

Social Studies

World History 3201



GOVERNMENT OF
NEWFOUNDLAND
AND LABRADOR
Department of Education
Division of Program Development

A Curriculum Guide
September 2003

Acknowledgements

World History 3201 was revised by a World Studies Working Group (2002-2003). The Department of Education wishes to acknowledge the time, energy and expertise provided by the following educators in the development of this guide:

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Program Overview and Rationale

Overview

World History 3201 introduces students to the study of world history. The course is organized thematically and examines causes, course, and consequences of ideas, movements and events affecting people throughout the world since 1900.

The overall objective of the course is to encourage students to examine historical and current developments in society, and to make informed decisions as individuals and global citizens. A focus on developing and applying the processes of historical method is integrated throughout the course so that students can acquire some understanding and appreciation of history as well as the tools of historians. Students at the Senior High level can choose history as a separate area of study. They will have the opportunity to select (i) a two-credit course in Canadian History as part of the two credit requirement in Canadian Studies, and (ii) a two-credit course in World History to fulfil the two credit requirement in World Studies. Students may choose to take both history courses, or a combination of history, geography or issues courses in the Canadian and World Studies categories.

World History 3201 is organized around a number of themes. These themes, identified below, provide the basic structure for the course:

- World War I
- Post-War Challenges and Changes
- International Tensions During the 1930s and World War II
- The Cold War
- Regional Development in Post-World War II Africa, Asia and the Middle East
- Challenges of the Modern Era

Each theme is treated separately; however, for presentation and analysis they are interconnected. In order for students to see the 'big picture', links need to be drawn among the themes. The course themes are developed through a set of specific curriculum outcomes with each theme providing opportunities for students to engage in research and the analysis of primary and secondary source documents.

Section 1 of this curriculum guide examines the study of history and outlines various meanings, interpretations, types, aspects and concepts of history. Section 2 outlines the program organization

including linkage of the course to the Essential Graduation Learnings, general curriculum outcomes, course themes, and organization. Section 3 presents specific curriculum outcomes and delineations. Section 4 examines the instructional environment through resource-based learning, instructional strategies and writing a research paper. Section 5 outlines general approaches to the evaluation of student learning. Section 6 concludes the curriculum guide with a list of authorized and recommended print and audio visual resources and world wide web sites for Twentieth Century History.

The Study of History

History has always been a major component of the social studies curriculum. The way history has been taught and the type of history taught in schools have changed to reflect societal issues of the time. History contributes to the total development of citizens (Dunn & McNeill, 1990; Ravitch & Finn, 1987). In our present challenging global society we need citizens who are reflective thinkers, who have developed an appreciation of the democratic process and who actively participate in it (Engle & Ochoa, 1989). Therefore, we need historical insights to help us accept other viewpoints and understand the global context in which we live. When this happens the study of history will become a life skill for our students and remain at the heart of the social studies curriculum.

History has two distinct meanings: it is everything that happened in the past and the study or record of human experience. Since not everything that happened in that past was recorded, it requires the study of evidence that something happened. It is the study of the records of things that happened in human society, from documents and books, that is the predominate meaning of history.

It is the role of the historian to record events of the human experience and interpret these events in a meaningful and orderly manner. Historians must also make generalizations, discover trends and patterns, and explain the behavior of peoples and societies in a given era. Also, they may seek underlying causes and relationships to explain the past. Garvionski (1975) noted that historians must philosophize about events and listen to the facts; if not, they would become nothing more than bookkeepers and the recorded history would read like an accountant's ledger. History is, therefore, more than a record of human experiences, it is an interpretation of human existence. The facts of human existence are the foundation-stone of history; interpretations of the past, firmly grounded in those facts, are the essence of history.

The interpretation of the past can be organized in a variety of ways:

- **History as Story.** This was the original character of history. Historic events were told in the form of a story in an appealing manner (for example, the *Iliad* and *Odyssey*). The French word for history - *histoire* - also means story.
- **History as Biography.** This is a popular form of history recounting the life story of an individual, often a political leader, and how that individual shaped and was shaped by historical events.
- **History as Philosophy.** In most cases, the historian's interpretation of events teaches moral lessons. The Nazi persecution of the Jews and the Stalinist purges were not accidents of, but products of, history. It is, for example, the historian's task to understand the causes of oppression as well as human achievement.
- **History as Literature and Art.** Works of fiction (like Tolstoy's *War and Peace*) and cultural artifacts (like Inuit carvings) can reproduce the intimacy and feeling of an historical epoch. Music and paintings - from classical to pop art - can reveal much about culture and politics.
- **History as Social Science.** History can be classified as a science, but not in the sense of biology or chemistry. Events of the past cannot be controlled or recreated under laboratory conditions. However, events and processes can be examined in a scientific way - separating and dissecting component parts to look at the ingredients and interactions of the "substance" of history. The social science approach to history is currently the predominant approach.

History also comes in various guises and types. The three main types of history are:

- **Political history** which focuses on power, political leadership and nation-states. Before the twentieth century, political history was about the only form of history, emphasizing kings, queens, aristocratic power, laws, wars and international diplomacy. Today, political history emphasizes ideologies, forms of government (democracy/dictatorship), nationalism and the nation-state. Political history, which predominates today, is being challenged by social history. As political history is about elites, it is often characterized as "history from above".
- **Social history** is new to the twentieth century, and more especially since the World War II period. Social history encompasses two major components: the way people live (culture, religion, economic pursuits) and the way society is

structured (the relationship between classes, men and women, ethnic groups). Social history tends to emphasize the lower classes and marginalized groups, and is often called “history from below”.

- **Economic history**, which is still a minority type of history, is pursued more by economists than historians. Economic history looks at production, consumption and exchange, industrialization, agriculture and technology. Often, business history is included under economic history, whereas the economic livelihood of the poor is usually incorporated under social history.

None of the above categories are exclusive. Historians are the architects of these divisions. There is a strong overlap among these types. For example, the female struggle for the right to vote was a political struggle to extend democratic rights, but it was rooted in women’s social position which, in turn, derived from traditional women’s work.

Historians also try to understand three aspects of history: 1) **cause**, why things happened; 2) **course**, what happened; and 3) **consequence**, the short term and long term results of what happened. In other words, historians are concerned with **what happened** (history as story/facts) and **why things happened** (interpretation/social science/ philosophy). The “**what happened**” is called narrative or descriptive history. The “**why things happened**” is referred to as analytical history. Today, analytical history predominates.

World history attempts to understand (a) the similarities and differences in the political, economic and social structures of nation states, (b) how and why those similarities and differences evolved, and (c) the interrelationships between nation states (e.g., World War I and II, the Cold War, and European exploitation of the developing world)

There is no one model for every aspect of historical analysis. To prevent a narrow view of the past, each event should open up onto new events. According to Commager (1980) history embraces all aspects of life and thus to tackle any major issue in history, one must become involved in the analysis of all aspects of the issue. The study of history involves an understanding of many concepts, themes and generalizations. The following examples will form a conceptual framework for **World History 3201**:

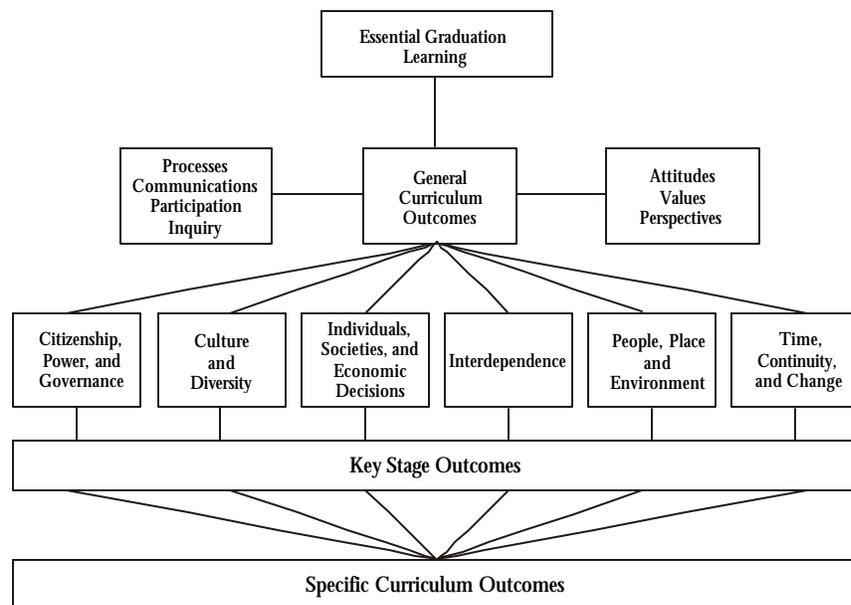
- **Change**. Change can be short-term (revolutionary) or long-term (evolutionary), and is often the result of social and political struggle.

- **Continuity.** Many elements of the past live on in the present (e.g., democratic institutions, family structure, capitalism) but they may readjust. Continuity with change (especially incremental or evolutionary change) is the normal path of history.
- **Cause.** Historians, by trying to understand why things changed in the past, can understand why things are changing today.
- **Consequence.** Historians, by investigating the impact of change, can understand the features of our current world.
- **Cultural diffusion.** No nation state is isolated; history shows the spread of ideas, religions and cultures with contact and borrowing.
- **Progress.** History demonstrates that change is not necessarily progress.
- **Awareness.** The negative aspects of the modern world - poverty, racism, violence, environmental degradation - are not natural states but have been produced by history, yet have been ignorant of that history. History promotes awareness of these issues.
- **Values.** History helps us appreciate the values of different political, cultural and economic systems.

Program Organization

Overview

The World History 3201 Curriculum Guide is based on the *Foundation for the Atlantic Canada Social Studies Curriculum* document. The general curriculum outcomes (GCOs), skills, and key-stage curriculum outcomes (KSCO) in the foundation document (including implicit and explicit statements on attitudes, values and perspectives) guided the development of the outcomes for this curriculum guide. The curriculum guide identifies the major themes and organizational structure of the course. It provides examples of how the course contributes to the attainment of the Essential Graduation Learnings and articulates the general curriculum outcomes for history as well as the specific curriculum outcomes for World History 3201.



