

Public 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 civilization and world history from the 16th Century to the present. Students 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 enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

Course Notes

The teacher will need to review key people, events, and concepts for the West and the World from 1500 to 1600.

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. Therefore the authors, while not excluding current events, consider “modern” history to go up to 1991, the fall of the Soviet Union. Teachers and students will use current events for application and inquiry purposes, but the focus of historical analysis will occur mainly between 1500–1991.

The destination of university must be taken into consideration and this course must prepare the student for a first year university education. A variety of skills critical to success in a university history course will be developed in performance tasks throughout the course, including an arts movement presentation, a biography display, a seminar discussion, test writing, and a major essay, all of which develop skills and understanding of historical concepts which will be critical for success in university. All of these tasks develop skills outlined in the course expectations and embedded in the Achievement Chart and are required for success in the culminating task, the West and the World Exposition, which includes a presentation of key people, events, and concepts, as well as panel discussions of broad issues.

The performance tasks in each unit provide the skills necessary for successful student achievement in the summative and final evaluation(s). In particular, in Unit 1, Foundations and Institutions Challenged, the authors have included the modeling of the enduring skills (tests, seminar, essay, arts and biographies) to give students the necessary guidelines for successful achievement.

The units are divided into roughly equal time allotments of 25 hours, leading to a culminating task, The West and the World Exposition. The units are divided into key chronological chunks with a thematic focus. The expectations within the units are clustered in an organizational scheme to allow students to investigate: Transition, Socio/Economic Issues, World/Global Connections, Spiritual/Intellectual Issues, Science/Technology Issues, and Political/Military Developments.

Each unit offers suggestions for the performance tasks that students may choose, i.e., an arts presentation, a seminar discussion, or a biography display. However, the teacher must plan time for these performance tasks in each unit, plus the essay stages. Students prepare the essay during three units and produce it in the fourth.

The performance tasks in the units are:

- Exam and test skills that include ‘identify and give the significance of’ key people, places, events, and concepts, excerpted documents analysis, shorter essay questions focusing on singular issues, and longer essay questions focusing on broader issues.
- A major essay that includes research, documentation, thesis development, organization, and time management skills. There are varying times allotted to each stage in three units.
- A seminar discussion that involves the leading of a discussion based on common readings of primary resources and/or conflicting historical views for a topic, and includes time management skills.
- Other performance tasks include:
 - an art movement presentation which involves communicating the key elements of an artistic period, e.g., Baroque, Impressionism, with illustrations from art, music, architecture, literature, etc;
 - a biography display which may involve key people other than those studied in lessons, lesser known people of non-Western heritage, or a ‘representative’ person, e.g., peasant, unknown soldier, Renaissance woman, and include a depiction of their significance to the West and the World. This will be displayed but not presented unless the teacher deems it appropriate for question and answer.

It is suggested that the final evaluations consist of:

- the culminating task, the West and the World Exposition;
- a final examination.

Units: Titles and Time

Unit	Time Period	Title/Theme	Performance Tasks	Time
* Unit 1	1500–1715	Foundations and Institutions Challenged	** Unit Test and one of the Rotating Performance Tasks	30 hours
Unit 2	1715–1815	Revolution and change	Mid-year Unit Test and one of the Rotating Performance Tasks	25 hours
Unit 3	1815–1914	Century of Transitions	One of the Rotating Performance Tasks	25 hours
Unit 4	1914–1989	Century of Extremes	One of the Rotating Performance Tasks	25 hours
Unit 5	Culminating Activity	The West and the World Exposition	The West and the World Exposition presentations	5 hours

* This unit is fully developed in this Course Profile.

** Students should complete a Performance Task in three of the first four units.

In addition to good note taking, the learning portfolio is a suggested assessment strategy that students might be encouraged to use to demonstrate the knowledge and skills for such a vast area of study. A portfolio permits the process of “collect, reflect, select” aimed at several assessment purposes from the above organizational scheme.

Unit 1 introduces independent study skills, for beginning the process of inquiry and research leading to an essay, and for collecting elements of the culminating task. The teacher will be explicit about expectations for the various major evaluations (tests, essay, seminar discussion, arts movement presentation, biography display, and the culminating task ‘exposition’) and provide a model for students to follow in Unit 1.

Because of the level of content and skills required in this course, the teacher may organize larger group presentations or give more choice, depending on the skill and ability of the students. The teacher and students could address simultaneously several aspects of the course, such as test and exam skills, the essay, a choice of the arts movement presentation and/or a choice of a biography display, a seminar discussion/presentation, and portfolio preparations for the exposition concept of the culminating task. In each unit there will be time for the essay stage, the arts movement presentation, the biography display, the seminar presentation, and a learning portfolio so students can gather selections for a culminating activity, which is a three-hour exposition. The exposition will represent a review of the West and the World by presenting to other senior students the following:

- a mural and time line of key people, events, places, and concepts (one hour);
- three to four panel discussions that address the major themes of the centuries, such as progress, equality, ledgers on imperialism, colonialism, independence, globalism, etc. (two hours).

Unit Overviews

Unit 1: Foundations and Institutions Challenged, 1500–1715

Time: 30 hours

Unit Description

This unit sets the foundations for the inquiries that are germane to the study of the West and the World over a period of almost five hundred years. Students examine several historical underpinnings of the modern world. The 16th and 17th Centuries were times of social challenge including a huge increase in technological developments, which in turn connected with and diffused among world cultures, still affect the world to the present day. Knowledge and values clashed and demanded redress in social, economic, intellectual, religious, and political ways.

Guiding questions, or thesis statements will assist the students. For example:

- Who are some of the key individuals who created social change?
- How did the Western and the non-Western world interact?
- How did art challenge prevailing social and political values?

This unit begins with the transitions in society fashioned by the Renaissance, the Reformation, and Counter-Reformation. Students investigate the waning of the Medieval world and the rise of nation-states, the Age of Exploration and the consequences of opening trade routes from Europe to India, Africa, and the Americas, and the legacy of Columbus. Students examine the role of religion as a force in the spiritual and intellectual development. Students study the effects of the scientific revolutions in Europe, the religious wars, and individuals such as Descartes, Copernicus, and especially Galileo. Lastly, students study the French hegemony under Louis XIV as an example of the political and military development in Europe.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CHV.02, CHV.03, HIV.03, HIV.04, HIV.01, CC1.01, CC1.03, CC2.03, CH1.01, CH1.02, CH3.01	Knowledge/ Understanding Thinking/Inquiry	Transition: Renaissance Art and Humanism An Arts Movement Presentation
2	COV.01, CO3.04, CCV.01, CC1.03, CC1.04, CC3.03, CH1.01, CH3.01, CH3.04, SE1.03, HIV.01, HI1.01	Knowledge/ Understanding Thinking/Inquiry Communication	Transition: Reformers in the Reformation using a Biography Display

Cluster	Learning Expectations	Assessment Categories	Focus
3	COV.02, CO1.01, CO1.02, CO2.01, CO2.02, CO2.03, CCV.01, CCV.03, CC1.01, CC1.02, CC1.04, CC3.01, CC3.03, CHV.01, CH1.02, CH1.03, CH2.01, HIV.01, HI1.02, HI1.03	Knowledge/ Understanding Thinking/Inquiry	Social/Economic Issues: Fate, Faith and Fortune in The Age of Exploration Note-taking and Analysis
4	COV.02, CO1.01, CO1.02, CO2.01, CO2.02, CO2.03, CCV.01, CCV.03, CC1.01, CC1.02, CC1.04, CC3.03, HIV.01, HIV.02, HIV.03, HI1.02, HI2.01, HI2.04, HI2.05, HI3.01, HI3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	The World: The Columbian Legacy Writing and Presentation Process
5	HIV.01, HIV.04, HI1.01	Knowledge/ Understanding Thinking/Inquiry Communication	Essay Stage: Topic Selection, Inquiry Questions, and Working Bibliography
6	CO2.01, CCV.01, CCV.02, CC1.01, CC1.02, CC1.03, CC2.01, SE1.02, SE1.03, HI1.02, HI3.01, HI3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Science/Technology Issues: “On Trial,” Galileo and Heliocentrism vs. the Catholic Church Role Playing
7	CCV.01, CHV.02, HIV.02, HIV.03, C03.01, CC2.03, CC3.03, SE1.01, HI2.01, HI3.03	Knowledge/ Understanding Thinking/Inquiry Communication Application	Intellectual/Spiritual Issues: The Necessity for a Social Contract - Locke and Hobbes Debate
8	COV.03, CO2.01, CO3.03, CCV.03, CC1.02, CC1.03, CC3.02, CH1.02, SEV.03, SE3.01, HIV.02, HI2.04	Knowledge/ Understanding Thinking/Inquiry Communication	Political/Military Developments: Louis XIV & the Bourbon Dynasty Note-making and Research Skills
9	Arts Movement: CH3.02, CH3.03, CH3.04, HI1.02, HI1.03, HI2.04, HI3.01, HI4.02, HI4.03, HI4.04 Seminar Discussion: CC3.03, CC3.02, CHV.01, HIV.02, HIV.03, HIV.04, HI1.02, HI2.01, HI2.02, HI2.04, HI3.01, HI3.03, HI4.03 Biography Display: CC1.03, CC3.03, CH3.04, CH4.02, SE4.03, HIV.03, HI2.05	Knowledge/ Understanding Thinking/Inquiry, Communication	Rotating Performance Tasks: Arts Presentations, Seminars, and/or Biography Displays (4 hours)
10	CC3.02, HIV.01, HIV.02, HIV.03, HIV.04, HI3.01, HI2.04, HI4.01, HI4.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Performance Task: “First Attempt” Unit Test Final Exam Preparation

Unit 2: Revolution and Change, 1715–1815

Time: 25 hours

Unit Description

Students explore fundamental changes in Western civilization and their impact on the non-western world. The 18th Century is viewed here as an age of optimism and progress. Students scrutinize humanity's relationships with the natural universe, religious values and institutions, and the social, economic, and political order. It is through the study of these relationships that the main factor leading to structural change and upheaval during this period can be examined – the people of the Modern Western World.

