In the third stage, the revolutionaries begin to fight among themselves. The middle class often turn on the workers or different ethnic groups turn on each other. Revolutionary solidarity is broken.

Stage Four – In the fourth and final stage, the established regime takes advantage of the rebels' disunity to reassert its power, usually by military force. This is often followed with brutal repression.

Appendix 3.4.2

Jigsaw Activity on Bismarck's Strategy for the Unification of Germany

Bismarck is one of the dominant political personalities, if not the dominant personality on continental Europe at the end of the nineteenth century. He made famous the use of *Realpolitik*. The group examines the way in which this man managed to transform Prussia, the weakest of the great powers in 1862, into the dominant state on continental Europe and one of the most powerful nations in the world by the 1890s. Each group analyses a particular example of how *Realpolitik* was used by Bismarck to achieve the ends that he so coveted. Each group provides its findings to the class. Therefore, each group is responsible for appointing a spokesperson to present its example to the class. This is a group effort and each member is to share equally in the preparation of the report.

(Teacher lists names of group members:)

Group 1

Group 2

Group 3

Group 4

Group 5

Assignments

Group 1 – Examine Bismarck's use of Nationalism, War and post-War Reconciliation and what he was able to accomplish through the exploitation of these factors that he otherwise may not have achieved. Students should pay heed to Bismarck's axiom, "Never fight a two-front war" and "The Balkans are not worth one dead Pomeranian grenadier."

Group 2 – Examine how Bismarck managed to win support of the Public even though he ignored and bypassed the popularly elected Prussian Diet that was dominated by the Liberals. How did he beat the Liberals and Socialists at their own game?

Group 3 – Examine the strategy that Bismarck used in issuing the *Kulturkampf* and how and why he retreated from this program. Keep in mind the axiom, "*Qui mange de Pape, mon morte de Pape.*" (He who eats the Pope, chokes on the Pope). Note to teacher – As an extension activity students would examine Rome's relationship with Bismarck prior to *Kulturkampf* and its reaction and subsequent relationship to Bismarck after this policy was initiated.

Group 4 – Examine how Bismarck manipulated the media to accomplish his goals. An example to pursue would be his manipulation of the Ems Dispatch.

Group 5 – Examine Bismarck's relationship with the Junker class and with the Industrialists.

Activity 3.5: Imperialism – The West Reimposes Itself on the World: An Examination of the “White Man’s Burden”

Time: 5 hours

Description

This activity examines Europe’s imperial experience during the nineteenth and twentieth centuries. Though the notion of empire was not a new experience for European powers, the late nineteenth and early twentieth-century imperial experience witnessed a quickening of competition among the colonial powers for land. This frantic competition was witnessed most powerfully on the African and Asian continents. Students have the opportunity to examine the mindset that enabled Europeans to view the world in a manner that not only encouraged, but justified, the exporting and imposition of European values into those lands, and onto the people who lived there. This imposition was justified on a wide range of criteria, which included a belief in the superiority of European civilisation, of European economy, of European technology, racism, and the preponderance of Social Darwinism. The activity concludes with a jigsaw group exercise with students exploring different views on the subject in order for them to enter the nineteenth century mind as it pertained to the imperial perspective.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE1g - understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Strand(s): Communities: Local, National and Global; Citizenship and Heritage

Overall Expectations

COV.03 - evaluate the key factors that have led to conflict and war or to cooperation and peace;

CHV.01 - demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century;

CHV.02 - demonstrate an understanding of 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.

Specific Expectations

CO3.01 - demonstrate an understanding of the key factors that have led to conflict and war;

CH1.03 - describe the impact of modern Western thought on the non-Western world;

CH2.01 - demonstrate an understanding of key characteristics of and significant ideas emerging from various cultures around the world;

CH2.02 - analyse how selected non-Western ideas and cultures influenced developments in indigenous societies;

CH2.04 - describe key conflicts and controversies that arose as a result of resistance to the assertive spread of modern Western ideas;

CH3.02 - demonstrate an understanding of key forms and styles of artistic expression throughout the world;

CH3.03 - describe a variety of 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.

Prior Knowledge & Skills

- Students are capable of using the jigsaw group learning model. This is used during an interactive activity exposing the different perspectives on Imperialism.
- Students are able to make an oral presentation effectively.

Planning Notes

- The teacher distributes maps outlining Britain's imperial experience during the late nineteenth and early twentieth century.
- The teacher provides information about Social Darwinism; the imperial mindset of people such as Chamberlain and Rhodes; the Boxer Rebellion; Gandhi's views on British imperialism; the Catholic Church's involvement in imperial ventures and its subsequent views on this chapter of its history, and passages from Kipling's, "White Man's Burden"; Morel's, "Black Man's Burden"; Labouchere's, "Brown Man's Burden."
- The teacher books the school library/computer lab for a period of research.