Essential Graduation Learnings

What constitutes an appropriate education has been defined in terms of *The Atlantic Canada Framework for Essential Graduation Learnings in Schools (Newfoundland and Labrador version)* which are general statements describing what students should know and be able to do by the time they graduate from high school. These Essential Graduation Learnings cut across all subject areas, and all programs or courses should be designed to make it possible for students to achieve these learnings. The World History 3201 curriculum will play a vital role in the achievement of these learnings.

Aesthetic Expression - *Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

World History 3201 provides numerous opportunities to realize the outcomes related to aesthetic expression. In social studies classes, students should be encouraged to express their views on social issues through various forms of the arts beyond the traditional, common, written format. In addition, they are provided opportunities to examine how artists have expressed their views about the world over time. Whether analyzing historical artifacts or interpreting music and literature from various countries, students develop an appreciation of the role the arts play in interpreting our world and the world of others.

Citizenship - *Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.*

World History 3201 examines the responses of individuals and governments to political, economic, and social ideas and circumstances. More specifically, this course is designed to expose students to a range of economic, political, social and historical developments of humanity since the 1900's. The course recognizes that, without the ability to think critically and independently, citizens may fall victim to dogmatism and simplistic solutions to complex issues. In a democratic society it is the citizens who make decisions and who ultimately shape the solutions.

Communication - *Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.*

World History 3201 requires the student to listen critically to others; to evaluate and respond to their arguments; to read for understanding; to distinguish between the relevant and the irrelevant, and to identify perceptions and bias. Students are required to take a position on past and current issues and to defend that position in writing, discussion, and presentations using various mediums. Communication is implicit in social studies as students are asked to speak, listen, read, view, think, dramatize, research, articulate their thoughts, react and debate.

Personal Development - *Graduates will be able to continue to learn and to pursue an active healthy lifestyle.*

World History 3201 contributes to personal development and requires that we first know who we are, that we have a sense of identity, and that we know where we fit in a global context. As students explore immediate and expanding environments, they learn about themselves in the context of the world around them.

Problem Solving - *Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.*

World History 3201 provides a laboratory to explore the possible consequences of various policies in response to particular problems, and a frame of reference to analyze contemporary problems. An examination of such problems requires that students examine their assumptions, recognize the variety of perspectives and historical interpretations which have to be considered in developing an acceptable solution, separate relevant from irrelevant information, bias from fact, as well as frame and test hypotheses.

This course helps students to respond as citizens to the problems which confront the world today with reference to their historical, social, economic, political and geographic context. Thus, today's students will become tomorrow's citizens, able to effectively make the necessary decisions and solve problems in a critical and creative manner.

Spiritual and Moral Development - *Graduates will demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

Many of the ethical issues which confront today's students must be examined in the social studies. An appreciation of the changing nature of our world is implicit in this study.

Technological Competence - *Graduates will be able to use a variety of technologies, demonstrate understanding of technological applications, and apply appropriate technologies for solving problems.*

World History 3201 is designed to provide opportunities for students to explore and employ various technological sources and tools. As students use CD-ROMS, the Internet and various

multi-media resources to discover the world, past and present, they will be experiencing the role of technology in their own age and weighing the relative merits of this technology. The means by which they explore various social studies topics will illustrate the critical role that technology plays today, and has played through history.

Specifically, this course provides opportunities to study the effect technological development has on society. Students are required to analyze the social and economic consequences of technological innovation through the prism of the 20th Century.

General Curriculum Outcomes

Understandings

It is expected that students will develop an understanding of:

- Historical events that are the result of a combination of factors: political, social, intellectual, religious, and economic.
- Current events that have a historical context, having been caused or affected by past events.
- The role that significant individuals/leaders have played since 1900.
- How people since 1900 have attempted to solve economic, political and social problems through a variety of events and activities, including movements, revolution, social action, international cooperation, and the democratic process.
- The major scientific and technological developments since 1900 and their impact on the world.
- Capitalism and democracy and their impact on the world.
- Imperialism, nationalism, socialism, fascism, communism, and their relationship to economic and social changes.
- The causes and horrors of war and the necessity of preventing war.
- The role of prejudice and propaganda in influencing historical events and processes.
- The emergence of the new expanding interdependence of world and cultural communities.

Dispositions

It is expected that students will develop an appreciation for:

- The nature of history and its interdisciplinary framework.
- Human effort and achievement.
- Knowledge of the past as essential for understanding the present.

- The destructiveness of war and the value of peace.
- The value of equal opportunities for people regardless of gender, race, culture, and creed.
- Significant issues affecting the modern world.
- Their own evolving values and those in other societies in the 20th century.
- The arts as a way of understanding historical information.
- Cooperation and communication among/between societies.
- Universal citizenship.

Competencies

It is expected that students will develop abilities in:

- Critical thinking, creative thinking, decision making, and problem solving skills.
- Retrieving, analyzing, evaluating and synthesizing information relevant to 20th century history through listening, reading, viewing, and interviewing.
- Using a variety of resources to gather relevant information - e.g., textbooks, trade books, reference materials, periodicals, newspapers, primary documents, audio-visual materials, computer software, the Internet, the World Wide Web.
- Expressing ideas effectively in a variety of formats - e.g., written reports, oral reports, discussion, debate, dramatization, audio and video productions, multi-media productions, web-page creation.
- Group decision making, dialogue and social participation, through the use of democratic skills.
- Interpreting and constructing maps, diagrams, time lines and charts, to gain a space and time perspective of the modern world.
- Analyzing historical sources.
- Detecting cause and effect relationships.

Course Themes

I. World War I (1914-1918)

- Sources of Tension
- Causes and Events
- Impact of New War Technologies
- Processes Ending World War I

II. Challenges and Changes

- Political Developments in Tsarist Russia
- Emergence and Consolidation of Communism in Russia

- Rise of Fascism in Italy and Germany
- Causes of the Great Depression

III. International Tensions During the 1930s and World War II (1939-1945)

- Causes of International Tension and World War II Events
- Nazi Program of Genocide
- Wartime Conferences
- Formation of the United Nations

IV. The Cold War

- Cold War - Origins
- Cold War Incidents - Korea, Cuba and Vietnam
- Break-up of Soviet Union
- Collapse of Communism in Eastern Europe

V. Regional Developments in Post-World War II Africa, Asia and the Middle East

- Post-World War II Social, Economic and Political Challenges

VI. Challenges of the Modern Era

- Global Challenges (Security, Human Rights, Terrorism, Arms Proliferation, Re-emergent Nationalism, United Nations Peacemaking/Peacekeeping, European Union)

Organization

World History 3201 is a two credit course that is designed for a minimum of 110 hours of instructional time.

Each theme begins with an overview page that provides a brief description of the contents of the units within the theme. These are followed by a four column layout that includes the specific curriculum outcomes, sample teaching and learning strategies, sample assessment strategies and sample links with supplementary resources.

The curriculum guide for this course includes four columns for several reasons:

- to illustrate how learning experiences flow from the outcomes
- to illustrate the range of strategies for teaching and learning associated with specific outcomes
- to demonstrate the relationship between outcomes and assessment strategies
- to identify examples of supplementary resources teachers can use in connection with the outcomes

Instructional Planning

In planning and organizing this course, the General Curriculum Outcomes provide the broad framework, that is, they create the “big picture”. The SCOs for study must be made within the following context:

- Students are required to complete all SCOs in Units 1, 2, 3 and 4.
- Students are required to complete one of SCOs 5.1 or 5.2.
- Students are required to complete the one SCO in Unit 6.

In planning instruction for this course it is important to select teaching and learning strategies that are most appropriate for helping students achieve the specific curriculum outcomes and delineations. It is equally important to maintain a balance of emphasis in terms of the outcomes for the six units of the course. Also, critical to instructional planning is the alignment of evaluation with instruction and the outcomes. Thus, the relative emphasis upon the three thinking skills of knowing, applying and integrating during instruction must be reflected in the assessment of student’s work. To help achieve this planning, a table of specifications is provided.

An examination of the table of specifications on the following page shows that units 1 and 2 make up 45% of the course. Therefore, teachers should attempt to reflect this emphasis in their instruction. The remaining instructional time, 55%, is devoted to units 3, 4, 5, and 6. In planning assessments, the teacher should attempt to reflect the emphasis illustrated by the table. Student activities, projects or examination items that are at the knowledge level will be weighted 38%, those at the application level 40%, and at the integration level 22%.

**World History 3201: Table
of Specifications**

Theme	Thinking Competencies			Totals
	Knowing	Applying	Integrating	
1	8.4%	10.6%	3.9%	23.0%
2	9.7%	8.8%	3.9%	22.6%
3	9.7%	10.6%	5.3%	25.7%
4	4.4%	5.3%	3.9%	13.7%
5	2.6%	1.7%	2.6%	7.0%
6	2.6%	2.6%	2.6%	8.0%
Totals	37.6%	39.8%	22.6%	100%

Decision-making and organizational planning for students with diverse needs are guided by the process set out in the Department of Education document *Pathways to Programming and Graduation (1999)*.

Specific Curriculum Outcomes

Specific Curriculum Outcomes

Specific Curriculum Outcomes (SCOs) are a further delineation of the General Curriculum Outcomes for history. The SCOs and accompanying subset (delineations) which appear in column 1 of the curriculum guide are designed to give clear direction to teachers with respect to World History 3201. They set out what students are expected to know and be able to do as a result of their learning experiences in the course. These outcomes also assist educators in determining the most efficient resources and methodologies available to meet the needs of the student.

The skills and attitudes articulated in the General Curriculum Outcomes are integrated throughout the SCOs and related sample teaching/learning and assessment strategies. Each delineation is classified on a three-level hierarchy of thinking skills - from acquiring basic knowledge (knowing), to using this knowledge in new situations and analyzing relations (applying), and to reflecting and making judgements on this knowledge (integrating). The range of sample teaching and learning strategies in column 2 is used to achieve the outcomes articulated by the SCOs and delineations in column 1.

The SCOs and their delineations represent required learnings. Advance planning for the course and units should include consideration of the SCOs and their delineations and how they will be addressed and integrated within units and with other specific curriculum outcomes.

How to Use the Four-Column Layout

Unit Title — Unit 1: World War I (1914 - 1918)

Specific Curriculum Outcomes

This column includes a specific curriculum outcome for this unit along with the delineations for each outcome.