The Enlightenment is viewed here as a time when individuals questioned the state of the human condition, and subsequently, a theme for the unit might be: *“Most citizens of the Modern Western World did not benefit from new ideas and technologies derived from the Enlightenment, or from radical change as a result of the revolutionary events which occurred during the 18th Century.”*

Enlightenment thinkers believed that new knowledge and information would result in changes to the political, social, economic, and intellectual realities of European society and the world beyond. However, technological advances and artistic expression as well as other world events spurred on the demands of the people of Europe. What became viewed as desirous and necessary conflicted with the existing structure of the *ancien régime*. Students investigate the forces that led to the conflict and violence of the French Revolution. Students examine the events that propelled western civilization into a new stage of human development, and challenge myths and stereotypes concerning this period of world history. Some guiding questions that may assist students in this unit are:

- What are the ways in which a society can be governed?
- What is the relationship between the state and its citizens?
- Did social, economic, and technological change lead to revolutionary ideals?
- What role did the expansionist interests of the Western world vis-a-vis the non-Western world play in their economic and political development?
- What impact did issues such as slavery and regional trade have on the growth of non-Western societies?
- How did artistic expression in Neoclassicism indicate a rejection of the excesses of aristocratic life during the 18th Century?
- Was Napoleon a great leader who was able to mould forces to achieve his goals, or simply a leader who effectively took advantage of existing circumstances?

Students examine the ideas of the intellectual movement of the Age of Enlightenment, and their relationship to scientific discovery and technological change, the economic factors resulting from colonial expansionism, and the events and outcome of the Seven Years' War. The unit continues with an activity that underscores the significance that artistic expression played in reflecting the events of pre-revolutionary society in France in the 18th Century. Students then examine the events that result in political upheaval and involve violent confrontation in France.

Note: While Napoleon is a fine example of a cause and effect relationship, the Russian and Ottoman Empires also offer effective illustrations of historical causal relationships during this time period. Finally, the essay process during this unit involves students applying research skills to obtain effective resources, making notes, developing a working thesis statement, and further analysing the topic being studied. Also, a mid-year unit test has been recommended for all students at the end of Unit 2 in preparation for the final exam.

In addition, the students may complete one of the rotating performance tasks to meet the requirements of the course.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CO2.01, CC1.02, CC1.03, CC1.04, CH1.01, CH4.02, SE3.03, HI2.02, HI2.04, HI3.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Intellectual/Spiritual Issues: Editorial Response to Rousseau, Voltaire, Montesquieu, Swift, or some other western or non-western social commentator.
2	CO2.01, CC1.02, CC1.04, CC3.01, CC3.02, CC3.03, SE2.01, HI2.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Science/Technology Issues: Population Growth in the 18th Century agricultural revolution will be compared to the late 20th Century global phenomenon of the disappearance of the family farm in favour of corporate farms. After researching the above, students write parallel stories comparing and contrasting these two phenomena.
3	CO1.02, CO3.01, CC1.04, CC2.01, CH1.02, CH4.01, SE1.04, SE2.01, SE4.01, HI1.01, HI3.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Social/Economic Issues: Students write an “economic blueprint” in the form of a policy paper to establish an economic plan for France, other European states, imperial holdings in the Americas, and/or economic systems in the non-Western world.
4	CO1.02, CC1.04, CC3.01, CC3.02, CH1.03, CH4.01, SE1.04, SE3.02, HI3.01, HI4.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	The World/Global Connections: A Peace Conference called “The Treaty of Paris II” will be convened to address issues within a global context. Various conference or parliament simulations can be used to consider issues such as self-determination, slavery, and trade routes.
5	CC1.03, CH3.01, CH3.03, CH3.04, SE4.01, HI2.01, HI4.01	Knowledge/ Understanding Thinking/ Inquiry	The Arts: The activity will introduce the students to the “salon” concept. Each student contributes to an Art Salon where students exchange knowledge, information, and opinions about various art-forms, styles, and movements from the 18th Century.
6	CO3.01, CC2.02, CC3.03, CH1.02, CH3.04, CH4.04, SE3.01, SE3.02, SE3.03, HI1.03, HI2.03, HI2.04, HI4.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Political/Military Developments: Theory-building and model development are introduced using the cause and effect relationships that lead to the outbreak of the French Revolution. The theoretical investigation can take place using the Pendulum Theory, “Great Man” Leadership Theory, Regional Dependency Theory, other posited theories, or by allowing students to design their own theories and models.
7	HIV.01, HIV.02, HI1.01, HI1.02, HI1.03, HI2.05, HI3.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Essay Development: Annotated Bibliography, Research Notes, and Thesis

Cluster	Learning Expectations	Assessment Categories	Focus
8	(See Unit 1 Overview Chart)	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Rotating Performance Tasks: Arts Presentations, Seminars, and/or Biography Displays (4 hours)
9	CC3.02, HI2.04, HI4.01, HI4.02	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Performance Task: Mid-year Unit Test and Final Exam Preparation

Unit 3: Century of Transitions, 1815–1914

Time: 25 hours

Unit Description

The 19th Century saw Europe and the World radically transformed. At the time of the Congress of Vienna, all of Europe was governed by monarchies and most of the goods sold were still produced in small shops or out of the homes of artisans. One hundred years later, the Industrial Revolution had transformed how and where people worked, radically altered the landscape of Europe, launched massive urbanization, and established class divisions more clearly than ever before. The interconnectedness of global economies had spurred imperialism to the point that eighty-five percent of the world’s land mass was controlled by European powers. Colonized peoples the world over resisted the increasing dominance of Europeans.

Some guiding questions to assist the students in this unit are:

- Was the nineteenth century an age best defined as a “work in progress?”
- How did intellectual, political, economic, social, and cultural change impact on Europe and the world?
- Does the 19th Century liberal view of history as being progressive hold up to close inspection?
- How does the assessment of this change depend on the lenses through which the evidence is filtered (i.e., social class, colony or colonizer)?
- How is the rapid pace of change reflected in the intellectual developments of the 19th century?

This unit addresses many historical trends and events which include the cause and effect relationship between technological innovations, economic theory, and the foundations of the Industrial Revolution, and the social, economic, and political impact of both the First Industrial Revolution and the Second Industrial Revolution. Also addressed are political movements such as the Revolutions of 1830 and 1848, the Paris Commune in 1871, and the impact of the political ideas of Karl Marx, Robert Owen, Pierre Joseph Proudhon, and V.I. Lenin.

The rise of the nation-state and the unification of Italy and Germany are explored, as well as the growth of imperialism throughout the world, and the growth of European empires during the latter half of the 19th Century including the Partition of Africa. The responses to both industrialization and imperialism are addressed through such topics as colonial resistance, including Simon Bolivar’s attempts at uniting South America, the Jamaica Slave Revolt, the Indian Mutiny, and the Opium Wars, as well as the rise of political movements including the women’s movement and organized labour.

Finally, important developments in science and technology including Charles Darwin’s *Origins of the Species*, the invention of the camera, and the internal combustion engine are considered, as is the importance of the arts as a vehicle to understanding the era. This includes an examination of various artistic movements such as Romanticism, Realism, Impressionism, and Post-Impressionism, as well as a consideration of the influence of the art of the non-Western world on Western art.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CO3.01, CO3.02, CC3.02, CC3.03, CH1.02	Knowledge/ Understanding	Political/Military Developments: From Revolution to Restoration: Completed graphic organizer which depicts key changes in Europe after the Congress of Vienna
2	CO1.03, CC3.02, CH1.02, SE2.02	Thinking/ Inquiry	Social/Economic Issues: The Industrial Revolution: Primary documents analysis regarding economic change in the 19th Century
3	CC3.03, CH4.01, SEV.02, SE1.02, SE1.04, SE4.02, SE4.03	Application	Social/Economic Issues: The Industrial Revolution: Newspaper editorial addressing social change resulting from the Industrial Revolution
4	CC1.03, CH1.01, CH1.02, SE3.04, SE4.03	Application	Spiritual/Intellectual Developments: Conflicting Ideologies: Create a pamphlet extolling the virtues of a political ideology of the 19th Century
5	CC3.01, SE3.01, CHV.04	Communication	Political Developments: Create an illustrated map which depicts The Rise of the Nation-States including defining aspects of the “nations”
6	CC1.03, CHV.04, CH1.01	Thinking/ Inquiry	Spiritual/Intellectual Developments: Intellectual Challenges to the Established Order. Primary document analysis relating to the writings of or responses to Darwin, Nietzsche, and Freud
7	CC3.02, CC3.03, CH1.03, CH2.01, CH2.03, CH2.04, CH4.01, SE4.02, SE4.03	Communication	The World: Colonialism and Resistance in the 19th Century. Poster depicting the extent of European imperialism and indigenous responses
8	CC2.01, CC3.03, CH3.01, CH3.03, CH3.04	Knowledge/ Understanding	The Arts: Through the Looking Glass: The Arts in the 19th Century. Fishbone graphic organizer showing the major artistic movements of the 19th Century and their key elements
9	HIV.01, HI1.01	Knowledge/ Understanding Thinking/ Inquiry Communication	Essay Development: Preparation of detailed essay outline with clear links to the thesis
10	(See Unit 1 Overview Chart)	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Rotating Performance Tasks: Arts Presentations, Seminars, and/or Biography Displays

Unit 4: Century of Extremes, 1914–1991

Time: 25 hours

Unit Description

The 20th Century was a century of extremes. Communism, fascism, and democracy were tested worldwide. Precipitated by the West, two World Wars were fought for global domination. Technology, while it increased forms of communication and rapidly advanced scientific discovery, was also applied in a perverse way in the Holocaust. Nuclear weapons forever changed the nature of war. As Europe worked to rebuild after two devastating wars, the United States and Russia quickly began an ideological war that lasted decades and led to civil wars throughout the globe. With the crumbling of communism in the former Soviet Union, the United States of America entered the new millennium as the single global superpower, far surpassing Great Britain and France in areas of defence and global influence. The creation of a “Global Village” has led to dramatic changes that forces communities to consider more than nation, religion, or race.