Teaching/Learning Strategies

1. The teacher introduces/reviews what the term *imperialism* means. The teacher provides background information/reading on the dynamics of late nineteenth century/early twentieth century European competition for empire in Africa/Asia.
2. The teacher provides maps, either individual copies for each student or overhead maps, familiarizing students with the geography of both continents and the impact that imperial competition was having on each continent.
3. The teacher poses a series of questions, for students to answer, intended to explore the imperial mindset: How important is land in claiming one's sovereignty as a nation/as a people? Does one country have a right to claim another country's land as its own? For what reasons may one country wish to claim another's territory as its own? Discounting security reasons as a possible rationale for occupying another's territory, what other reasons might be used? Is it ethical/moral for one country to forcefully seize another's territory? Why? or why not? At this point the teacher discusses what is meant by the words "moral" and "ethical" and the difference between them.
4. The teacher develops the point of discussion that attempts to understand how the imperial powers rationalized their imperial pursuits. The teacher provides information on Social Darwinism, and information from the various Christian Churches of the day that encouraged and supported this pursuit. The teacher may wish to provide excerpts from literature such as Kipling's "White Man's Burden" to capture this ethos.
5. The teacher provides students with information on the British imperialist mindset. The teacher should include information on Dr. Livingstone, Joseph Chamberlain, and Cecil Rhodes. Students examine Rhodes's attitude, "I contend that we are the first race in the world and that the more of the world we inhabit the better it is for the human race.... I contend that every acre added to our territory provides for the birth of more of the English race, who otherwise would not be brought into existence.... I believe it to be my duty to God, my Queen and my country to paint the whole map of Africa red.... That is my creed, my dream and my mission." How does this statement reflect the imperialist outlook at the turn of the century?

Encourage the students to find documents that reflect a similar attitude. Students respond to the question: What would cause the British to change their attitude and policy from one of cooperation and equality that was exhibited, for example, in Ghana prior to the 1860s?

6. The teacher provides students with information on the Imperial experience in British, Belgian, German, and Dutch African countries from both the colonizer's perspective and from the perspective of the colonized. An example of this would be to contrast the words of O.P. Austin with that of Nnamdi Azikiwe on the "benefits" of imperialism from the colonizer's perspective and negative aspects of the experience from the colonized perspective. Austin: "Modern progressive nations lying in the temperate zone seek to control "garden spots" in the tropics [mainly in Africa, Latin America, and Asia]. Under [the] direction [of the progressive nations], these places can yield tropical produce. In return, the progressive nations bring to the people of those garden spots the foodstuffs and manufactures they need. [Progressive nations] develop the territory by building roads, canals railways, and telegraphs. They can establish schools and newspapers for the colonies... [and] give these people the benefit of other blessings of civilization which they have not the means of creating themselves." Azikiwe: "There exists in colonial lands a rule which has a stranglehold on the country's economy. I regard the idea of imperialism as a crime against humanity, because it enables any part of the human race which is armed with modern scientific knowledge to rule over less fortunate sections of mankind, simply because the latter are unable to resist the force which supports such rule. We demand the right to take over responsibility for the government of our country. We demand the right to be free to make mistakes and learn from our experience." As an extension the teacher could have the students read excerpts from *King Leopold's Ghost* to appreciate how the genocide in the Congo occurred.
7. The teacher divides the class into groups of five for a jigsaw exercise. Each group is given the task of researching an individual who experienced nineteenth-century imperialism. With the help of library staff and the Internet, the teacher provides the class with appropriate background readings. Some guideline questions for research include a) Answer the Five Ws regarding your character and his/her experience under imperial control or as a member of the dominant power? b) Put yourself in your character's shoes. How would you imagine your character felt about the imperial experience? Would your character be an advocate or critic of imperialism? Some characters from which the groups may choose include: a) Joseph Chamberlain; b) Cecil Rhodes; c) Pope Pius IX; d) Pope Leo XIII; e) The Ecclesiae; f) Rudyard Kipling; g) Edward Morel; h) Mahatma Gandhi; i) Labouchere; j) James Africanus Horton; k) Dr. J.F. C. Easmon; l) Emily Parkhurst and any other individual the teacher deems appropriate for this exercise. As an extension activity the teacher may suggest an examination of the Imperial experience in China. For example, using a Boxer from the Boxer Rebellion; a British legislator on the trade of opium; an opium addict; an American sailor patrolling the Yangtze River, etc.
8. After research, the class reconvenes and the five expert groups are reorganized into the jigsaw to share their information.
9. Each group is given the task of discussing the following statement, "Imperialism, in spite of its excesses, did improve its colonies, technologically, politically, and spiritually and provided the impetus for progress."
10. The floor is now opened to the class to discuss the impact of Imperialism on Africa in the nineteenth century.