Specific Curriculum Outcomes	Sample Teaching/Learning Strategies
<p><i>SCO 1.1 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the cause of World War I, including the following delineations:</i></p> <p>1.1.1 Define imperialism, nationalism, colony, Triple Alliance, Triple Entente, ultimatum. (A)</p> <p>1.1.2 Identify on a map the major world empires in 1900. (A)</p> <p>1.1.3 Examine reasons for expansion of the major imperial powers at the turn of the twentieth century. (A)</p> <p>1.1.4 Examine the origins of World War I with reference to nationalism, economic rivalry (imperialism), arms race and military alliances. (A)</p> <p>1.1.5 Examine the role of Germany in the formation of military alliances before World War I with reference to: <ul style="list-style-type: none"> • Dual Alliance 1879 • Triple Alliance 1882 • Entente Cordiale 1907 </p> <p>1.1.6 Create a time line of the major steps to war between June 28 - August 6, 1914. (B)</p> <p>1.1.7 Evaluate the impact of the assassination of Archduke Franz Ferdinand on the outbreak of World War I in terms of: (D) <ul style="list-style-type: none"> • Serbian nationalism • Austria-Serbian relations • German government's response • Russian mobilization </p> <p>1.1.8 Assess how German and British attitudes toward war at the eve of World War I contributed to rivalry and conflict. (D)</p>	<p>Teachers should note that some delineations such as 1.1.2 and others throughout the guide may require the development of definitions for key terms, phrases or concepts, for example, military alliances.</p> <ul style="list-style-type: none"> • View videos and read historical sources on high profile personalities related to the outbreak of World War I. • Listen to patriotic songs popular in Europe on the eve of World War I. • Research statistics on arms production and military policies on the eve of World War I. • Divide into groups and discuss sources of international tension in early 20th Century Europe. • Locate newspaper accounts of Austria - Hungary's ultimatum to Serbia following the assassination of Franz Ferdinand. • Formulate a question and support an answer based on documentary evidence related to a topic in this section. The answer is to be written in the form of an essay that requires students to read and analyze the documents individually and then plan and construct an appropriate response based upon their interpretation of the documentary evidence as a whole. Specific mention of individual documents should occur within the essay's introduction and wherever points made in the essay. In no case should documents simply be cited and summarized. <p>Teacher Note: this will necessitate reviewing and/or teaching students how to write answers (essays) for document-based questions; for example:</p> <ul style="list-style-type: none"> - discuss the steps for essay writing; - explain key terms used in the questions, e.g., analyst, source, and compare; - distribute and discuss sample answers to a typical document-based question; - provide opportunities for practice and suggestions for improvement; and - prepare and share with students the rubric for evaluation.

Suggested Teaching/Learning Strategies

This column suggests a variety of instructional approaches that are appropriate for the learner. Teachers should consider these as examples that they might modify to suit the particular needs of their students.

Unit 1: World War I (1914 - 1918)

Suggested Assessment Strategy

This column offers a wide range of assessment strategies which may be used in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional strategies.

Sample Assessment Strategies	Educational Links
<ul style="list-style-type: none"> • Write a short biography of Otto von Bismarck, Wilhelm II, Franz Ferdinand and Gavrilo Princip. • Write nationalistic slogans and patriotic songs unknown for England, Germany and France in 1914. • Share research findings on arms production and military policies, immediately prior to WWI and debate their impact on international relations. • Prepare multi-media presentations on the underlying causes of World War I. • Draft a set of Austria - Hungary demands to Serbia resulting from the assassination of Franz Ferdinand that, if not met, will lead to war. 	<p>Print</p> <ul style="list-style-type: none"> • Baldwin, Spira, Strain, Cergies. <i>The Rise of the Global Village</i>. Toronto: McGraw-Hill Ryerson, Ltd. 1988 • Broeman, Josh. <i>The World Since 1900</i>. Scarborough, Ontario: Longman Group Ltd. 1989 • Crowe, David. <i>The Essentials of European History: 1914-1935: World War I and Europe in Crisis</i>. Vancouver: Research and Education Association 1997 • DeBorja, Neil. <i>The World This Century: Working with Evidence</i>. London: Bell and Hyman 1987 • Haines, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1995 • Kelly, Nigel and Whitlock, Murray. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Kriger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Lyons, M.V. <i>Investigating History: The Twentieth Century</i>. London: Macmillan Education Ltd. 1988 • Marshall, Richard (ed.) <i>Great Issues of the 20th Century: The Reader's Digest Association Ltd.</i> 1977 • Reynolds, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynolds, Fiona. <i>The Twentieth Century World (Resource Pack)</i>. Oxford: Heinemann 1995 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Cause of World War I</i> (2nd edition) educational and/or virtual inc. Pleasantville, New York 10578 • <i>The Great War and the Shaping of the 20th Century</i> (Episode One: Explosion) PBS Home Video • <i>The Game of Asper</i> (Teacher's Video Co.)

Educational Links

This column offers a listing of student resources which support the prescribed learning outcomes. A more extensive listing of resources with bibliographic detail is included in the Resource Section of this guide.

Program Outcomes

Unit 1: World War I (1914 - 1918)

Unit 1 examines the sources of tension among European nations that created the volatile political environment prior to the assassination of Archduke Franz Ferdinand which triggered war in 1914. Consideration will be given to the major causes and events of the war, the impact of new technologies applied to warfare, and the nature and terms of the peace process as the Allied Powers met at Versailles in January 1919.

1.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War I.

Delineations	Sample Teaching/Learning Strategies
<p>1.1.1 Define: imperialism, nationalism, colony, Triple Alliance, Triple Entente, ultimatum. (k)</p> <p>1.1.2 Identify on a map the major world empires in 1900. (k)</p> <p>1.1.3 Analyze reasons for expansion of the major imperial powers at the turn of the twentieth century. (a)</p> <p>1.1.4 Analyze the origins of World War I with reference to nationalism, economic rivalry (imperialism), arms race and military alliances. (a)</p> <p>1.1.5 Analyze the role of Germany in the formation of military alliances before World War I with reference to: (a)</p> <ul style="list-style-type: none"> • Dual Alliance 1879 • Triple Alliance 1882 • Reinsurance Treaty 1887 <p>1.1.6 Create a time line of the major steps to war between June 28 - August 4, 1914. (k)</p> <p>1.1.7 Draw conclusions about the impact of the assassination of Archduke Franz Ferdinand on the outbreak of World War I in terms of: (a)</p> <ul style="list-style-type: none"> • Serbian nationalism • Austro-Hungarian/Serbian relations • German government’s response • Russian mobilization <p>1.1.8 Assess how German and British attitudes toward war on the eve of World War I contributed to rivalry and conflict. (i)</p>	<p><i>Teachers should note that some delineations such as 1.1.2 and others throughout the guide may require the development of definitions for key terms, phrases or concepts, for example, military alliances.</i></p> <p>Teachers can have students</p> <ul style="list-style-type: none"> • View videos and read historical sources on high profile personalities related to the outbreak of World War I. • Listen to patriotic songs popular in Europe on the eve of World War I. • Research statistics on arms production and military policies on the eve of World War I. • Divide into groups and discuss sources of international tension in early 20th Century Europe. • Locate newspaper accounts of Austria - Hungary’s ultimatum to Serbia following the assassination of Franz Ferdinand. • Formulate a question and support an answer based on documentary evidence related to a topic in this section. The answer is to be written in the form of an essay that requires students to read and analyze the documents individually and then plan and construct an appropriate response based upon their interpretation of the documentary evidence as a whole. Specific mention of individual documents should occur within the essay to substantiate and illustrate points made in the essay. In no case should documents simply be cited and summarized. <p>Teacher Note: this will necessitate reviewing and/or teaching students how to write answers (essays) for document-based questions; for example:</p> <ul style="list-style-type: none"> • discuss the steps for essay writing; • explain key terms used in the question, e.g., analyze, assess, and compare; • distribute and critique sample answers to a typical document-based question; • provide opportunities for practice and suggestions for improvement; and • prepare and share with students the rubric for evaluation.

1.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War I.

Sample Assessment Strategies	Educational Links
<p><i>Students, could for example</i></p> <ul style="list-style-type: none"> • Write a short biography of Otto von Bismark, Wilhelm II, Franz Ferdinand and Gavrilo Princip. • Write nationalistic slogans and patriotic songs relevant for England, Germany and France in 1914. • Share research findings on arms production and military policies immediately prior to WWI, and debate their impact on international relations. • Prepare multi-media presentations on the underlying causes of World War I. • Draft a set of Austria - Hungary demands to Serbia resulting from the assassination of Franz Ferdinand that, if not met, will lead to war. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Crowe, David. <i>The Essentials of European History: 1914-1935: World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynoldson, Fiona. <i>The Twentieth Century World (Resource Pack)</i>. Oxford: Heinemann 1995 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Causes of World War I</i>, 2nd ed. (Educational Audio Visual Inc. Pleasantville, New York 10570) • <i>The Great War and the Shaping of the 20th Century</i>, Episode One: Explosion. (PBS Home Video) • <i>The Guns of August</i> (Teacher's Video Co.)

1.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of important events of World War I.

Delineations	Sample Teaching/Learning Strategies
<p>1.2.1 Define: Schlieffen Plan, Battles of the Marne 1914/1918, Battle of Tannenberg, Battle of the Somme (Beaumont - Hamel), Zimmerman Telegram, Treaty of Brest-Litovsk, armistice. (k)</p> <p>1.2.2 Identify on a map the main members of the Allied Powers and Central Powers. (k)</p> <p>1.2.3 Explain how trench warfare contributed to a stalemate on the Western Front. (a)</p> <p>1.2.4 Examine the impact of each new military technology on the nature of war during World War I: (a)</p> <ul style="list-style-type: none"> • machine guns • tanks • submarines • aircraft • gas <p>1.2.5 Compare and contrast the nature of the war on the Eastern and Western Fronts. (a)</p> <p>1.2.6 Describe two reasons the United States joined the Allied Powers in 1917. (k)</p> <p>1.2.7 Analyze how the American entry into World War I and the Russian withdrawal from World War I affected the Allied war effort and the war's outcome. (a)</p> <p>1.2.8 Analyze the social, economic and political impact World War I had on Canada. (a)</p> <ul style="list-style-type: none"> • social (change in the status of women) • economic (stimulation of Canadian industry) • political (greater Canadian role in international relations) <p>1.2.9 Assess the issue of responsibility for the outbreak of World War I. (i)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Read diary entries from World War I soldiers who served on the Eastern or Western Fronts to promote student awareness of the human experience of war. • Discuss the impact of new military technologies on the human experience and physical environment during World War I. • Draw a chart on the blackboard with columns to record negative effects on the Allied War effort resulting from Russia's withdrawal from World War I and positive effects resulting from the United States entry into World War I.