Some examples of guiding questions to assist students in Unit 4 are:

- Do citizens define themselves through their forms of government?
- How has the development of technology impacted on the nature of warfare in the 20th Century?
- In what ways has the process of de-colonization impacted upon the indigenous populations of those nations?

Students examine a number of historical trends and events which are connected to different forms of government and the historical conditions that made these types of government appealing to a majority of people (communist, fascist, totalitarian and democratic regimes, etc.) in the 20th Century. Specific attention is given to the cause and effect relationship between World War I and World War II, changes in technology that have affected the nature of warfare in the 20th Century and the impact of the Holocaust on global policies and monumental events (the creation of the United Nations and the Middle East Peace Process). Students study key ideologies which have become cornerstones of Western foreign and domestic governmental policies as well as the reciprocal nature of the relationship between Western nations and the rest of the world. Other topics to be examined in this unit are: the Western feminist movements and its adaptation to a changing world order (voting, equality, labour force, etc.), the de-colonization of non-Western nations and its effect on political boundaries and political allies, and social and economic trends that have shaped global values and lifestyles (Eastern religious/philosophical influences on Western culture). Students pay specific attention to the issue of human rights from both a Western and non-Western perspective (South African Apartheid, Aboriginal peoples’ land claims, ethnic cleansing in former Yugoslavia, effects of Islamic fundamentalism on women’s rights). Teachers must be sensitive to the diverse student community in their classes. Finally, our current society revolves around an understanding of technology as it relates to media. To study the twentieth century, one must examine the impact of the development of media (films and television) on society. Students examine issues chronologically. In selecting examples, teachers should be cognizant of the impact that the West has had on global historical issues and the impact that the non-Western world has had on the West.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CO1.01, CO3.01, CH1.01, CH4.02, SE3.03, CC1.04	Thinking/ Inquiry Communication	Spiritual/Intellectual Developments: An introduction to key terminology related to the intellectual underpinnings of this century. Fictional role play scenarios in groups that create policies that support different forms of government. Debrief through discussion and readings

Cluster	Learning Expectations	Assessment Categories	Focus
2	HIV.04, HI3.01, HI3.03, HI4.01, HI4.02	Communication	Essay Stage 4: Final product submitted
3	CO2.03, CO3.01, CO3.02, CO3.03, CC3.01, CC3.02, CC3.03	Knowledge/ Understanding Thinking/ Inquiry	Political/Military Developments: The Seeds of War: cause/effect flow chart from World War I to II and post war considerations
4	CO2.01, CO3.01, CC1.04	Knowledge/ Understanding Thinking/ Inquiry	Science and Technology: Technological changes that impact warfare. Selected chronological readings that examine the nature of warfare and changes in the face of evolving technologies. World War I to nuclear age.
5a	CO2.03, CO3.01, CO3.02, CC3.01, CC3.02, CC3.03, CHI.02, SEV.03, SEV.04, SEI.04, SE2.02, SE2.03, SE2.04, SE4.02, SE4.03	Knowledge/ Understanding Thinking/ Inquiry	Social/Economic Issues: a) The effects of de-colonization and Home Rule on indigenous communities: b) Women’s Achievements/Advancements toward Equality time period/factors/effects obstacles organizer
5b	CO1.01, CO3.01, CO3.02, CO3.04, CH4.02, CH4.03, CH4.04, CC3.01, CC3.03, SEV.03, SEI.03	Knowledge/ Understanding Thinking/ Inquiry Communication	The Holocaust: Students are to write reflective journals using primary source accounts of Holocaust survivors. Extension: Analysis of the cause-effect relationship between the Holocaust and the Middle East Peace Process.
6	CC1.03, CH3.01, CH3.02, CH3.03, CH3.04, HIV.02, HIV.03, HI2.01, HI2.04, HI3.03	Communication Application	The Arts: Historical Film Critique. Students are to select a film related to this time period and analyse its contents for historical accuracy and effectiveness. Students are to write a short film critique that could appear in a local newspaper
7	CO2.01, CO3.04, CHV.04, CH1.03, CH2.02, CH2.04, CH4.03, CH4.04, SE3.02, SE3.05	Knowledge/ Understanding Communication Application	World/Global Connections: Case Studies: A) Western Influences on Global Conflicts B) Human Rights individual topics, research, share findings in small group discussions
8	(See Unit 1 Overview Chart)	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Rotating Performance Tasks: arts presentations, seminars, and/or biography displays (4 hours)

Unit 5: Culminating Activity – The Exposition

Time: 5 hours

Unit Description

Unit 5 is part of the summative or final evaluation(s) of student achievement during a three-hour exposition (or mini-conference). The exposition represents a review of the West and the World by presenting to other senior students the following:

- a mural and time line of the items: key people, events, places, and concepts (one hour)
- three to four panel discussions that explore the main themes of centuries: progress, equality, ledgers on imperialism, colonialism, independence, globalism, etc. (two hours)

Students organize and promote the conference. They also prepare and defend the items they have chosen, with four or five students per item. For instance, four students might be responsible for choosing the key people of the last five hundred years (another four will do the key events, another four the key concepts), for selecting a way to display them, and for explaining their choices to fellow students and guests who inspect along the mural. Another four students are responsible for a half hour discussion. They prepare and defend opposing sides on a topic; for example, whether the world progressed from the 16th Century to the present.

Therefore, four students present orally key people, another four for key concepts, another four for key events, and four each for opposing views of two or three “big issues.”

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	CCV.01, CCV.02, CCV.03, CHV.01, CHV.02, SEV.02, SEV.03, SEV.04, HIV.02, HIV.03, HIV.04	Knowledge/Understanding Thinking/Inquiry Communication Application	People, places, events, concepts mural and time line
2	COV.02, COV.03, CCV.01, CCV.02, CCV.03, CHV.01, CHV.02, SEV.02, SEV.03, SEV.04, HIV.02, HIV.03, HIV.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Panel discussion of significant issues for the West and the World

Teaching/Learning Strategies

The challenge presented by the course, World History: The West and the World, University Preparation, is the sheer breadth of history that is expected to be covered. Successful implementation of this course makes it incumbent upon teachers to carefully craft a course which simultaneously engages students’ interest and develops their ability to read critically and process information analytically, to critique primary and secondary sources in print and in audio-visual forms, and to respond thoughtfully to issues in a clear and original manner.

To be engaged in what they are learning, students must see a relevance to their lives and see themselves represented in the material presented. In the diverse classrooms of today, it is crucial that every effort be made to draw on readings, visual sources, and other learning aids which reflect a balance in gender, religion, race, and regions of the world. Where possible, students should explore answers to the central questions of world history over the past five hundred years by examining the lives and works of women as well as men, and philosophies from the East and the West, and from diverse religious vantage points. As well, interdisciplinary considerations must be made to meet the expectations and to ensure optimal interest for students. Students should be encouraged to explore many of the questions raised through a variety of media including contemporary music, film, literature, and art.

Critical to student success in the Grade 12 West in the World, University Preparation course will be the use of a variety of teaching/learning strategies which address a variety of learning styles and intelligences. This is an ideal course for teachers to draw on a rich variety of primary and secondary sources including music, poetry, works of art, literature, cartoons, and movies to capture students' interest in the subject matter. By using a variety of media, all students will be engaged and challenged at some point in the course.

An issues/themes approach will provide students with a focus for their study and an opportunity to interact with a variety of sources. While teachers introduce the central issues/themes and lay the foundations for students, these issues/themes must act as a springboard for students to explore historical trends and draw conclusions based on their own beliefs and values. To be truly engaged in their learning and ultimately successful in the study of history, it is critical that students interact with the material. They need to actively discuss, debate, and challenge ideas, have an opportunity to record their thoughts, and have a variety of ways to demonstrate their learning. This will entail allowing students to demonstrate their learning through drawings, poetry, oral debates, discussions, and so on.

Designated as a university preparation course, World History: The West and the World must assist students in the development of certain skills. Paramount among these is the ability to read for meaning and critique written and visual documents such as maps and works of art. For students to be successful in developing these skills requires the opportunity to learn and practise critical thinking skills, and an opportunity to share and defend the results of their study with their peers. By the end of the course, students write a documented historical research essay, host a seminar discussion based on the work of a particular character from history, write formal tests and exams, and complete authentic performance based tasks which require them to demonstrate learning in creative ways. For students to be successful at these various tasks requires that they have an opportunity to practise, and receive feedback before being asked to perform for grades.

The Teaching/Learning cycle can assist teachers in designing a program which ensures that the needs of all types of learners are addressed and that various types of assessment are woven into the program in a coherent and meaningful way. The teaching-learning wheel is an effective template for course, unit, and activity level design. At a course level, teachers consider the central questions of the course, the foundational skills students require to be successful in the course, and how the final evaluation measures students' overall achievement relative to the central questions. Throughout the course, students make connections between the material covered and the final evaluation. At a unit level, teachers identify the central theme, and/or issue(s) of the particular unit and the specific skills students draw on to complete the unit culminating activity. Throughout the unit, students have an opportunity to apply what they learn to the broad unit theme. At an individual activity level, teachers identify the specific theme/issue to be addressed. They carry out a diagnostic activity with students, then lay the foundations through a lecture, reading etc. Students then apply the theories/ideas to a particular issue and produce a demonstration of their learning.

Assessment & Evaluation of Student Achievement

The Achievement Chart, which is the basis for assessment and evaluation for this course, is in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*, pp. 246-247. The curriculum expectations which the course addresses forms the content of the course; the Achievement Chart is the way in which students will demonstrate their learning. All summative evaluations should have a balance of the four categories embedded.

Assessment and evaluation should also be consistent with the characteristics of quality assessment found in *Ontario Secondary Schools, 1999* and *Program Planning and Assessment, 2000*. These characteristics ensure that assessment practices will be valid, varied, and accountable. Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

It is important to balance the new quality assessment of OSS with the demands of the university destination. University assessment practices differ substantially from those of high school. The OSS high school experience must follow mandated expectations and at the same time give students the skills to be successful in their academic careers. It is important, then, to make sure there are enough varied opportunities for the teacher to assess achievement, as is mandated in the high schools, and to prepare the students at university.