Assessment & Evaluation of Student Achievement

Note: Number refers to the Teaching/Learning Strategy.

7. The teacher uses an assessment form for purposes of reporting to students their performance in a group dynamic. This is supplied to the students once the activity's culminating task has been assigned. The teacher may use Appendix 3.5.1, which assesses the students' learning skills.

Accommodations

- Students who are unable to present in front of the class may present to the teacher or present a taped copy to the teacher and/or class.
- Students may tape record the lecture to review and transcribe notes later, or the teacher may provide students with an outline of the lesson or discussion.

Resources

Print

Blaut, J. M. *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. Guilford Press, 1993.

Chaudhuri, Nupur and Margaret Strobel, eds. *Western Women and Imperialism: Complicity and Resistance*. Bloomington: Indiana University Press, 1992.

Fieldhouse, D.K. *Economics and Empire 1830-1914*. Ithaca: Cornell University Press, 1973.

Murphey, Rhoads. *The Outsiders: The Western Experience in India and China*. Ann Arbor: University of Michigan Press, 1977.

Porter, A. *European Imperialism, 1960-1914*. Basingstoke, Hampshire: Macmillan, 1994.

Uday Mehta. *Liberalism and Empire: A Study in 19th-Century British Liberal Thought*. Chicago: University of Chicago Press, 1999.

Websites

<http://web.jjay.cuny.edu/~jobrien/reference/ob70.html> – Speech of Joseph Chamberlain March 31, 1897.

<http://web.jjay.cuny.edu/~jobrien/reference/ob73.html> – Report of Roger Casement on Atrocities in Congo Free State

<http://www.hope.edu/academic/history/baer/h131/part1.html> – Modern Western History Resource

<http://academic.brooklyn.cuny.edu/history/virtual/shaping-mw.html> – Shaping of the Modern World

Appendix 3.5.1

Observational Checklist for Assessing Group Discussions

Date: _____ Time: _____ Student Names:	Volunteers information for others	Contributes information or ideas when called upon	Questions the ideas of others	Modifies views when faced with new or conflicting evidence	Considers facts before reaching conclusions	Shows respect for ideas of others	Supports ideas and observations with facts or details	Listens to others' views without interrupting

Adapted from Public Profile for CHC2D Public Profile Writing Team

Activity 3.6: The Freud–Holmes “Firing Line” Salon

Time: 8.5 hours

Description

The unit culminating activity will have students focus on a debate which occupied the minds of nineteenth century intellectuals. The nineteenth-century notion of progress was based on the Newtonian principles that posited the idea that the universe was rational, predictable, and comprehensible. It was believed that eventually all things could be understood and, therefore, life on the planet could only move in a positive direction. All things could improve. Therefore, many nineteenth-century philosophers believed that humans were in control of their own destiny. However, a series of late nineteenth-century discoveries challenged this optimistic notion. The contrast to this belief came from a group of men, such as Darwin, Freud, Nietzsche, Spencer, Rhodes, Chamberlain, Rockefeller, Einstein, Dostoyevsky, and Leo XIII, whose works challenged this model of a rational, progressive world. They introduced ideas that would eventually lead people to reassess their faith in this system. The pillars of nineteenth-century belief had been shaken. What they revealed was a universe that was neither apprehendable for the common man, nor understandable through rational thought. In reality, life was chaotic, unpredictable, and disturbing to many. For most, this has not changed. Developments such as electricity are incomprehensible to the average person today. To gain insight into this turn of the century debate that gives rise to the irrational, students engage in what is entitled, The Freud-Holmes “Firing Line” Salon. This exercise gives students the opportunity to participate in the discussions/disagreements between those who saw the world through a rational model and those who offered that the world in which we live, the way in which we behave and the things in which we believe were not ordered and logical, but often chaotic and irrational.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of Gospel values;
CGE1h - respects the faith traditions, world religions and the life-journeys of all people;
CGE4b - demonstrates flexibility and adaptability;
CGE4c - takes initiative and demonstrates Christian leadership;
CGE5a - works effectively as an interdependent team member.