1.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of important events of World War I.

Sample Assessment Strategies	Educational Links
<p><i>Students can, for example</i></p> <ul style="list-style-type: none"> • Demonstrate historical empathy by assuming the role of a soldier fighting in the trenches on the Western Front and write a diary entry addressing the emotional and physical challenges experienced. • Prepare a collage of new military technologies (new for this time) and display on the classroom wall. • Participate in a panel discussion and debate on the impact of the Allied War effort resulting from the Russian withdrawal from World War I and the American entry into World War I. • Complete a group project for oral or multi-media presentation assessing blame for the outbreak of World War I. • Write newspaper headlines that might have appeared in Canadian newspapers during World War I to reflect the social, economic, or political impact the war had on Canada. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Brooman, Josh. <i>20th Century History Series: The Great War</i>. New York: Longman Group Ltd. 1985 • Crowe, David. <i>The Essentials of European History: 1914-1935- World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Krieger, Larry et. al. (Teacher's edition) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynoldson, Fiona. <i>The Twentieth Century World. (Resource Pack)</i> Oxford: Heinemann 1995 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Beaumont Hamel: A Battle Remembered</i> (Memorial University of Newfoundland) • <i>The Great War and the Shaping of the 20th Century</i> (PBS Home Video) • <i>The Guns of August</i> (Teacher's Video Co.) • <i>The Trenches</i> (BBC) • <i>Canada and the Great War 1914-1918 A Nation Born!</i> Available from Veterans Affairs Canada or by visiting: http://www.vac-acc.gc.ca/youth/sub.cfm?source=teachresources/edkits

1.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the peace process ending World War I.

Delineations	Sample Teaching/Learning Strategies
<p>1.3.1 Summarize Wilson’s Fourteen Points. (k)</p> <p>1.3.2 Analyze French and British objectives at the Paris Peace Conference. (a)</p> <p>1.3.3 Summarize the main terms of the Treaty of Versailles. (k)</p> <p>1.3.4 Draw conclusions about whether or not the Treaty of Versailles was a just peace treaty. (a)</p> <p>1.3.5 Explain the purpose for creating the League of Nations. (a)</p> <p>1.3.6 Predict what impact the Versailles Treaty might have on Germany and European stability during the post-war period. (i)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Research on-line biographical information on important political leaders and delegates at the Paris Peace Talks. • Debate the War Guilt clause of the Versailles Treaty. • Examine opposing historian views of the War Guilt clause of the Versailles Treaty. • Brainstorm the potential effects of imposing harsh peace conditions on Germany at Versailles.

1.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the peace process ending World War I.

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Choose personalities and role-play a debate over the peace terms presented to German officials at Versailles. Personalities include: <ul style="list-style-type: none"> • Woodrow Wilson • David Lloyd George • Georges Clemenceau • Count von Brockdorff-Ranzau • Conduct a questionnaire to measure student views on whether the War Guilt clause against Germany was fair or unfair. • Design a poster to highlight the main terms of the Treaty of Versailles. • Prepare a multi-media presentation on the League of Nations highlighting its mandate and challenges to achieving its aims. • Analyze documents to determine the impact the Versailles Treaty had on creating German bitterness shortly after World War I. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Brooman, Josh. <i>Twentieth Century History Series: The World Remade</i>. Longman Group Ltd. 1985 • Crowe, David. <i>The Essentials of European History: 1914-1935 World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Krieger, Larry et. al. (Teacher's edition) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource Pack) Oxford: Heinemann 1995 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>The Great War and the Shaping of the Twentieth Century</i>. (PBS Home Video)

Unit 2: Challenges and Changes

Unit 2 examines political developments in Russia from the early twentieth century to the 1930s, and the rise of totalitarian states in Italy and Germany during the interwar period. Topics covered include the demise of Tsarist Russia, the emergence and consolidation of Russian communism, and the rise of fascism in Italy and Germany.

2.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidation of communism in Russia

Delineations	Sample Teaching/Learning Strategies
<p>2.1.1 Define: Marxism, Bolsheviks, March Revolution, Provisional Government, Petrograd Soviet, November Revolution, “collectivization”, kulaks, Stalin “purges”. (k)</p> <p>2.1.2 Using historical documents explain Marx’s ideas on: (a)</p> <ul style="list-style-type: none"> • the relations between social classes; • work and economic value; • the bourgeoisie; and • the proletariat. <p>2.1.3 Analyze the impact of discontent in pre-revolutionary Russia by considering the: (a)</p> <ul style="list-style-type: none"> • autocratic government of Tsar Nicholas II; • plight of peasants and factory workers; • political reform demands by Liberals and Marxists; • impact of Russo-Japanese War and World War I; and • influence of Grigori Rasputin. <p>2.1.4 Evaluate how the policies of the Provisional Government led to its downfall and the Bolshevik takeover by examining: (i)</p> <ul style="list-style-type: none"> • the continued war effort; and • the postponed land reform. <p>2.1.5 Compare the roles of each political leader in the Russian Revolution. (a)</p> <ul style="list-style-type: none"> • Alexander Kerensky • Leon Trotsky • Vladimir Lenin • Nicholas II 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • View biographical or historical videos providing insight into the lives of people who played an important role in the Russian Revolution. • Examine primary sources related to the Russian Revolution for student analysis and discussion. • Brainstorm how the policies of the Provisional Government might be received by Russian peasants and soldiers. • Analyze documents dealing with experiences of Russian citizens during the Russian Revolution and the Stalin Era.

2.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidation of communism in Russia

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Provide written summaries of videos related to the Russian Revolution or people who played important roles in the Russian Revolution. • Write news headlines that might have appeared in a Petrograd newspaper in 1917. • Draft petitions of protest to Tsar Nicholas II in 1917 expressing a variety of concerns with political, social and economic conditions in Russia. • Complete a list of sentence fragments designed to reinforce awareness of unpopular policies of the Provisional Government. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Brooman, Josh. <i>Twentieth Century History Series: Stalin and the Soviet Union</i>. Longman Group Ltd. 1988 • Crowe, David. <i>The Essentials of European History: 1914-1935- World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Lyons, M.V. <i>Investigating History: The Twentieth Century</i>. London: Macmillan Education Ltd. 1988 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynoldson, Fiona. <i>The Twentieth Century World. (Resource Pack)</i> Oxford: Heinemann 1995 • Shuter, Jane. <i>Russia and the USSR 1905-1956</i>. Oxford: Heinemann 1996 • Shuter, Paul and Lewis, Terry. <i>Skills in History, Book 3 - The Twentieth Century</i>. Oxford: Heineman 1988

2.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidation of communism in Russia

Delineations	Sample Teaching/Learning Strategies
<p><i>(continued)</i></p> <p>2.1.6 Describe the events and immediate outcome of the Russian Civil War. (k)</p> <p>2.1.7 Analyze how the Treaty of Brest-Litovsk and “war communism” enabled Lenin to consolidate power in Russia. (a)</p> <p>2.1.8 Assess the economic and social impact of the New Economic Policy and Five Year Plans. (i)</p> <p>2.1.9 Analyze the methods Stalin used to exercise control over the Soviet people. (a)</p>	<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Analyze documents to assess the impact of Stalin’s policies on Soviet citizens. • Summarize Niccolb Machiavelli’s book <i>The Prince</i> for comparison with Satalin’s beliefs about gaining and maintaining political power.

2.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidation of communism in Russia

Sample Assessment Strategies	Educational Links
<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Write an obituary for Joseph Stalin addressing: <ul style="list-style-type: none"> • important events in his life • his beliefs • his successes and failures • Write summaries reflecting Machiavelli's and Stalin's views about the end justifying the means in politics. 	<p><i>(continued)</i></p> <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>From Czar to Stalin</i> (MPI HomeVideo, MPI Media Group) • <i>Joseph Stalin</i> (Arts and Entertainment Biography) • <i>Lenin</i> (A & E Biography) • <i>Nicholas I</i> (A & E Biography) • <i>Nicholas and Alexandra</i> (A & E Biography) • <i>Russia's War: Blood Upon The Snow</i> (PBS Home Video)

2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany.

Delineations	Sample Teaching/Learning Strategies
<p>2.2.1 Define: Weimar Republic, Munich Beer Hall Putsch, New Deal, Enabling Act, Gestapo, anti-semitism, Nuremburg Laws, Kristallnacht, March on Rome, Mein Kampf. (k)</p> <p>2.2.2 Analyze each basic element of fascism: (a)</p> <ul style="list-style-type: none"> • extreme nationalism • dictatorship • economic self-sufficiency • military strength and war <p>2.2.3 Assess how each of the following played an important role in Mussolini’s rise to power in Italy: (i)</p> <ul style="list-style-type: none"> • economic difficulties • weakness of coalition governments • industrialist fears of socialism and communism <p>2.2.4 Examine how each of the following posed a problem for the Weimar Republic and contributed to Hitler’s rise to power: (a)</p> <ul style="list-style-type: none"> • Treaty of Versailles • economic difficulties • fear of communism by the middle class and business leaders <p>2.2.5 Using historical documents explain how each of the following factors was a major cause of the Great Depression: (a)</p> <ul style="list-style-type: none"> • over-production and over-expansion by businesses • consumer overspending with credit during the Roaring Twenties • impact of high tariffs on international trade • too many purchases of stocks on credit 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Read documents and articles on the nature of fascism and share the key points with the class. • Read and interpret statistics and graphical information on inflation facing Weimar Germany and unemployment facing Germany from 1933-1939. • Listen to an audio recording of a political speech by Hitler or Mussolini to gain insight into the policies, beliefs, and character of each leader. • View a video addressing the economic and political climate in Italy that contributed to Mussolini’s rise to power.