The writers have made sincere attempts to address key elements necessary for a university destination. Students must consistently demonstrate those achievement chart skills in forms that are important for a university destination. These demonstrations may involve formative assessments that a teacher should mark and follow with feedback to the students. Summative evaluations to be marked and recorded. Only then can the teacher be confident in having ample records to show that seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Wherever possible the writers give suggestions for time allotments within the activities; obviously teachers will have to adapt those suggestions to their own needs.

Accommodations

Individual Education Plans (IEPs) developed for exceptional students and others who require special education programs and services provide teachers with specific learning and assessment strategies that work best with individual students.

Teachers should consult the introductory section of *The Ontario Curriculum, Grades 9 – 12, English as a Second Language and English Literacy Development, 1999* for learning and assessment strategies to assist students whose first language is not English.

Resources

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

Internet Sites

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.

<http://www.ohassta.org>

<http://www.ibiblio.org/wm/paint/glo/renaissance>

<http://www.learner.org/exhibits/renaissance>

<http://www.banzai.msi.umn.edu/leonardo/>
<http://www.wsu.edu:8000/~dee/glossary/absolute.htm>
<http://www.fordham.edu./halsall/mod/modsbook5.html>
<http://www.mariner.org/age/>
<http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.HTM>
<http://www.bartleby.com/65/fr/FrenchRe.html>
<http://www.napoleonguide.com>
<http://www.promo.net/pg/>
<http://www.britannia.com>
<http://www.hyperhistory.com>
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<http://www.crrs.utoronto.ca>
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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, Gordimer, Rushdie; music by Mozart, Stravinsky, R. Murray Schafer; visual art by Poussin, Goya, Cassatt, Picasso; films by Kurosawa, Kubrick, Disney).

Citizenship and Human Rights

CH4.01 – 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).

Unit 1: Foundations and Institutions Challenged, 1600–1715

Time: 30 hours

Unit Description

This unit sets the foundations for the inquiries that are germane to the study of the West and the World over a period of almost five hundred years. Students examine several historical underpinnings of the modern world. The 16th and 17th Centuries were times of social challenge including a huge increase in technological developments, which in turn connected with and diffused among world cultures, still affecting the world to the present day. Knowledge clashed with established demanding social, economic, intellectual, religious, and political redress.

Guiding questions, or thesis statements, to assist the students are:

- Who are some of the key individuals who created social change?
- How did the Western and the non-Western worlds interact?
- How did art challenge prevailing social and political values?

This unit begins with the changes in society resulting from the Renaissance, the Reformation, and the Counter-Reformation. Students investigate the waning of the Medieval world and the rise of nation-states, the Age of Exploration and the consequences of opening trade routes from Europe to India, Africa, and the Americas. Students examine the role of religion as a force in the spiritual and intellectual development. Students study the scientific revolutions in Europe, the religious wars, and Descartes, Copernicus, and especially Galileo. Lastly, students study the French hegemony under Louis XIV as an example of the political and military developments in Europe.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Category	Tasks
1.1 Transition: Renaissance Art and Humanism: An Arts Movement Presentation (2 hours)	CHV.02, CHV.03, HIV.03, HIV.04, HIV.01, CC1.01, CC1.03, CC2.03, CH1.01, CH1.02, CH3.01	Knowledge/ Understanding	Lecture/ presentation on Renaissance art, oral note taking, modelled performance task
1.2 Transition: Reformers in the Reformation using a Biography Display (3 hours)	COV.01, CCV.01, HIV.01, CO3.04, CC1.03, CC1.04, CC3.03, CH1.01, SE1.03, HI1.01	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Biography Storyboard: Group work to model the components of a storyboard for the rotating performance task
1.3 Social/Economic Issues: Fate, Faith and Fortune in The Age of Exploration (3.5 hours)	COV.02, CO1.01, CO1.02, CO2.01, CO2.02, CO2.03, CCV.01, CCV.03, CC1.01, CC1.02, CC1.04, CC3.01, CC3.03, CHV.01, CH1.02, CH1.03, CH2.01, HIV.01, HI1.02, HI1.03	Knowledge/ Understanding Thinking/ Inquiry	Complete graphic organizer or chart Write supported opinion responses

Activity	Learning Expectations	Assessment Category	Tasks
1.4 The World: The Columbian Legacy (4 hours)	COV.02, CO1.01, CO1.02, CO2.01, CO2.02, CO2.03, CCV.01, CCV.03, CC1.01, CC1.02, CC1.04, CC3.03, HIV.01, HIV.02, HIV.03, HI1.02, HI2.01, HI2.04, HI2.05, HI3.01, HI3.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Complete research notes Prepare arguments to support a point of view Oral presentation of arguments
1.5 Essay Stage: Topic Selection, Inquiry Questions, and Working Bibliography (2 hours)	HIV.01, HIV.04, HI1.01	Knowledge/ Understanding Thinking/ Inquiry Communication	Portfolio
1.6 Science/Technology Issues: “On Trial,” Galileo and Heliocentricism (4 hours)	CO2.01, CCV.01, CCV.02, CC1.01, CC1.02, CC1.03, CC2.01, SE1.02, SE1.03, HI1.02, HI3.01, HI3.03	Knowledge/ Understanding Thinking/ Inquiry Communication	Organizer chart, note-taking, role playing, cause and effect flow chart, seminar modelling
1.7 Intellectual/Spiritual Issues: The Necessity for a Social Contract- Hobbes and Locke (3.5 hours)	CCV.01, CHV.02, HIV.02, HIV.03, CO3.01, CC2.03, CC3.03, SE1.01, HI2.01, HI3.03	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Researching primary documents and debating the philosophies of Hobbes and Locke
1.8 Political/Military Developments: Louis XIV and the Bourbon Dynasty (2.5 hours)	COV.03, CCV.03, SEV.03, HIV.02, CO2.01, CO3.03, CC1.02, CC1.03, CC3.02, CH1.02, SE3.01, HI2.04	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Note-making, research, and study skills: Examination of leadership styles, and the Age of Absolutism in preparation for unit test
1.9 Rotating Performance Tasks (4 hours)	Arts Movement Presentation: CH3.02, CH3.03, CH3.04, HI1.02, HI1.03, HI2.04, HI3.01, HI4.02, HI4.03, HI4.04 Seminar Discussion: CC3.03, CC3.02, CHV.01, HIV.02, HIV.03, HIV.04, HI1.02, HI2.01, HI2.02, HI2.04, HI3.01, HI3.03, HI4.03 Biography Display Board: CC1.03, CC3.03, CH3.04, CH4.02, SE4.03, HIV.03, HI2.05	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Art presentations, seminars, and/or biography displays

Activity	Learning Expectations	Assessment Category	Tasks
1.10 Unit Performance Task: Unit Test: Challenges and Consequences (1.5 hours)	HIV.01, HIV.02, HIV.03, HIV.04, HI2.04, HI3.01, HI4.01, HI4.02, CC3.02	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Unit Test

Activity 1.1: Renaissance Art and Humanism

Time: 2 hours

Description

The 16th Century was an era of magnificent human achievement. As a ‘rebirth’ of the classics, it created an atmosphere in Europe that encouraged individual talent. With a new appreciation of the individual, the Renaissance period, and the humanist movement in general created an atmosphere that allowed philosophers, scientists, politicians, and revolutionaries to act and react. Through the study of significant individuals, such as Da Vinci, Michelangelo, Machiavelli, Shakespeare, etc., students will understand the climate that brought about the Enlightenment, a period to be examined in Unit 2: Revolution and Change. It is precisely this starting point which provides a strong foundation for expecting students to evaluate key factors that contribute to maintaining the flow of historical continuity and understanding the process of change. Moreover, it provides a rich starting point for students to understand the variety, intensity and breadth of change that occurs from the 16th Century to the present.

This particular activity has two aims: first, it introduces/reviews the key elements and people involved in the Renaissance period; secondly, through a lecture style the teacher presentation models the Arts Presentation Performance Task that students complete during Units 1-4 of the course. The Arts Presentation is intended to support students in their development of presentation skills required at the post-secondary level and in career related fields. The teacher assesses students’ skills at research, gathering historical data, forming conclusions, communicating with the class, and imparting knowledge in an oral and visual format. An additional focus of the course is note taking. The modelled oral presentations provide students with an introduction to this skill.

Strand(s) & Learning Expectations

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

Overall Expectations

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;

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;

HIV.01 - demonstrate an understanding of historians’ methods of locating, gathering, and organizing research materials.

Specific Expectations

CC1.01 - demonstrate an understanding of the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present;

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

CC2.03 - evaluate key factors that contribute to maintaining the flow of historical continuity;

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;

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

Prior Knowledge & Skills

As this is the first activity in the course, it is essential that students understand what is expected of them. While students will enter the course with differing levels of historical understanding, most will have previous experience with the skills of note taking and preparing for a presentation. Students build upon prior skills related to organizing research notes, and analysis to complete this activity.

Planning Notes

This activity gives an introduction to the Renaissance and models the Art Presentation Performance Task. All four rotating performance tasks are modelled within Unit 1: Foundations and Institutions Challenged. In preparing a presentation on Renaissance Art and Humanism, the teacher should research artists within the time period. The teacher should model a Level 4 presentation. A list of Renaissance resources is available in the Resources section of this activity.

The students should be made aware that this presentation is a guided model to assist them in conducting their own arts presentation. They should have access to the assessment rubric that will be used to assess their work. Students should be encouraged to use multimedia presentation techniques to deliver their information. Teachers could provide students with appropriate software through the library/resource centre or computer classes in the school. Skeletal overheads which include basic points, or key words provide students with a common structure. This format would also greatly assist some students with learning difficulties.

Teaching/Learning Strategies

Pre-Activity

The teacher prepares an Arts Presentation on Renaissance Art and Humanism. The Presentation exemplifies Level 4 Achievement according to the Achievement Chart for Grades 11 and 12, and it should meet expectations of this activity. Include multiple aspects representing the arts from visual art, literature/playwrights, architecture, and music appreciation. Some suggestions for focus could be:

- Visual/Architecture - Michelangelo, Da Vinci, Raphael;
- Literature/Playwrights- Shakespeare, Cervantes, Chaucer;
- Music Appreciation - George Handel, Antonio Vivaldi;
- Social/Political Values - Erasmus, More, etc.