Strand(s): Change and Continuity, Citizenship and Heritage; Social, Economic and Political Structures;
Methods of Historical Inquiry

Overall Expectations

CHV.01 - demonstrate an understanding of key Western beliefs, philosophies, and ideologies that have shaped the West and the rest of the world since the sixteenth century;
CHV.02 - demonstrate an understanding of 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;
SEV.03 - describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;
CCV.01 - demonstrates an understanding of how the historical concept of change is used to analyse developments in the west and throughout the world since the sixteenth century;
HIV.01 - demonstrate an understanding of historians’ methods of locating, gathering, and organizing research materials;
HIV.02 - critically analyse historical evidence, events, and interpretations;

HIV.03 - communicate opinions and ideas 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

CH1.01 - describe the main tenets of key modern beliefs and philosophies and explain how they have shaped Western thought;

CH1.03 - describe the impact of modern Western thought on the non-Western;

CH2.01 - demonstrate an understanding of key characteristics of and significant ideas emerging from various cultures around the world;

CH2.04 - describe key conflicts and controversies that arose as a result of resistance to the assertive spread of modern Western ideas;

CH3.01 - describe key developments in a variety of modes of artistic expression in the West since the sixteenth century;

CH3.03 - describe a variety of forces that helped to bring about changes in modern Western artistic expression;

SE3.04 - describe various government responses to the social consequences of key economic changes in the West and the rest of the world;

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

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;

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;

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 have effective oral presentation skills.
- Students employ proper etiquette in a “firing line” salon dynamic including being an active participant in the discussion at the appropriate time.

Planning Notes

- The teacher books library/resource centre for research period.
- The teacher becomes familiar with the firing line dynamic. Appendix 3.6.4 provides background information.

Teaching/Learning Strategies

1. The teacher reviews the pillars of nineteenth-century rationally ordered life and contrasts it to the new sciences, philosophy, and literature of the irrational
2. The teacher presents students with topics and an overview of the exercise at the beginning of the Unit. Appendices 3.6.1 and 3.6.2 are distributed to students.
3. As an introduction or extension activity, the teacher may invite a guest speaker to talk about the works of Sigmund Freud and psychoanalysis, and/or a detective who may speak on criminal investigation techniques, and/or an expert on Sir Arthur Conan Doyle and the character of Sherlock Holmes.

-
4. Groups of three are organized. Each group has: a) a person representing the belief in a rationally ordered world e.g., Holmes b) a person representing the notion of a world that is at times irrational and chaotic e.g., Freud, and c) a moderator who conducts the exercise.
 5. The teacher explains the process of the activity: a) each group is responsible for researching their character and choosing an issue that their characters will debate, b) each group is to develop the outline of a script that guides their “Firing Line” segment. The segment is to last thirty minutes.
 6. The teacher provides format for a “Firing Line” presentation. Consult Appendix 3.6.4
 7. Pre-meeting takes place one week before the presentation. At this meeting students provide: a) readings with which to prepare the class for the presentation. With proper preparation the class is encouraged to participate through their questions, b) the script outline. The teacher has the opportunity to make suggestions for improvement at this meeting
 8. The teacher begins presentations.

Assessment & Evaluation of Student Achievement

Note: Numbers refer to the Teaching/Learning Strategies.

8/9. The teacher uses the rubrics for the oral presentation that are teacher created and/or provided in Appendix 3.6.3.

Resources

Print

Lindemann, A. *The Jew Accused*. Cambridge, 1993.

Macmillan, M. *Freud Evaluated: the Complete Arc*. Boston, 1997.

Websites

eghs.dist214.k12.il.us/html/academics/english/humanities/nietzsche.html – Friedrich Nietzsche

freudnet.tripod.com/ – Sigmund Freud Life and Work

<http://www.csun.edu/~dgdw61315/debformats.html> – Debate formats

<http://www.isacs.org/monographs/7PercentSolution.htm> – Film review of the 7% Solution

<http://www.kiosek.com/dostoevsky/contents.html>

<http://www.rpi.edu/~brings/LOG+AI/lai/node25.html> – Reflections on a robotic Sherlock Holmes