2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany.

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Write slogans and quotations reflecting fascist ideology. • Write and deliver political speeches for Hitler addressing important issues to the Nazis. <ul style="list-style-type: none"> • anti-semitism • Treaty of Versailles • territorial expansion • economic growth • Sketch graphic organizers, e.g., pictures and graphs, to illustrate economic and political difficulties in Italy between 1920-1922. • Research documents from the Great Depression years to gain insight into the causes of the Depression and the impact it had on peoples' lives. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>Twentieth Century History Series: Hitler's Germany</i>. New York: Longman Group Ltd. 1985 • Brooman, Josh. <i>Twentieth Century History Series: Italy and Mussolini</i>. New York: Longman Group Ltd. 1985 • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Crowe, David. <i>The Essentials of European History: 1914-1935 World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Lee, Stephen. <i>Weimar and Nazi Germany</i>. Oxford: Heinemann 1996 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource Pack) Oxford: Heinemann 1995 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Anne Frank</i> (Buena Vista Home Entertainment, Inc.) • <i>Hitler: The Road to Power</i> (Best Film & Video Corp.) • <i>Mussolini</i> (A & E Biography) • <i>The Nazis</i> (BBC) • <i>The Speeches Collection: Adolph Hitler</i> (MPI Home Video, MPI Media Group)

2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany.

Delineations	Sample Teaching/Learning Strategies
<p><i>(continued)</i></p> <p>2.2.6 Use selected pieces of music, art, literature, or fashion to draw conclusions about the impact of the Great Depression on the daily lives of citizens. (a)</p> <p>2.2.7 Describe two domestic policies introduced by Mussolini and two introduced by Hitler to establish totalitarian states. (k)</p> <ul style="list-style-type: none"> • Mussolini - abolition of all political parties except the Fascist Party, and censorship of the press • Hitler - abolition of all political parties except the Nazi Party, and establishment of a secret police force (Gestapo) to purge government opposition <p>2.2.8 Analyze Nazi policies toward Jews, gypsies, communists, homosexuals and religious minorities. (a)</p>	<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Brainstorm how personal qualities and experiences might impact on leadership abilities. • Demonstrate historical empathy by reading and discussing selected excerpts from the <i>Diary of Anne Frank</i> to promote appreciation of her values and outlook on life.

2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany.

Sample Assessment Strategies	Educational Links
<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Think about and write down impressions while listening to a political speech by Hitler or Mussolini. <ul style="list-style-type: none"> • What is the speaker's key message? • What is the speaker's point of view? • How does the speaker's oratory style affect the impact of the message? • If the text of the speech is available, compare impressions from hearing the speech to impressions from reading the speech. • Write letters of protest to Hitler criticizing the nature of the Nazi totalitarian regime. 	

Unit 3: International Tensions During the 1930s and World War II (1939-1945)

Unit 3 examines international relations and the road to war during the 1930s with an emphasis on Hitler's territorial expansionist plans and the ineffectiveness of the League of Nations in dealing with threats to world peace. Coverage is also given to major events of World War II, the legacy of the Nazi program of genocide, the wartime conferences which helped shape post-war political developments and the formation of the United Nations.

3.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War II.

Delineations	Sample Teaching/Learning Strategies
<p>3.1.1 Define: Pan-Germanism, Lebensraum, Anschluss, Sudetenland, Munich Pact, Nazi-Soviet Pact. (k)</p> <p>3.1.2 Identify the two main military alliances of World War II and list two key members of each. (k)</p> <p>3.1.3 Analyze the League of Nation’s effectiveness in dealing with threats to world peace with reference to: (a)</p> <ul style="list-style-type: none"> • Japanese occupation of Manchuria 1931-1932 • Italian invasion of Ethiopia 1935 • German rearmament 1935 • German occupation of the Rhineland 1936 • Japanese all-out war against China 1937 <p>3.1.4 Analyze reasons for German expansion during the late 1930s. (a)</p> <p>3.1.5 Describe the policy of appeasement as it is related to German expansion and identify two reasons why Britain and France were prepared to follow this policy. (k)</p> <p>3.1.6 Evaluate the effectiveness of appeasement in containing the territorial expansion of Nazism. (i)</p> <p>3.1.7 Analyze documents to compare Winston Churchill’s views on appeasement with those of Neville Chamberlain. (a)</p> <p>3.1.8 Explain why Britain and France ended appeasement with Hitler’s demands on Poland. (a)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Use historical maps and atlases to study political boundaries, military alliances and other related information important to understanding conditions immediately prior to World War II. • Examine pictures of major political or military personalities, related to this SCO. • Demonstrate historical empathy by reading and summarizing excerpts from biographies or autobiographies of important political leaders who helped shape important international developments during the 1930’s. • Read and discuss excerpts from <i>Mein Kampf</i> pertaining to “lebensraum” and Hitler’s territorial expansion plans for Germany. • Work in groups to discuss views on appeasement as a policy in dealing with an international aggressor.

3.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War II.

Sample Assessment Strategies	Educational Links
<p>Students could, for example</p> <ul style="list-style-type: none"> • Trace a world map outlining national boundaries and label military alliances and member nations on the eve of World War II. • Prepare a photo album of historical figures and events important to understanding the outbreak of World War II. • Create a timeline of international events threatening world peace from 1931-1939. • Prepare a written summary of sections of <i>Mein Kampf</i> pertaining to Hitler’s plans for territorial expansion. • Analyze passages on appeasement to determine the different positions taken by Neville Chamberlain and Winston Churchill. • Colour and date areas of territorial expansion by Nazi Germany on a political map of Europe for the period between 1936-1939. • Role play a debate on the effectiveness of appeasement in dealing with territorial aggression by Hitler during the 1930s. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>20th Century History Series: Hitler’s Germany</i>. New York: Longman • Brooman, Josh. <i>20th Century History Series: Italy and Mussolini</i>. New York: Longman Group Ltd. 1985 • Brooman, Josh. <i>20th Century History Series: Roads To War</i>. New York: Longman • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989. • Crowe, David. <i>The Essentials of European History: 1914-1935- World War I and Europe in Crisis</i>. Piscataway: Research and Education Association 1997. • Friedrich, Otto. (1989, August 28) “World War II: When Darkness Fell”. Time pp. 24-42 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993. • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995. • Krieger, Larry. et. al. (Teacher’s ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992. • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995. • Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource Pack) Oxford: Heinemann 1995 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Causes of World War II</i>, 2nd ed. (Educational Audio Visual Inc. Pleasantville, New York 10570) • <i>Churchill</i> (A&E Biography) • <i>The Speeches Collection: Adolph Hitler</i> (MPI Home Video, MPI Media Group)

3.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.

Delineations	Sample Teaching/Learning Strategies
<p>3.2.1 Define: blitzkrieg, phoney war, Maginot Line, kamikazes. (k)</p> <p>3.2.2 Assess the early success of Germany in the first year of World War II. (i)</p> <p>3.2.3 Analyze two reasons why Britain was able to survive the Battle of Britain. (a)</p> <p>3.2.4 Describe the impact of the following key battles on the outcome of World War II: (a)</p> <ul style="list-style-type: none"> • Dunkirk evacuation • Battle of Britain • Operation Barbarossa • Battle of El Alamein • Battle of Stalingrad • Battle of the Atlantic • Battles of Midway and Coral Sea • Normandy invasion (D-Day) <p>3.2.5 Explain how the stationing of the American Pacific fleet in Pearl Harbour and American economic sanctions against Japan strained Japanese-American relations prior to the attack on Pearl Harbour. (a)</p> <p>3.2.6 Describe how each of the following factors contributed to American military success over Japan. (k)</p> <ul style="list-style-type: none"> • size of American fleet • more advanced technology and greater industrial strength <p>3.2.7 Analyze how the American entry into world War II affected the war's outcome. (a)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Use a graphic organizer to compare conventional weapons and approaches to military strategy for World Wars I and II. • Describe how advances in technology and the leadership of Winston Churchill played important roles in British success during the Battle of Britain. • Examine documents pertaining to early German military actions to assess the extent of German success or failure. • Examine sketchings of blitzkrieg tactics to promote student understanding of the tactical co-ordination between the assault air forces and mobile ground forces never achieved before in war. • Make links or connections between Hitler's personal military decisions and Germany's military setbacks. • Read documents and articles dealing with the reasons for Japan's attack on Pearl Harbour and share the key points with the class. • Role-play Wehrmacht military advisers making recommendations to Hitler on preparations for the invasion of Russia.

3.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Draw a strip cartoon to explain the blitzkrieg method of attack. • Present photos or models of R.A.F. and Luftwaffe aircraft used during the Battle of Britain. Assess advantages and disadvantages of each. • Create a timeline of German military success during the first year of World War II. • Prepare a photo album on major battles of World War II. • Complete a three column chart identifying economic, political and military reasons why Japan attacked Pearl Harbour. • Engage in group debate and discussion on whether or not the American use of atomic bombs against Japan was justified. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>Twentieth Century History Series: Roads to War</i>. New York: Longman Group Ltd. 1989 • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd 1989 • Crowe, David. <i>The Essentials of European History - Europe Since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997 • Friedrich, Otto. (1989, August 28) "World War II: When Darkness Fell". Time pp. 24-42 • Friedrich, Otto. (1989, Sept. 4) "World War II: When Darkness Fell". Time pp. 24-44 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford:Heinemann 1995 • Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource pack) Oxford: Heinemann 1995

3.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.

Delineations	Sample Teaching/Learning Strategies
<p><i>(continued)</i></p> <p>2.8 Judge whether or not the dropping of atomic bombs on Japan was justified. (i)</p> <p>3.2.9 Describe the tragedy of war with reference to each: (k)</p> <ul style="list-style-type: none"> • The Holocaust • Allied bombing of Dresden • Japanese treatment of prisoners of war 	<p><i>(continued)</i></p> <ul style="list-style-type: none"> • View a documentary video of the Holocaust and bring in guest speakers (e.g., survivors or relatives of victims) to reinforce student understanding of Hitler’s genocidal policies and other crimes against humanity. • Present articles in support of and against the American decision to drop atomic weapons on Japan during World War II.

3.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.