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8. Review: During the next class, the teacher highlights the main tenets of the Renaissance and Humanism through a whole class discussion. This can be considered formative assessment used to determine if students understood key elements of the presentation.
 9. As a class, students develop inquiry questions surrounding the Renaissance period. The teacher can use these questions as a springboard for Activity 1.2, which focuses on the Reformation.

Assessment & Evaluation of Student Achievement

- *Formative Assessment:* Teachers can collect the Arts Presentation Organizer to determine if students comprehended the main points of the presentation. (K/U)
- *Formative Assessment:* Teachers can assess through the whole group discussion, the extent to which the concepts were understood.
- *Summative Evaluation:* In this particular case, students will not be evaluated on the arts presentation. Rather, at a later date in the course, students will be assessed using an evaluative rubric created by the teacher. (K/U, T/I, C, A)

Resources

Aston, Margaret. *The Panorama of the Renaissance*. New York: Harry N. Abrams, Inc., Publishers, 1996.

<http://crrs.utoronto.ca/> – Centre for Reformation and Renaissance Studies CRRS

www.loc.gov/exhibits/ - Library of Congress “Exhibitions On Line Gallery: Rome Reborn: The Vatican Library and Renaissance Culture”

hyperhistory.com

<http://www.promo.net/pg/>

Activity 1.2: Reformers in the Reformation

Time: 3 hours

Description

The students consider the contribution and historical impact of a number of figures that serve to model a biographical study. Students learn about the strong personalities and convictions of the individuals involved in the Reformation that changed the religious landscape of Europe, as most northern countries became Protestant while the south remained Roman Catholic. (The Reformation movement begins in 1517 when a German Augustinian friar, Martin Luther, posted a list of grievances, called the “Ninety-Five Theses,” on the door of a Roman Catholic Church. As the spirit of reform spread, other leaders appeared: Ulrich Zwingli in Switzerland, French-born John Calvin, who settled in Geneva, and John Knox, who carried Calvin’s teachings to Scotland. In the Roman Catholic Church, a series of powerful popes including Leo X and Paul III responded to reform demands in various ways.) It is due to the significance of these acts of defiance and open rebellion that a biographical study of this time period is so pertinent. As a foundation, this activity models for students a biographical presentation. Students have the opportunity to research, analyse, select, and display biographical profiles from this time period.

Strand(s) & Learning Expectations

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

Overall Expectations

COV.01 - demonstrate an understanding of the various types of communities that people have formed 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;

HIV.01 - demonstrate an understanding of historians' methods of locating, gathering, and organizing research materials.

Specific Expectations

CO3.04 - assess the reasons for the failure or success of various approaches to maintaining international order;

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

CC1.04 - evaluate key elements and characteristics of the process of historical change;

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

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

SE1.03 - demonstrate an understanding of key developments in attitudes towards religion and religious observances since the sixteenth century;

HII.01 - formulate significant questions for research and inquiry, drawing on examples from Western and world history.

Prior Knowledge & Skills

Activity 1.2 continues to build on the knowledge and skills acquired in Activity 1.1. The intent here is to model skills required to successfully complete each of the performance tasks for the course. The students have had experience with creating visual and written projects throughout their school careers. In addition students have also been introduced to the study of important historical figures as a learning activity in many school subjects. The required Grade 10 Canadian History in the 20th Century and Civics courses have specifically provided students with experience in creating visual displays and completing biographical studies. These and other courses have emphasized the importance of group work as a cooperative learning opportunity and the continuing development of the students' analytical skills sets.

Planning Notes

The teacher needs a method of introducing the topic of biography to the students. While there are many ways to begin the lesson, it is suggested here that the teacher use someone whom the students might be familiar with, or intrigued by, such as a famous person from the 20th Century. For example, Martin Luther King, Jr. is an excellent choice as many students find him an interesting historical figure. It also serves to separate his identity from that of Martin Luther, who will also be discussed in the study of the Renaissance and Protestant Reformation. Prior to the activity teachers need to establish the components of a biography storyboard. In addition, the teacher organizes students into groups to complete the activity. The availability of the Internet for use as a student resource is also an important organizing step.

Note on Expectations: Students do not address the Biography Performance Task expectations in this lesson. Rather, the model serves to introduce the Biography to all students and enables them to begin working towards their own Biography Storyboard. Once they complete the performance task (in Unit 1, 2, 3, or 4), they will have addressed the expectations listed in the Unit Synopsis Chart located in the Course Overview.

Teaching/Learning Strategies

1. Introduce the topic of biography by orienting students to biography shows on television. The teacher can discuss with students people's interest in the lives of others.
2. Use either a reading or video clip of a biography of an historical figure. Suggest someone that they may have heard of, and whom they wish to know more about. It is recommended that a 20th Century politician, inventor, philosopher, artist, scientist, musician, or writer, be used as an example to begin the lesson. For example, Martin Luther King, Jr. is an effective choice as there is usually name recognition and interest in his accomplishments.
3. Discuss with the students the significance of identifying a figure's historical contribution. The teacher can then establish with students what they believe to be the basis for determining a figure's historical impact. The teacher must outline the differences between "contribution" and "impact" as the former is much more information-driven, while the latter is an analytical exercise.
4. Review with the students their responsibility to complete a biography storyboard as one of the required performance tasks for the course. Remind them about research methods and various types of resources that can be accessed to complete a biographical study.
5. Outline for the students what components need to be included in a storyboard. Martin Luther can be used as an example.
6. Conduct a cooperative learning activity with the students to model what will be required to complete the performance task. Place the students in five different groups. Each group receives general biographical information about Martin Luther. Each group is assigned one of the components in the storyboard. The structure and format for the storyboard mural is provided below and should be exhibited in the final product as such.
7. Allocate time for further research on the students' assigned component of the storyboard. There are a number of sites on the Internet where information can be obtained. A good search engine can be used to find appropriate and effective websites.
8. After the time allotted to complete their research, students create a visual display. Hang a large piece of mural paper in the classroom. Write "Martin Luther" in the centre. Each group places its visual display on the mural paper. The finished product models on a larger scale what is required from each student in the performance task. After completion, the teacher examines and debriefs the storyboard with the students.

The structure could be as follows:

Personal Characteristics		Historical Contributions
	Martin Luther	
Reaction of Contemporaries		Historical Impact
Historical Interpretation: Significance to the Modern Western World		

9. The students create a self-generated rubric with the assistance of the teacher. The teacher could set the parameters for the rubric. For example, the rubric is equally balanced between the four Categories of Achievement. Furthermore, the teacher could also provide one of the criteria to identify for the students what the content and language of the levels of achievement might entail.
10. Students may choose to complete their Biography Performance Task during this unit.

Assessment & Evaluation of Student Achievement

The researching of biographical information and the use of analytical skills in a group work setting to complete a biography storyboard can be assessed at this early stage of the course.

- *Formative Assessment:* Segmenting the biography storyboard provides the teacher with the opportunity to gauge student research skills and their ability to analyse historical information. This assessment is important for the future success of the students in the course. (K/U, T/I)

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- *Formative Assessment:* The group work experience allows the teacher to assess the students' abilities to communicate and work with others. In addition, the biography storyboard component each group creates provides the teacher with the opportunity to determine the students' ability to coordinate their efforts in the production of ideas in new and creative formats. (C, A)

Accommodations

To assist ESL/ESD students, the teacher could supply them with a glossary list of terms that will be new or unfamiliar to them.

Resources

Print

See Resources section of overview for General and Unit-specific References

Non-Print

<http://www.britannia.com>.

<http://www.hyperhistory.com>

<http://www.watertownlibrary.org>

Activity 1.3: Social/Economic Issues: Fate, Faith, and Fortune in the Age of Exploration

Time: 3.5 hours

Description

One of the most dramatic developments of the 16th Century was the expansion of European exploration, the subsequent expansion of global trade, and beginning of colonial empires. Students come in contact with many of the famous/infamous explorers of this age, but the focus of the lesson is on the underlying forces which spurred exploration and European overseas settlement. The activity requires students to examine the role of the Reformation, the rise of capitalism, and the relative geographic location in shaping events from the 16th Century onward.

This activity serves a dual purpose. It challenges students to establish the causal relationships among geography, religion, an emerging capitalist economy, and the age of exploration. At the same time students consider the implications of the emerging global trade networks on Europeans and non-Europeans. Students are required to consider cause and effect and agents of change during the 16th Century.

Strand(s) & Learning Expectations

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

Overall Expectations

COV.02 - demonstrate an understanding of the nature of the interaction among diverse peoples 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;

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;

HIV.01 - demonstrate an understanding of historians' methods of locating, gathering, and organizing research materials.

Specific Expectations

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;

CO1.02 - compare the diverse rural communities that developed in the West and in the rest of the world;

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

CO2.02 - analyse the impact of Western colonization on both the colonizer and the colonized;

CO2.03 - demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations;

CC1.01 - demonstrate an understanding of the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present;

CC1.02 - identify forces that have facilitated the process of and those that have tended to impede it;

CC1.04 - evaluate key elements and characteristics of the process of historical 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;

CC3.03 - 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;

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;

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

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

Prior Knowledge & Skills

Students should be familiar with many of the European explorers of the late 15th and 16th Centuries. Students should also be familiar with global geography from prior geography courses and be able to conceptualize the search for a route to the East by sailing west. Students are familiar with the term “Middle Class.” Teachers may wish to conduct a brief diagnostic discussion to identify students’ perceptions of “Middle Class.” Some clarification may be needed. Students should be able to work effectively in groups, read a variety of texts, and use supporting evidence to defend an argument.

Planning Notes

Create a chart or graphic organizer which assists students in seeing the cause and effect relationship between fate (geographic location), faith (religion), and fortune (rise of capitalism).