<http://www.serve.com/Lucius/VanGogh.index.html> – Genius Ignored – Van Gogh

<http://www.virtualsalt.com/think/deduhypo.htm> – Deduction and Hypothetical Syllogisms

us.history.wisc.edu/hist102/photos/html/1052.html – Herbert Spencer

www.fordham.edu/halsall/mod/spencer-darwin.html – Modern History Sourcebook – Herbert Spencer and Social Darwinism

www.freud.org.uk/ – Freud Museum

www.humboldt1.com/~gralsto/einstein/einstein.html – Albert Einstein Home Page

www.infovillage.com/PatronSaints/Nietzsche.html – Friedrich Nietzsche

www.kafka.org/ – The Kafka Project

www.newadvent.org/cathen/12134b.htm – Catholic Encyclopedia – Pius IX

www.pbs.org/wgbh/nova/einstein/ html – Nova – Einstein Revealed

www.plough.com/uk/thinkers/dostoyevsky/ – The Gospel in Dostoyevsky

www.saint-mike.org/Library/Papal_Library/PiusIX/PiusIX.html – The Writings of Pius IX

www.temple.edu/kafka/ – The Kafka Society of America

www.utm.edu/research/iep/s/spencer.htm – Herbert Spencer

www.womenpriests.org/teaching/piusix.htm – The Errors of Pius IX

Appendix 3.6.1

Groupings for Firing Line Salon

1. Every firing line consists of three students.
 - a) The moderator who assumes the role of William F. Buckley.
 - b) One student assumes the character of Sherlock Holmes and interprets the rationalist perspective.
 - c) One student assumes the character of Sigmund Freud and interprets the new perspective.
2. Each group is responsible for choosing a topic, creating a script, and presenting it to the class.
3. Topics:
 - a) Herbert Spencer/Scrooge – Is it rational to refuse to help the poor?
 - b) Nietzsche – Is God Dead?
 - c) Einstein – Is time relative?
 - d) Pius IX – Can a Pope be infallible on faith and morals?
 - e) The Grand Inquisitor (Dostoyevsky) Is it rational to believe in Divine Intervention?
 - f) Van Gogh/Edward Munch/Picasso – Is it great art?
 - g) Kafka – Great Literature?
 - h) Dreyfus – Did the facts prove his guilt?
 - i) Rockefeller – Is the accumulation of wealth sensible?
 - j) Alfred Nobel – Should science develop destructive technology?
 - k) Chamberlain/Wilhelm II – *Weltpolitik* – Is the ambition for empire rational?
 - l) Emily Pankhurst – Is suffrage rational?
 - m) Pickett's Charge – Is it rational for a soldier to run headlong into death?

Appendix 3.6.2

Pre-Presentation Checklist

Group members' names:

1. Topic and Bibliography	Due date: _____	/5 marks
2. Focus questions for research	Due date: _____	/10 marks
3. Script outline	Due date: _____	/25 marks
4. Class readings	Due date: _____	/10 marks
	Total	/50 marks

Appendix 3.6.3 – “Firing Line” Salon Rubric

Categories/ Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding of the character and the facts that support his/her position CC1.03	- demonstrates limited understanding of the character and the facts that support his/her position	- demonstrates some understanding of the character and the facts that support his/her position	- demonstrates considerable understanding of the character and the facts that support his/her position	- demonstrates a high degree of understanding of the character and the facts that support his/her position
Critical Thinking Quality of character’s engagement and rebuttal HI4.01	- character’s engagement and rebuttal has limited effectiveness in expressing counter arguments	- character’s engagement and rebuttal is somewhat effective in expressing counter arguments	- character’s engagement and rebuttal is effective in expressing counter arguments	- character’s engagement and rebuttal is highly effective in expressing counter arguments
Communication (oral) Communicates opinions and ideas based on effective research clearly and concisely HIV.03, HI3.03	- communicates opinions and ideas based on research with limited effectiveness	- communicates opinions and ideas based on research with some effectiveness	- communicates opinions and ideas based on research with considerable effectiveness	- communicates opinions and ideas based on research with great effectiveness
Application Knowledge gained from research is transferred to the debate HI2.04	- knowledge gained from research is transferred to the debate with limited effectiveness	- knowledge gained from research is transferred to the debate with some effectiveness	- knowledge gained from research is transferred to the debate in a considerably effective manner	- knowledge gained from research is transferred to the debate in a highly effective manner

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

Student’s Name _____ Overall level _____ Mark _____

Next Steps:

Appendix 3.6.4 – The Firing Line Salon Format

- Moderator presents an overview of the topic and introduces the historical characters in the debate. **(3 minutes)**
- First affirmative position – the rationalist argument **(2 minutes)**
- First irrational position – the new perspective **(2 minutes)**
- Affirmative rebuttal **(1 minute)**
- Irrational rebuttal **(1 minute)**
- Moderator-directed question period **(5 minutes)**
- Open forum – characters field questions from class **(8 – 10 minutes)**
- Wrap-up. Each character is permitted a two-minute summary. Moderator concludes with a two-minute overview and editorial. **(6 minutes)**