Sample Assessment Strategies	Educational Links
<p><i>(continued)</i></p> <ul style="list-style-type: none"> • Prepare a multi-media presentation on images of the Holocaust to capture the human experience. • Imagine being appointed as an advisor to President Truman, who has been informed by his military advisers that the United States is now in a position to end the war with Japan quickly by dropping an atomic bomb. What advice would you give him? <ul style="list-style-type: none"> • read about the events in your text and reflect on the choices. What advice would you give? For? Neutral? Against? Support your view with evidence. • reflect on the decision today. Was it the best possible decision? • in groups for and against, discuss the arguments you would put forward for defending or attacking Truman's decision. • present one of your arguments followed by an argument from the opposite side until all arguments are presented. • each side makes a short presentation summing up their side and refutes the arguments from the other side. • what criteria would you use to judge the debate and determine the winner? • in a paragraph synthesize the points of view expressed by both sides. 	<p><i>(continued)</i></p> <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>The Final Solution</i>, Vol. 3 (Thames Video Collection) • <i>The Holocaust: In Memory of Millions</i> (1994 Discovery Communications Inc.) • <i>World War II: Europe</i> (Time) • <i>World War II: Pacific</i> (Time) • <i>Voices of Survival</i> (Canadian Jewish Congress) • <i>Sacrifice, Achievement, Legacy - Canadians and the Second World War 1939-1945</i>, available from Veterans Affairs Canada by visiting http://www.vac-acc.gc.ca/youth/sub.cfm?source=teachresources/edkits

3.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of wartime conferences and political developments which helped shape the post-war period.

Delineations	Sample Teaching/Learning Strategies
<p>3.3.1 Define: Atlantic Charter, sphere-of-influence, Nuremberg Trials. (k)</p> <p>3.3.2 Describe the general agreements made at Yalta regarding the political future of Germany and Eastern Europe with reference to: (k)</p> <ul style="list-style-type: none"> • the division of Germany; and • free elections in Eastern Europe <p>3.3.3 Draw conclusions about how differing interpretations of the Yalta agreements between the Soviet Union and the West might pose future tension over Germany and Eastern Europe. (a)</p> <p>3.3.4 Analyze the decisions reached at Potsdam regarding contentious issues relating to Poland and Germany. (a)</p> <p>3.3.5 Evaluate how new leaders and technological developments increased tension at Potsdam. (i)</p> <p>3.3.6 Analyze the challenges faced by the United Nations with reference to its: (a)</p> <ul style="list-style-type: none"> • structure • purposes and principles <p>3.3.7 Use selected pieces of music, fashion, art or literature to show the impact of World War II on the daily lives of citizens. (a)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Research primary or secondary sources on wartime conferences to promote understanding of contentious issues. • View biographical or historical videos showing the positions taken by Churchill, Roosevelt, Truman and Stalin in wartime conferences. • Make a list of the types of economic, social, political and military concerns the United Nations was designed to deal with. • Participate in a panel discussion of students role-playing Churchill, Roosevelt, Truman, and Stalin to voice the perspectives and views each had at the war time conferences. • Use videos, pictures, music, and literary works to promote appreciation and awareness of cultural aspects of life during the 1930s and the World War II years.

3.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of wartime conferences and political developments which helped shape the post-war period.

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Analyze passages from wartime conferences or quotations from Roosevelt, Truman, Churchill and Stalin to determine differences in positions on the post-war political future of Europe. • Analyze primary or secondary sources to evaluate how changing personalities, political developments and technological developments affected wartime conferences. • Design a poster showing the structure, purposes and principles of the United Nations set down in 1945. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900 Sourcebook</i>. London:Longman Group Ltd. 1989 • Crowe, David. <i>The Essentials of European History - Europe Since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. (resource pack) Oxford: Heinemann 1995 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>The Legacy of Nuremberg</i>. (Films For The Humanities and Sciences.)

Unit 4: The Cold War

Unit 4 engages students in a study of the origins of the Cold War which developed between the United States and the Soviet Union when they emerged as rival superpowers at the end of World War II and into the post-war era. Unit 4 also fosters student insight into major focal points of the Cold War and the reforms of the Gorbachev Era which precipitated the collapse of communism in the Soviet Union and Eastern Europe.

4.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of how the Cold War began and its impact on Europe.

Delineations	Sample Teaching/Learning Strategies
<p>4.1.1 Define: Cold War, containment. (k)</p> <p>4.1.2 Analyze the impact of Churchill’s “Iron Curtain” speech and Stalin’s “two hostile camps” speech on the deterioration of Soviet-Western relations. (a)</p> <p>4.1.3 Analyze how the policy of containment was reflected in the Truman Doctrine, the Marshall Plan, Berlin Airlift, and the formation of NATO. (a)</p> <p>4.1.4 Evaluate the reaction of the Soviet Union to containment by referring to the Molotov Plan, Berlin Blockade, and formation of the Warsaw Pact. (i)</p> <p>4.1.5 Identify on a map NATO and Warsaw Pact members in 1955. (k)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • View a video covering Cold War developments in Europe from 1945-1955 and have them summarize and discuss these developments. • Examine a political map of Europe before and after World War II to show how political boundaries changed. • Work in teams to compete in a game of questions and charades based on Cold War events and personalities. • Present primary sources pertaining to the Molotov Plan, Berlin Blockage, and the formation of the Warsaw Pack to assess Soviet reaction to containment.

4.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of how the Cold War began and its impact on Europe.

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Construct a ‘Cold War Dictionary’ or ‘Fact Book’ of important events and personalities for the period 1945-1955. • Design an editorial page with writings and political cartoons pertinent to Cold War developments from 1945-1955. • Identify and label European countries having communist political systems in 1948. • Participate in a pro-American versus a pro-Soviet debate to assess responsibility for heightened East-West tension during Cold War European events to 1955. Issues for debate include: Iron Curtain Speech, “two hostile camps speech”, Truman Doctrine, Marshall Plan, Molotov Plan, Berlin Blockade, Berlin Airlift, NATO, Warsaw Pack. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Crowe, David. <i>The Essentials of European History - Europe since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Kelly, Nigel and Whittock, Martyn. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Krieger, Larry et. al. (Teacher’s ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. Oxford: Heinemann 1995 • Reynoldson, Fiona. <i>The Twentieth Century World</i>. (Resource Pack) Oxford: Heinemann 1995 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Cold War</i> (CNN)

4.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of major Cold War incidents outside Europe - spotlight Korea, Cuba, and Vietnam.

Delineations	Sample Teaching/Learning Strategies
<p>4.2.1 Define: Uniting for Peace resolution, veto, Viet Cong, Viet Minh. (k)</p> <p>4.2.2 Analyze the Korean War, Cuban Missile Crisis and Vietnam War from the following perspectives: (a)</p> <ul style="list-style-type: none"> • causes • results <p>4.2.3 Assess whether the Korean War provides a better example of American containment or United Nations peacemaking. (i)</p> <p>4.2.4 Use selected pieces of music, fashion, art or literature to draw conclusions about the impact of the Cold War Era thinking. (a)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Examine the world’s national political boundaries for the time period covered in SCO 4.2. Teachers can provide a large overhead transparency of the boundaries and have students colour Korea, Cuba and Vietnam. Next, they can have students label the personalities identified below over the country coloured on the map to which each is associated. • Complete a retrieval chart of the following political leaders and fill in one piece of information important to understanding the role each played in the Cold War: <ul style="list-style-type: none"> • Kim Il Sung • Syngman Rhee • Douglas MacArthur • Gamal Abdel Nasser • Fidel Castro • John F. Kennedy • Nikita Khrushchev • Ho Chi Minh • Ngo Dinh Diem • Lyndon Johnson • Joseph McCarthy • Participate in a panel discussion of students role-playing Kennedy, Khrushchev and Castro to voice differing leader perspectives on the causes of the Cuban Missile Crisis.

4.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of major Cold War incidents outside Europe - spotlight Korea, Cuba, and Vietnam.

Sample Assessment Strategies	Educational Links
<p>Students could, for example</p> <ul style="list-style-type: none"> • Collect photos of the political leaders identified in the <i>Suggested Teaching/Learning Strategies</i> column. They could research and present information related to each person. • Assume the role of an American citizen against American military operations in Vietnam during the Vietnam War and write a poem/song or prepare a poster of protest. • Engage in group debate to assess the importance of timing in the United States resolution for UN action against North Korea in 1950. • Conduct a questionnaire of classmates to measure student opinion regarding responsibility for the Cuban Missile Crisis. • Prepare group presentations (print and non-print) on the impact of music, fashion, art and literature on the Cold War Era. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Cold War</i> (CNN) • <i>Vietnam: Chronicle of a War</i> (CBS News) • <i>Thirteen Days</i> - Movie

4.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the end of the Cold War, the Break-up of the Soviet Union, and the collapse of communism in Eastern Europe.

Delineations	Sample Teaching/Learning Strategies
<p>4.3.1 Define: détente, Star Wars. (k)</p> <p>4.3.2 Analyze the impact of perestroika and glasnost on the economic and social conditions in the Soviet Union (a)</p> <p>4.3.3 Assess the impact of Gorbachev’s reform on Eastern Europe, the Soviet Union and the global community with reference to. (i)</p> <ul style="list-style-type: none"> • collapse of communism in Eastern Europe • re-unification of the two Germanys • end of the Cold War <p>4.3.4 Analyze each of the following challenges facing former Soviet Republics: (a)</p> <ul style="list-style-type: none"> • political reform • economic stability • ethnic relations 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Divide into groups to research and summarize the economic and social problems experienced in Russia when Mikhail Gorbachev took office in 1985. • View a video to assess the collapse of communism in Eastern Europe and the Soviet Union. • Examine statistics on economic and social conditions in Russia during the 1980’s. • Make links between political reform in the Soviet Union and political events in the Soviet Union’s satellite states of Eastern Europe. • Prepare a political map showing the fifteen republics of the former Soviet Union and highlight those republics that are now independent states.

4.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the end of the Cold War, the Break-up of the Soviet Union, and the collapse of communism in Eastern Europe.