Prepare lecture notes which address the following issues:

- rise of “Middle Class” in Europe as a result of increased trade in the 14th Century;
- clear definition of “Middle Class”;
- emergence of capitalist economy in the 15th Century. “Capitalism” refers to an economic system in which wealth is in the form of money rather than land. Money (capital) is invested to earn more money. For example, wealthy merchants invested money in voyages of exploration in hopes of realizing a healthy return;
- Reason that European countries and not other countries set out to explore the world.
 - Countries such as China did but found it was not worth the effort.
 - European countries on the Atlantic seaboard, once they solved the riddle of the Atlantic trade winds, had a reasonable route to new lands.
 - Other major seafaring civilizations on the Pacific Ocean, had a longer, more difficult journey and decided it was not worth the effort.

Prepare a rubric for a supported opinion response.

Teaching/Learning Strategies

1. Ask students to imagine being asked to go on a space voyage which will take them into uncharted space and from which they may never return. What would motivate them to go? Ask students to personally reflect on this question before sharing their thoughts with another student.
2. Describe students' task. Students work collaboratively to complete a cause and effect graphic organizer which requires them to consider the relationship between fate, fortune, religion, and European exploration. Based on the completed graphic organizer, students write a three-paragraph response to the question: "What role did fate, faith, and fortune play in the European age of exploration?" Before exploring these questions, the teacher needs to review or address the issues outlined for the lecture described above in the planning notes.
3. Once the lecture laying the foundations is complete, ask students to form groups of three.
4. Assign each group member one of the three subtopics:
 - i) Fate – how geographic location impacted on European exploration;
 - ii) Faith – how religion, and especially the Reformation, came to be a major factor in European exploration and colonization;
 - iii) Fortune – how the search for riches impacted on European exploration.
5. Using a jigsaw activity, have students responsible for similar subtopics work together to complete their relevant section of the cause and effect graphic organizer/chart. To gather information to complete their section of the graphic organizer/chart, students should consult their textbooks or other sources dealing with the age of European exploration. It may be necessary to assign the completion of the individual sections of the graphic organizer for homework.
6. Once each member of the group has completed their section of the graphic organizer, they are to exchange information so that they complete the organizer. The completed organizers should be formatively assessed to ensure accuracy and completeness. This could be done by having groups share answers and the teacher elaborating on or correcting when necessary.
7. Using their completed graphic organizer, students individually write their three paragraph response to the question, "What role did fate, faith, and fortune play in the European age of exploration?" This is intended as a practice for supported opinion paragraphs and will not be graded by the teacher. The composition of the paragraphs should be assigned as homework.
8. Students are to exchange first drafts of their responses with each other for peer assessment using the rubric which teachers should provide.

Assessment & Evaluation of Student Achievement

- *Formative Assessment:* Students are required to complete a cause and effect graphic organizer/chart which focuses on the relationship between religion, capitalism, geography and European exploration. The graphic organizer/chart is to be formatively assessed by the teacher to ensure it is accurate and complete. (K/U)
- *Summative Assessment:* Using the information from the graphic organizer/chart, students are to write a three-paragraph response to the question, "What was the role of fate, faith and fortune in the European age of exploration?" The response is to be peer assessed before being revised, edited, and polished. (T/I)

Resources

Relevant Internet Sites

See Resources section of overview for General and Unit-specific References

Activity 1.4: The World: The Columbian Legacy

Time: 4 hours

Description

Columbus on trial is an activity which scrutinizes the Colombian legacy and mythology. It is important to stress to students that Columbus has been chosen as the focus for the activity as he is the best known explorer but that a scrutiny of his actions reveals much about European attitudes and treatment of indigenous peoples. In the process of reviewing the legacy of Columbus, the students will come to understand the broader issues related to contact and conquest during the 16th Century.

The focus of this activity is a reassessment of the image of Columbus. A group of six students serves as the Board of Inquiry hearing submissions from the remaining students. Students not sitting on the Board of Inquiry work collaboratively in groups of three to research and prepare oral submissions. Once all submissions have been made, the Board of Inquiry considers the evidence presented and prepares a recommendation.

Strand(s) & Learning Expectations

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

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;

COV.02 - demonstrate an understanding of the nature of the interaction among diverse peoples 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;

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.

Specific Expectations

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;

CO1.02 - compare the diverse rural communities that developed in the West and in the rest of the world;

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

CO2.02 - analyse the impact of Western colonization on both the colonizer and the colonized;

CO2.03 - demonstrate an understanding of the concepts and processes associated with imperialism and of its role in shaping present world relations;

CC1.01 - demonstrate an understanding of the variety, intensity, and breadth of change that has taken place from the sixteenth century to the present;

CC1.02 - identify forces that have facilitated the process of and those that have tended to impede it;

CC1.04 - evaluate key elements and characteristics of the process of historical change;

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

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

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

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;
HI3.01 - communicate effectively, using a variety of styles and forms;
HI3.03 - express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others.

Prior Knowledge & Skills

It is expected that students are able to:

- effectively search the Internet for sites related to Christopher Columbus;
- work cooperatively in small groups;
- use factual evidence to support a point of view.

Planning Notes

- Ensure that all students have access to the Internet to do their research.
- Prepare lecture which addresses the following issues:
 - the development of capitalism during the 14th Century;
 - the quest for spices and other luxury items from the East;
 - technological innovations which made long distance sea travel possible;
 - difficulties of land travel as impetus for overseas exploration.
- Prepare an activity to review how to distinguish primary and secondary documents and how to effectively analyse a document.
- Prepare clip from a Columbus movie, such as *Conquest of Paradise*, to act as a springboard into the lesson.

Teaching/Learning Strategies

Pre-Activity

1. Conduct a Think-Pair-Share exercise by asking students to individually consider the images and assumptions which come to mind when thinking about Christopher Columbus. After allowing one minute for personal reflection, ask students to turn to a partner and discuss/compare images and assumptions. After pairs have had three to four minutes to discuss their views of Columbus, ask students to share the words and phrases describing Columbus which were used in the discussion. Write these words and phrases on the board.
2. Teacher writes on the board a variety of place names such as Columbus, Ohio, Columbia, and so on as well as listing Columbus Day. Ask students why there is such an emphasis on an explorer who never set foot on mainland North America.
3. Explain the task which is to be completed by the students. In light of new evidence, the legacy of Columbus is being re-thought. A Board of Inquiry will make recommendations, based on submissions from experts, as to whether or not Columbus should continue to be regarded as a heroic figure and if an American national holiday should continue to carry his name. This will entail separating myth and reality.
4. Teacher delivers a mini-lecture which reviews the rise of capitalism, the quest for spices and silk, the difficulty of land travel, and technological innovations which led up to the voyage of Columbus.

5. Teacher clearly sets out the task before the students by assigning groups and explaining the roles of all students. The panel will consist of six randomly selected students. The remaining students in the class will work in teams of three (two if necessary) to prepare recommendations which will be presented orally and in writing to the panel.

Role of the Board of Inquiry	Role of the Expert Witnesses
<ul style="list-style-type: none"> research and prepare notes on the broad issues relating to the age of exploration (to be formatively assessed) establish criteria to be used in determining hero status (what are heroic qualities?); these are to be discussed with the class and revisions are made based on the discussion work in partners to hear submissions from groups of experts (students) convene as a group of six following the presentation of all submissions to consider the evidence and prepare final recommendations (to be assessed before the final recommendations are submitted) 	<ul style="list-style-type: none"> assign one of three issues to each student, a) the conception of the plan to sail westward; b) navigational skills; c) treatment of indigenous peoples. individually prepare a bibliography of three to five sources, of which at least two must be Internet sites and of which at least one must provide primary documents; and research notes of two to three pages (to be formatively assessed) prepare a clear opinion statement which considers the Columbian legacy in light of the evidence gathered (to be formatively assessed) prepare individual written submissions which clearly link the opinion statement with the evidence in no less than three paragraphs (rough draft to be formatively assessed) present findings to the panel ensuring that all members of the group participate in the oral presentation

6. Before students begin their research the teacher should provide a review of, or guidance for interpreting, primary sources. For example, the teacher may wish to stress that the type of document provides insights into purpose and audience. Thinking about the type of writing can help us appreciate why the document was written and what purpose it served. How does a personal diary entry differ from an official document? It may be necessary to assign the research by individual students as homework.
7. Once students are ready to present to the panel, divide the panel into three pairs so that three groups can make submissions at once. This will help to speed things along and avoid repetition. Restrict the time to fifteen minutes per submission including questions from the panel. The activity will work best if the three presentations are occurring in the same room so the teacher can move from group to group to observe the presentations.

Assessment & Evaluation of Student Achievement

- Diagnostic Assessment:* The activity will begin with a diagnostic exercise which asks students to share their perceptions of Columbus.
- Formative Assessment:* student research and the arguments developed to support a point of view will be formatively assessed. (K/U, T/I)
- Summative Assessment:* the summative assessment task for students will be to prepare an oral presentation to a Board of Inquiry which considers whether or not the Columbian legacy is worthy of having an American national holiday named after it. (C, T/I) **Note:** For Summative assessment, each student's presentation must be evaluated individually.

Resources

Michener, James. *Caribbean*. New York: Mass Market Paperback, 1991. ISBN: 0449217493
National Geographic. January, 1992 and November, 1996.
Sale, Kirkpatrick. *Conquest of Paradise*. New York: Plume, 1991. ISBN: 0452266696
Fernandez-Armesto, Felipe. *Columbus*. London: Phoenix Press, 1974. ISBN 1 84212 084 0

Activity 1.5: Essay Stage:

Topic Selection, Inquiry Questions, and Working Bibliography

Time: 2 hours

Description

Students begin to work on their major research paper which will continue to develop and be revised throughout the course. The activity is intended to have students survey the issues, events, and people covered in the course in order to select a topic for their research paper. Further, the activity will assist students in generating a list of inquiry questions which provides a focus for their research. Finally, students prepare a working bibliography on their topic. The completion of the working bibliography will provide a sound basis from which to start their essay research and will help to ensure that the topic chosen has enough information available for the students to succeed in completing sufficient research.

Strand(s) & Learning Expectations

Strand(s): Methods of Historical Inquiry

Overall Expectations

HIV.01 - demonstrate an understanding of historians' methods of locating, gathering, and organizing research materials;

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

Specific Expectations

HI1.01 - formulate significant questions for research and inquiry, drawing on examples from Western and world history.

Prior Knowledge & Skills

Students should be familiar with inquiry questions and with creating a bibliography.

Planning Notes

- Book time in the library/resource centre for students to consult relevant sources.
- Prepare a sample bibliography which includes a variety of sources such as books, magazines, websites, etc.

Note: It is assumed that much of the time required to complete this phase of the essay will be done on student time as homework.

Teaching/Learning Strategies

1. Teachers discuss the challenge of writing a historical research paper and the importance of following a process to ensure success. The starting point for a good paper is selecting a topic which interests the writer and which has sufficient resources available for research. Encourage students to peruse their textbooks looking for ideas which catch their attention. If no topics in the text capture their interest, students should spend some time in the library/resource centre perusing a variety of sources to find a topic of interest.

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2. Once students have selected a topic they are to do a cursory reading of some background sources to enable them to write five inquiry questions. These questions must be analytical, not superficial. For example: “What led to the eventual defeat of Napoleon?” “What were the key factors which led Napoleon’s rise to power?” “What did Napoleon do to further the ideals of the Revolution?” “Was Napoleon ever really committed to the ideals of the Revolution?”
 3. Students create a bibliography of 12 to 15 sources which can support their research. The relatively high number of sources is important to ensure variety. Some may not be available, others may have limited relevance. Also, a good variety of sources is essential for historical research. Students should include a variety of sources: websites, journal, primary, and secondary sources, general histories, and books specific to their topic.
 4. Review with students one or more accepted bibliographic formats, using a sample bibliography as an exemplar.

Assessment & Evaluation of Student Achievement

Formative Assessment: Teachers should assess both the inquiry questions and a draft of the bibliography. Students should make revisions as needed. (C)

Summative Assessment: List of inquiry questions and a completed working bibliography will both be summatively assessed. (T/I, C)

Activity 1.6: Science/Technology Issues: “On Trial,” Galileo and Heliocentrism

Time: 4 hours

Description

Students investigate the shift in the way knowledge was acquired, moving from the Church’s authority and revealed knowledge to individual and the scientific inquiry. This paradigm shift challenged the established order and caused disruptions because new evidence based on observation flew in the face of the accepted norms that date back to Aristotle. The new knowledge forced people to reconsider accepted views, such as the geocentric concept of the universe in favour of the heliocentric, and to question those in authority who refused to accept the new knowledge as contrary to God’s law. Discovering natural law challenged religion as well as the intellectual beliefs. The new thinking started in science but acquired a social dimension. Two of the key thinkers were Francis Bacon and Rene Descartes.

Strand(s) & Learning Expectations

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

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.

Specific Expectations

CO2.01 - describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century (e.g., exploration; modern technologies and inventions; religion);

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, medical discoveries);

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;

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);

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

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);

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

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

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

Prior Knowledge & Skills

The students should be familiar with note-taking skills. They should also know the concept of cause and effect analysis, and inquiry.

The students should know the attributes of role playing and the importance of conveying a point of view, supported by evidence from one's role and situation.

Planning Notes

Prepare a review of the skills by prompting a discussion with: If the world is not flat or if the sun is the centre of the universe, what effect would that knowledge have on a peasant, a bourgeois merchant interested in trade, an archbishop, a university student? To connect to current events and whether new knowledge can or should be suppressed, the class might discuss 20th Century scientific controversies. An event from Grade 10 Canada and the 20th Century that all students should be familiar with would be the atomic bombing of Hiroshima. Should or could that technology have been suppressed once it had been used?

The teacher must be familiar with terms for this lesson such as scientific method, inductive reasoning, deductive reasoning, geocentrism, heliocentrism, ellipsis, circle, natural law, deism, etc.

Because of time constraints, the teacher might want to use cooperative learning strategies like 'think, pair, share' and 'jigsaw' to allow for individual research and group sharing. It would also help if the teacher is able to use illustrations and photographs to demonstrate some concepts or examples necessary for this activity. For example, references to Dondi of Padua's astronomical clock or Galileo's telescope and the planets he saw are helpful (see, for example, Bronowski, *The Ascent of Man*, pp. 189-218). The teacher must also locate secondary and primary accounts of Galileo and his trial (See, for example, Spitz and Lyman, *Major Crises in Western Civilization*, pp. 220-245 or Bronowski, *The Ascent of Man*, pp. 200-219).

Also, the teacher must plan to develop the criteria for a rubric outlining what is expected in a seminar presentation or role-play.

Teaching/Learning Strategies

1. The teacher discusses in a Socratic style or lectures about the scientific method: the practice of observation and experimentation leading to hypothesis, testing the hypothesis with more experimentation and evidence, and reaching a thesis. The teacher explains the difference between induction (evidence leading to a thesis) and deduction (a thesis looking for evidence). The teacher also emphasizes how the scientific method differed from traditional forms of thinking, i.e., the Church telling people what cosmology was (geocentrism) versus what new science was proving cosmology to be (heliocentrism).

Students take notes on the following headings: “Old World View,” “New World View.”

2. The teacher assigns readings from the text, library, or Internet on the following scientists: Ptolemy, Bacon, Descartes, Vesalius, Galileo, Copernicus, Tycho Brahe, Kepler, Newton, Robert Hooke, et al. Using the Think, Pair, Share approach (Morton, *Cooperative Learning and Social Studies*, p. 195) the students articulate findings to each other to answer an inquiry question, “Why was new knowledge such a challenge to traditional views?” The students also complete an organizer chart using the suggested headings:

Who	When	What Was Discovered	Method Used	Challenge to Old World View	Consequences

The teacher conducts a discussion as to what factors impede change, and which factors help change. The teacher has students test the answers with the example of the trial of Galileo by the Inquisition.

3. The teacher models what is expected of a seminar discussion and should develop a rubric with the students.
4. Students read the primary documents on the trial of Galileo versus Cardinal Bellarmine and the Inquisition. They answer the following questions:
 What are the particulars of the primary document (who, what, when, where, why, etc.)?
 What was the process of the trial?
 What were the main arguments of Galileo and of Cardinal Bellarmine?
 Why were Galileo’s views considered heresy?
 What did this trial say about the Church’s authority?
 How did the Church try to suppress Galileo and the Copernican Theory?
5. Two students present the arguments of Galileo and The Church. The rest of the class represent the Clerical Jury and the Secular Jury on the trial. Questions and answers and debate should represent the point of view and use all available evidence.
6. The students complete the cause and effect analysis flow chart that outlines the consequences of the new knowledge for the West.

Who	When	Discovered What ⇒ Cause	Effect
Predecessor?			
Copernicus			
Kepler			
Galileo			
Successor?			
Hypothesis about Continuity and Change?			

7. The students explain their decision to include or exclude any of the above scientists, dates, events, or concepts in their portfolio/notes for the West and the World Exposition in Unit 5.

Assessment & Evaluation of Student Achievement

- *Diagnostic Assessment:* Through discussion the teacher ascertains how much students know about new knowledge and its effect on society. See Planning Notes (K/U).
- *Formative Assessment:* The students add key terms and concepts to their glossary and/or portfolio to collect, reflect and select for Unit 5 possibilities, The West and the World Exposition (K/U, T/I, A).
- *Formative Assessment:* The students complete an organizer chart of significant scientists (K/U, T/I, C).
- *Formative Assessment:* The students practise seminar requirements through a trial of Galileo (K/U, T/I, C).
- *Formative Assessment:* The students complete a cause and effect analysis chart and communicate their findings (K/U, T/I, C, A).

Resources

Print

Bronowski, J. *The Ascent of Man*. Toronto: Little, Brown & Co., 1973. ISBN 0-316-10930-4

Brecht, Bertolt. *Life of Galileo*. London: Little Brown and Co., 1994. ISBN 1559702540

Cragg, G.R. *The Church and the Age of Reason*. England: Pelican, 1960.

Hall, Rupert. *The Revolution in Science, 1500-1750*. London: Longman House, 1983.
ISBN 0-582-49133-9

Morton, Tom. *Cooperative Learning & Social Studies*. San Clemente: Kagan, 1996.
ISBN 1-879097-32-X

Spitz, Lewis and Richard Lyman, ed. *Major Crises in Western Civilization*. New York: Harcourt, Brace & Word Inc., 1965.

Activity 1.7: Intellectual/Spiritual Issues:

The Necessity for a Social Contract: Hobbes and Locke

Time: 3.5 hours

Description

Students analyse primary documents that explore the necessity of a Social Contract. Thomas Hobbes and John Locke, both writing in the 17th Century, explore the issue from diametrically opposing viewpoints. This activity lends itself to primary document analysis and allows opportunities for students to debate abstract philosophical questions on human nature and the impulse to form a society. Written in the late 17th Century, John Locke's political philosophy was most influential in the 18th Century in both the American and French Republics. Students debate abstract philosophical concepts with their classmates in a structured environment after completing an organization research chart. Students then form their own conclusions based on the readings and class debate.

Strand(s) & Learning Expectations

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

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;

CHV.02 - demonstrate an understanding of ideas and cultures from around the world that have influenced the course of world history;

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

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

Specific Expectations

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

CC2.03 - evaluate key factors that contribute to maintaining the flow of historical continuity;

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

SEI.01 - analyse a variety of types of social organization and social relationships that have been experienced in modern times;

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

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

Prior Knowledge & Skills

In the Grade 10 Civics program, students learned about the need for and purpose of government. There is a wide range of courses that could offer students skills that focus on presentation and analysis. Students have had several opportunities to analyse primary resources in the mandatory Grade 10 Canadian History Course and exposure to debate style oral discussions.

Planning Notes

The teacher conducts background research on Hobbes and Locke and political philosophy in general. The resource section of this activity contains suggested references. For this particular activity, it will be essential that the teacher have examples of Locke and Hobbes' primary sources to share with the class or create opportunities for students to research and locate the sources independently. Specifically, the *Second Treatise on Civil Government* by John Locke and *Leviathan* by Thomas Hobbes are materials for this activity. Locke's work is a classic statement of democracy and Hobbes' is a defense of absolute monarchy. Other primary works that could assist the teacher with background planning include Machiavelli's *The Prince*, J. S. Mill's *On Liberty*, and Rousseau's *The Social Contract*.