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Create collages or multimedia presentations depicting images of social and economic conditions in Russia during the 1980's. • Prepare political platforms calling for economic reform in Russia for Mikhail Gorbachev and Boris Yeltsin during their power struggle in 1991. • Prepare editorials assessing the impact of Gorbachev's political and economic reforms on the demise of communism in Eastern Europe, the re-unification of East and West Germany, and the end of the Cold War. • Read and interpret graphs depicting economic data (GNP, inflation, etc.) for Russia during the 1980's. • Sketch images of the end of the Cold War and the collapse of communism in the Soviet Union and Eastern Europe. 	<p>Print</p> <ul style="list-style-type: none"> • Crowe, David. <i>The Essentials of European History - Europe Since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997 • Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 • Mazour, Anatole and Peoples, John. <i>World History: People and Nations</i>. Austin: Holt, Rinehart and Winston, Inc. 1993 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Cold War (CNN)</i>

**Unit 5: Regional
Developments in Post-
World War II Africa, Asia,
and the Middle East**

Unit 5 examines regional change and challenges of the post-World War II period. Nations of Africa, Asia and the Middle East provide interesting examples of countries faced with unique social, economic and political challenges.

5.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the challenges of nationalism and independence movements after World War II - spotlight India, Egypt, and South Africa

Delineations	Sample Teaching/Learning Strategies
<p>5.1.1 Define: self-determination, colonialism, Indian Independence Act, apartheid, African National Congress (k)</p> <p>5.1.2 Identify on a map the major colonial powers in the immediate years after World War II. (k)</p> <p>5.1.3 Given historical documents, explain the cause(s) of the Suez Crisis. (a)</p> <p>5.1.4 Analyze how the following factors led to the decline of colonialism in the post World War II period: (a)</p> <ul style="list-style-type: none"> • premises of the Atlantic Charter • colonial nationalist movements • cost of maintaining colonies • views towards colonialism by the United States and Soviet Union <p>5.1.5 Assess the methods used by Mahatma Gandhi, Gamal Abdel Nasser and Nelson Mandela to promote nationalism and independence, and judge the effectiveness of each. (i)</p> <p>5.1.6 Evaluate the political, economic and social impact of apartheid on race relations in South Africa. (i)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Label on a world map the major colonial powers and their colonial possessions at the end of World War II. • View videos profiling the lives of Mahatma Gandhi, Gamal Abdel Nasser and Nelson Mandela to promote student awareness of the values and beliefs of each, and the role each played in the cause of nationalism. • Analyze nationalistic quotations or writings of Mahatma Gandhi, Gamal Abdel Nasser and Nelson Mandela and discuss the ideas of each in class. • Present personal accounts of the impact of apartheid on living conditions and race relations in South Africa.

5.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the challenges of nationalism and independence movements after World War II - spotlight India, Egypt, and South Africa

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Write nationalistic articles that might have appeared in Indian, Egyptian or South African newspapers during the activist times of Mahatma Gandhi, Gamal Abdel Nasser or Nelson Mandella. • Assume the role of either Mahatma Gandhi, Gamal Abdel Nasser or Nelson Mandella addressing nationalists in their respective countries. They could prepare and deliver a speech to the class addressing important nationalistic goals and proposed methods to achieve these goals. • Sketch political cartoons to portray the political, social and economic impact of apartheid on race relations in South Africa. • Prepare position papers to argue the effectiveness of the methods employed by Gandhi, Nasser, and Mandella to achieve their political goals. • Propose and defend a human rights platform to condemn apartheid policies in South Africa. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Krieger, Larry et. al. (Teacher’s ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Gandhi</i> (A&E Biography) • <i>Mandella</i> (A&E Biography) • <i>Cold War</i> (CNN)

5.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected political, cultural and economic challenges of the Middle East during the second half of the twentieth century.

Delineations	Sample Teaching/Learning Strategies
<p>5.2.1 Define: Palestine Liberation Organization, Intifadah, Islamic fundamentalism, Zionism, jihad. (k)</p> <p>5.2.2 Analyze how the partitioning of Palestine triggered tension in the Middle East leading to Arab-Israel wars between 1948 and 1973. (a)</p> <p>5.2.3 Describe the Palestinian response to the establishment of Jewish settlements in the Occupied Territories. (k)</p> <p>5.2.4 Given historical documents of the following, describe efforts to establish peace in the Middle East: (a)</p> <ul style="list-style-type: none"> • Camp David Accord • Oslo Accord • Palestinian National Authority • Madrid Talks • Wye River Talks <p>5.2.5 Assess how oil revenues have impacted on developments in the Middle East with reference to: (i)</p> <ul style="list-style-type: none"> • modernization • Westernization • Islamic fundamentalism <p>5.2.6 Assess the United Nations response to Iraq’s invasion of Kuwait during the Persian Gulf War in 1991. (i)</p>	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Use historical atlases or maps for students to examine Israeli border changes from 1948 to current times. • Complete a chart on the blackboard of information relating to the causes and consequences of each of the following: <ul style="list-style-type: none"> • 1948 Arab-Israeli War • 1956 Suez Crisis • 1967 Six-Day War • 1973 Yom Kippur War • 1980 Iran-Iraq War • 1991 Persian Gulf War • Research Middle East peace initiatives outlined in 5.2.4 and report findings to the class. • Complete a chart of the following historical personalities and fill in one piece of information important to understanding the role each played in post-World War II political developments in the Middle East: <ul style="list-style-type: none"> • Gamal Abdel Nasser • Menachem Begin • Anwar Sadat • Jimmy Carter • Ruhollah Khomeini • Saddam Hussein • George Bush (Sr.) • Colin Powell • Yassir Arafat • Yitzhak Rabin • Shimon Peres • Benjamin Netanyahu • Ehud Barak • Ariel Sharon • Bill Clinton • Osama bin Laden • George W. Bush • Invite guest speakers to address the impact of oil revenues on Middle Eastern culture. • Use articles in newspapers at the time of the Persian Gulf War to assess United Nations’ justification for military action against Iraq.

5.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected political, cultural and economic challenges of the Middle East during the second half of the twentieth century.

Sample Assessment Strategies	Educational Links
<p>Students could, for example</p> <ul style="list-style-type: none"> • Make a timeline accompanied with pictures of important events in Israel-Palestinian relations from 1948 to current times. • Research and summarize newspaper articles covering the events of turmoil in the Middle East identified in the second <i>Sample Teaching and Learning Strategy</i> in column two. • Write summaries of the Middle East peace initiatives identified in 5.2.4. • Assume the role of a citizen of Bagdad and write diary entries of the impact of the Persian Gulf War and U.N. sanctions on Iraqi citizens. • Prepare a collage illustrating the impact oil revenues had on the Middle East with reference to modernization, westernization, and Islamic fundamentalism. Argue the pros and cons of this impact from the perspective of Middle Eastern people. • Write newspaper editorials defending or opposing the United Nations' response to Iraq's invasion of Kuwait in 1991. 	<p>Print</p> <ul style="list-style-type: none"> • Brooman, Josh. <i>The World Since 1900: Sourcebook</i>. London: Longman Group Ltd. 1989 • Crowe, David. <i>The Essentials of European History - Europe since 1935: From World War II to the Demise of Communism</i>. Piscataway: Research and Education Association 1997 • Heater, Derek. <i>Our World This Century</i>. New York: Oxford University Press 1993 • Krieger, Larry et. al. (Teacher's ed.) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1992 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>Fifty Years of Conflict</i> • <i>Wars In Peace: 6 Day War/Yom Kippur War</i> (Teacher's Video Inc. 1-800-262-8837)

Unit 6: Challenges of the Modern Era

Unit 6 addresses some of the key challenges facing the global community at the end of the twentieth century and into the twenty-first century. Pressing issues such as security, human rights, terrorism, arms proliferation, re-emergent nationalism, United Nations peacemaking/peacekeeping and the European Union are topics for examination.

6.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected security, economic and environmental challenges of the modern era

Delineations	Sample Teaching/Learning Strategies
<p>6.1.1 Define: arms proliferation, terrorism, human rights, ethnic cleansing. (k)</p> <p>6.1.2 Analyze examples to illustrate three peacekeeping roles that UN forces are sometimes called upon to perform in the trouble areas of the world: (a)</p> <ul style="list-style-type: none"> • mediation of disputes between conflicting parties • deployment of military forces to maintain peace in civil or international wars • deployment of military forces to ensure distribution of humanitarian aid <p>6.1.3 Analyze the role of recent UN peacemaking efforts in Somalia and Bosnia - Herzegovina. (a)</p> <p>6.1.4 Assess how the re-emergence of nationalism, ethnic diversity and religious differences have created conflict in: (i)</p> <ul style="list-style-type: none"> • former Yugoslavia • Rwanda • India-Pakistan <p>6.1.5 Assess how the quest for nuclear capability by Iraq, Iran, and North Korea have affected global security. (i)</p> <p>6.1.6 Analyze how terrorist attacks such as those on the World Trade Centre and suicide bombings in Israel have posed threats to world peace and security. (a)</p> <p>6.1.7 Explain how the European Union has moved toward greater economic integration with reference to: (k)</p> <ul style="list-style-type: none"> • common currency • trade policy 	<p><i>Teachers can have students</i></p> <ul style="list-style-type: none"> • Highlight Iraq, Kuwait, Somalia and Bosnia-Herzegovina on a world map and research and prepare group presentations on the effectiveness of UN peacekeeping efforts in these areas. • Choose an event discussed in this section they would like to have witnessed. Students could write essays explaining why they chose this event and what they hoped to learn about it. • Examine documents and case studies pertaining to global challenges of the modern era. Topics for consideration include: <ul style="list-style-type: none"> • terrorism • human rights • arms proliferation • View videos to evaluate how the re-emergence of nationalism, ethnic diversity, and religious differences have created conflict in the countries identified in delineation 6.1.4. • Research scholarly articles pertaining to the effect on global security posed by the nuclear arms programs as pursued by Iraq, Iran, and North Korea. • On a large map of Europe, use coloured string and pins to connect member nations of the European Union.

6.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected security, economic and environmental challenges of the modern era.