Note: The teacher focuses on the purpose and need for government in this unit and addresses the style of government in Unit 2 with respect to the ideals of The Enlightenment, Revolution and the decline of Absolutism.

Different debating formats could be used. In conducting the debate, the teacher uses a structure which allows for maximum student participation. Moreover, the classroom must be a positive environment for sharing opinions so that students feel safe enough to express their ideas. It is suggested here that the teacher attempt to steer students towards current events and examples rather than obvious examples from the period under study, the French and American Revolutions. These connections should be made in Unit 2: Revolution and Change. Moreover, the analysis of documents and discussion that permeate this activity will be important building blocks towards student development in the Course Culminating Activity: The Exposition.

Teaching/Learning Strategies

Pre activity:

The teacher may choose to begin the class by posing questions that force students to form their own opinions before studying existing political philosophies. Classical theories of political philosophy are concerned with offering advice for achieving an ideal state.

Some guiding questions could be:

- Left to their own devices, do you feel that humans are basically good or evil?
 - If humans are basically good/evil, then why do we need government?
 - Do humans have inalienable rights?
 - What are the limits of government's power over the members of society?
1. The teacher introduces the writings of Thomas Hobbes and John Locke. Students receive relevant background information on each of the writers to understand perspective and the context for their writing. (10 minutes)
 2. Students conduct research to find primary document writings of both philosophers. To conduct this activity the way it is intended, students must carefully select passages from the two philosophers that reflect the three areas of concern; human nature, human rights and the need for a Social Contract. The above areas should be used as a template for taking notes. Websites are in the resource section of this document to support primary document research on the Internet. (30 minutes)
 3. The teacher divides the class into two teams of equal debating strength. Each team represents a position, Hobbes or Locke.
 4. The teacher gives the teams time to develop key arguments related to their defended viewpoint. The team can formally select (a) spokesperson(s) or use an informal format. The teacher carefully selects a debating model that is conducive to this activity. The teacher informs the students of the method for evaluation to be used in the debate. Students should have opportunities and time to expand their research through the use of secondary sources which interpret primary sources. (1 hour)
 5. Conduct a whole class debate with the two teams. (20-30 minutes)
 6. Once the debate is over, guide the students towards reflecting on the debate by forming a conclusion. The following are suggestions for focus:
 - Can the Canadian government be considered "Lockian" or Hobbesian in nature?
 - Are there elements of Locke or Hobbes in present day Western governments?
 - Are there elements of Locke or Hobbes in present day non-Western governments?

Outside of class, students form a written conclusion by consulting local newspapers, magazines, or conducting research to prove their point. These conclusive paragraphs should include thesis statements and use relevant and accurate research. Students submit their paragraphs for assessment.

7. The teacher provides class time after the debate to make connections to other writers which will be studied in Unit 2: Revolution and Change, such as Voltaire and/or Rousseau (10 minutes). During the Enlightenment, a change of outlook occurred which dramatically altered the expectation of the relations between an individual and society.

Assessment & Evaluation of Student Achievement

- *Diagnostic Assessment:* Students have an opportunity to use prior knowledge to form ideas about philosophical questions. This becomes the foundation for research and debate. It allows teachers an opportunity to assess students' level of understanding of the general concept of human nature, natural rights, and Social Contracts. (K/U)
- *Formative Assessment:* The teacher has the option to collect research notes and assess for accuracy of analysis and completion. Where students have misinterpreted the source, the teacher has the opportunity to redirect individual learning or refocus the class as a whole. (K/U)

- *Summative Assessment:* Students have an opportunity to relate their knowledge of Hobbes and Locke to a current example in the form of a conclusion. They are to prove this using a paragraph structure, utilizing writing forms that work to develop their analytical and communication skills for the major essay. (A, C)
- *Summative Evaluation:* All students should contribute to the class debate in some form. It is up to individual teachers to determine how to assess the communication aspects of this activity. Within the Communication Achievement Category, teachers could assess written organization, the introduction/conclusion in a written form, oral participation during the debate and/or group communication and participation. (C, T/I)

Resources

Frost, S.E., Jr. *Basic Teachings of the Great Philosophers*, 2nd ed. Doubleday: Toronto, 1989. ISBN 0-385-03007-X

Hampson, Norman. *The Enlightenment*, 3rd ed. Penguin Books: London, 1990.

Hobbes, Thomas. *Leviathan*.

Locke, John. *Second Treatise on Civil Government*.

Robinson, Dave and Judy Groves. *Introducing Philosophy*. Totem Books: New York, 1998.
– <http://www.promo.net/pg/>

Activity 1.8: Political/Military Developments: Louis XIV and the Bourbon Dynasty

Time: 2.5 hours

Description

Students study the Age of Absolutism. It is important for students to understand the significance of ‘absolutist rule’ in Modern Western civilization. In particular, it plays an important role in the modern nation state and is a long-term cause of the French Revolution. Subsequently, students study Absolutism as they begin preparation for their unit test. This study of Absolutism builds on knowledge and skills acquired to date in this unit. Furthermore, Activity 1.8 will provide students with the opportunity to practise preparatory techniques, including the development of study notes and the review of ways to answer test questions.

Strand(s) & Learning Expectations

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.03 - evaluate the key factors that have led to conflict and war or to cooperation and peace;
CCV.03 - demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the 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;
HIV.02 - critically analyse historical evidence, events, and interpretations.

Specific Expectations

CO2.01 - describe factors that have prompted and facilitated increasing interaction between peoples since the sixteenth century;
CO3.03 - describe the key factors that have motivated people to seek peace and to cooperate with others;
CC1.02 - identify forces that have facilitated the process of change;

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

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

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;

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

Prior Knowledge & Skills

In Activity 1.8, students focus on knowledge and skills that have been introduced in the past. The note-making and research skills are exercises that the students have practised in many different contexts. An emphasis on literacy skills has served to familiarize students with various thinking structures that can be used in this activity. Students know how to use graphic organizers and mind-maps to record information and apply higher-order thinking skills. In addition, the students have used these techniques in the Grade 10 Canadian History in the Twentieth Century course as well as other History and the Social Science courses. They are utilized here to develop higher order thinking skills and improve the students' study habits.

Some students may have examined leadership styles and political decision-making in other courses. To ensure an effective transition into the discussion of the Age of Absolutism, Louis XIV and the Bourbon Dynasty, the teacher may wish to access the students' knowledge of leaders previously studied in other History or Social Science courses. For example, a diverse group including Adolf Hitler, Pierre Trudeau, Alexander the Great, John A. Macdonald, Julius Caesar, Wilfrid Laurier, Abraham Lincoln, etc. may be considered. The teacher must be prepared to discuss varying leadership types related to these leaders, and be able to make appropriate comparisons to absolutist leadership.

Planning Notes

The activity acts as a bridge between different aspects of the course, including the examination of leadership styles, the Age of Absolutism, and student study skills. Resources used here will help the teacher in gauging student note-making and other study skills, and in promoting improvements in their research skills and test preparation. While the examination of the Age of Absolutism will directly relate to what is discussed on the unit test, it is the investigation of leadership styles that will be pertinent to the consideration of other topics in the course. Furthermore, as Unit 1 concludes the teacher needs to ensure that students will understand the importance of gaining knowledge on topics discussed here, as they work their way towards embarking on Culminating Activity, The Exposition, in Unit 5.

Teaching/Learning Strategy

1. As a pre-activity the teacher asks the students to consider the characteristics or personality traits that they believe an effective leader of a country would exhibit. This pre-activity is teacher-centred, using the blackboard to record and to organize information and ideas.
2. The teacher begins the activity with a reminder to the students that a test will be conducted at the end of the unit.
3. The teacher reinforces the importance of note-making and organizing in the research and learning process (See template from Activity 1.1). The significance of this task in terms of test preparation, future studies at the post-secondary level, and day-to-day responsibilities in various potential career choices can again be emphasized. Different types of note-making can be presented to the students, such as mind-maps, concept clouds, legal note-taking, staged note-taking (general, important, essential), etc.

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4. The teacher models proper note-making.
 5. After reviewing the key points of the pre-activity, the students complete a reading on the Age of Absolutism. Textbooks and other sources available to the teacher and students can be used for this task. In a student-centred exercise, they record information describing Absolutism as a method of political decision-making and social organization within a nation-state. Students spend some time working in pairs improving on their note-making skills, and discussing the subject matter.
 6. Louis XIV is the focus of this activity. Students examine the necessity and appropriateness of Louis' decisions and the impact they had on the people of France as they related to his leadership style.
 7. During the discussion the students consider the importance of the Age of Absolutism as a key stage of development in the Modern Western World. The discussion is most useful for the analytical and interpretative nature of the Culminating Activity – The Exposition to be completed in Unit 5. This discussion requires higher order thinking skills to make connections and think critically about the Age of Absolutism. The information discussed should be directly related to some of the questions on the unit test that will follow this activity
 8. The teacher addresses issues concerning the information and ideas studied in this activity as well as reviewing the rest of the unit. The teacher should also discuss with the students concerns regarding study skills and test preparation techniques as they review for the unit test.

Assessment & Evaluation of Student Achievement

The study of leadership styles and the Age of Absolutism as the students prepare for the unit test provides the teacher with the opportunity to give feedback to the students about their knowledge-base, and their study skills.

- *Formative Assessment:* The teacher will be able to assess the students' knowledge of note-making and research skills as the students examine resources about the Age of Absolutism. (K/U, T/I)
- *Formative Assessment:* The students' discussion regarding political decision-making and leadership styles can also be assessed. The students' ability to articulate their conceptualization of leadership as it applies to Louis XIV and Absolutism in general can establish a basis for student achievement on the unit test. (C, A)
- *Summative Assessment:* Unit Test

Resources

See Resources section of overview for General and Unit-specific References

Activity 9: Rotating Performance Tasks

Time: 4 hours

See Unit 1 Overview Chart

Activity 10: Unit Test

Time: 1.5 hours

See Unit 1 Overview Chart