Sample Assessment Strategies	Educational Links
<p><i>Students could, for example</i></p> <ul style="list-style-type: none"> • Construct a Fact Book of personalities, terms, groups and events pertinent to this SCO, e.g., terrorist groups and international organizations. • Prepare a multi-media presentation on images of atrocities and human suffering in Israel and the Occupied Territories, former Yugoslavia and Rwanda resulting from such factors as nationalism, ethnic diversity and religious differences. • Conduct a seminar and prepare written critiques pertaining to delineation 6.1.4. • Develop graphic organizers such as sketchings and political cartoons to depict how the quest for nuclear capability by Iraq, Iran, and North Korea can affect global security. • Design a poster illustrating global concerns of the modern era related to terrorism, arms proliferation and human rights. • Prepare a collection of newspaper articles pertaining to economic and political issues related to the European Union and summarize the key issues or pose questions that can be answered by the articles. 	<p>Print</p> <ul style="list-style-type: none"> • Krieger, Larry et. al. (Teacher’s edition 4th) <i>World History: Perspectives on the Past</i>. Lexington: D.C. Heath and Company 1994 <p>Audio-Visual</p> <ul style="list-style-type: none"> • <i>The History of the European Monetary Union</i> (Films for the Humanities and Sciences)

The Instructional Environment

Resource-based Learning

The Department of Education for Newfoundland and Labrador endorses the philosophy for resource-based learning described in *Learning to Learn: Policies and Guidelines for the Implementation for Resource-based Learning in Newfoundland and Labrador Schools* (1991). It is a “philosophy of education which places the student at the centre, which advocates the provision of learning experiences that meet the needs of individual students and which actively involves them in the learning process” (*Learning to Learn*). In keeping with this philosophy, it is necessary to develop learning experiences which employ a variety of instructional strategies and use an expanded array of resources. Resource-based learning, as outlined in the *Learning to Learn* document, provides the framework for this kind of learning.

Resource-based learning has the following features:

- students actively participate in their learning
- a wide variety of resources is used
- teachers employ many different instructional techniques

Resource-based learning has many advantages. By placing students at the centre of the instructional process they:

- acquire skills and attitudes necessary for independent, lifelong learning. They learn how to learn, one of the fundamental aims of education; interact in group work, sharing and participating in a variety of situations;
- think critically and creatively, experimenting and taking risks as they become independent problem-solvers and decision-makers;
- make choices and accept responsibility for these choices, thereby making learning more relevant and personal. (*Learning to Learn*, p. 3-4).

Instructional Strategies

Effective instruction in World History 3201 builds on the general pedagogical approaches and teacher practices outlined in *A Framework for Social Studies: Navigating the Future* (1993). The Framework advocates the position that the most effective instructional approaches are resource based and eclectic in nature.

The classroom teacher chooses those instructional strategies and methods deemed most appropriate given the needs of the learner, the outcomes and the resources available.

The suggested approaches require balance between the teacher-centred transmission orientation and the more student-centred transaction and transformation orientations. Transmission approaches involve direct instruction such as lectures, didactic questions, structured overviews, and explicit teaching. The addition of transactional and transformation strategies will make for more effective instruction. For example, the instructional approaches of role play, debates, brain storming, co-operative learning groups, interviewing, and problem-solving can be employed. Other strategies such as research projects, case studies, reflective discussion and concept mapping can vary the ways in which students can learn. Information technologies such as video, CD-ROM and the Internet can bring the history of the 20th century into sharp focus with the actual recordings of events and personalities. Students can observe, for example, trench warfare, Hitler's oratory techniques, the social conditions of the 1930s, the building of the Berlin Wall and its final destruction. Students should also examine, where possible, different sources used to record and analyze historical and current events. They should examine copies of primary documents and read news accounts demonstrating different perspectives and interpretations.

Within the framework of resource-based learning, teachers should use a variety of instructional strategies in designing meaningful learning experiences for students in World History, to meet the different learning needs and styles of the students and to develop the competencies and dispositions outlined in the curriculum outcomes. Some of the delineations have built-in competencies that lend themselves to specific strategies. For example:

- 1.1.2 identify on a map...
- 1.3.4 draw conclusions about...
- 2.1.5 compare the roles...
- 2.2.5 using documents explain...
- 3.1.4 analyze resources for...
- 3.2.8 judge whether or not...
- 4.1.4 evaluate the reaction...
- 4.2.4 use documents to show...
- 5.1.5 assess the methods...
- 6.1.2 analyze document...

World History 3201 must go beyond the exclusive use of mastery level, note taking and an emphasis on facts and dates. To do this and employ strategies which are more transactional and transformational will require resources in addition to those which are prescribed for the course. A well-stocked learning resource centre housing a variety of print, non-print and electronic materials is invaluable to supplement and complement the text and meet the learning needs of the students. Electronic links to the Internet, other schools and other libraries is also desirable as more and more information becomes available in those formats. Teachers who diversify their instructional strategies to include these kinds of resources will find the course more professionally rewarding and their student's learning will be significantly enhanced.

Writing a Research Paper

Identify a Topic

The first and very important step in writing a research paper is choosing a topic. It should be a topic which is of interest, is important enough to be worth the time and well defined enough to find appropriate resources.

Once a general topic is identified it is necessary to narrow it down to a more specific purpose. For example, if a student is interested in the topic World War I, it might be appropriate to examine the causes of World War I or the impact of World War I on a particular country rather than trying to look at the topic in a more general way.

Develop a Thesis Statement

A thesis statement in a research paper expresses an opinion about the topic on which the whole paper is based. A research paper is not just the presentation of information, it is often a persuasion or argumentation paper which attempts to get a reader to accept a particular opinion or point of view. Everything in the paper depends on the thesis, for the entire purpose is to explain, clarify, define and illustrate it and thus persuade the reader of its truth.

Examples of thesis statements include:

- the change to a market economy in Russia has had a negative impact on the social welfare of many of the country's citizens.
- the Vietnam War is a "war that accomplished nothing".

- the policy of appeasement was responsible for the outbreak of World War II.
- the dropping of the A-Bomb on Hiroshima was a necessary action in World War II.

Locate Sources of Information

Students need to identify the main ideas and key words in the thesis statement and use these as headings to search for information on the topic. There are various places in a Learning Resource Centre to search for information such as:

A. The Reference Section

General information on many topics can be found in print encyclopedias, dictionaries, atlases, and yearbooks as well as a variety of other reference books. This is usually a good place to start research since it is possible to find a brief overview of the topic which provides a basis for making a more detailed search.

B. The General Collection (Fiction, Non-fiction, Audio-Visual Materials)

The card catalog, often as part of an on-line public access catalog, is a listing of all the materials which are housed in the Learning Resource Centre - books, audio-visual materials, etc. Students can look here under the headings they have identified to see if there are materials they can use. They need to note the call number of each item; check to see if it is available; find the item and scan its contents to see if it has information relevant to their topic and thesis statement; and check this material out for further examination.

C. Periodicals

Most resource centres have a fairly extensive collection of periodicals. Students can use the periodical indexes such as *The Canadian Index* and the *Abridged Guide to Periodical Literature* to find periodical articles relevant to the topic and thesis statement. They should make sure the periodicals identified are available in the resource centre.

D. Vertical File

Vertical files contain a variety of materials such as pamphlets, posters, brochures, and newspaper clippings on many different topics. Students should check the alphabetical listing to see if it contains anything on their topics.

E. CD-ROM

Most resource centres have a number of items on CD-ROM which may be helpful in your research. There are programs such as electronic encyclopedias, Canadian daily newspapers, electronic full-text magazine indexes, time-lines, and history programs. Information from these programs can usually be printed or can be saved to disk and accessed through a word-processing program.

E. Internet/World Wide Web

There is information available on the Internet relevant to many topics. If students have access to this resource, they may want to do an electronic search using one of the powerful electronic search engines available. Information may be downloaded to disk and accessed through a word-processing program.

It is important to evaluate the source of the information students find on the Internet. Publishing on this medium is open to everyone and the information may not always be accurate. There are various criteria available for evaluating Internet/World Wide Web sites. A good site to check for evaluation criteria is KATHY SCHROCK'S GUIDE FOR EDUCATORS at <http://www.capecod.net/Wixon/eval.htm>. This site contains critical checklists for evaluating web sites and also has links to other sources for evaluation.

G. Inter-library Loans

Resource centres usually have catalogs of audio-visual materials from places such as the National Film Board, the Public Libraries and the School Board District Media Centres. Materials can sometimes be borrowed from these centres by checking with the Learning Resource Teacher. Materials can also be borrowed by inter-library loan from public libraries and university libraries.

H. Human and Community Resources

There may be people in the community who have some expertise or have personally experienced a topic that students may be researching and may be willing to share these experiences. Interviews with these people can prove to be a valuable source of information. Students should make sure that relevant questions are formulated prior to the interview and that notes are taken during the interview. There may also be a variety of resources in the community such as public libraries, museums, government departments, associations, etc. which often provide pertinent information.

Record Sources of Information

It is important to make note of information sources. It may be necessary to go back to them in the course of the research and they will be needed for the bibliography. The following information should be recorded about each source - author, title, publisher, place of publication, copyright date, call number, and any other pertinent information.

Take Notes

Note-taking is an important part of the research process. It should be emphasized for students to read carefully and make sure that the information being recorded is relevant, not only to the topic but to the thesis statement. It is also important to ensure that the sources of information are accurate and reliable.

When taking notes it is critical to record the source of the information and the page numbers. Notes should be written as briefly as possible- key words and phrases, not complete sentences. If an item is used as a direct quote in the paper it must be copied exactly as it is written in the original source and enclosed in quotation marks.

Prepare an Outline

The outline is the framework for a research paper. It is the means by which students organize how the information in the paper will be presented beginning with the introduction and ending with the conclusion.

Write the First Draft of the Paper

When students are satisfied that they have enough information, they should begin to write the first draft of their paper. At this time all they need is the outline, the notes and a dictionary or thesaurus.

A research paper should consist of an introductory paragraph in which the topic is introduced and the thesis statement is established. This should be followed by a number of middle paragraphs focussing on the main arguments of the paper and the supporting evidence which has been found to reinforce them. A concluding paragraph should summarize the findings and restate the thesis statement.

Teachers should ensure that students include the necessary front matter (title page and table of contents), citations and bibliography; and use the proper format (MLA, APA, etc.) for their citations and works cited. It is a good idea to double space the draft as this gives room to make changes as they proofread and edit their work.

Edit and Proofread the Paper

Students should proofread the draft for errors in structure, spelling, grammar, punctuation, organization of information, etc. The student may need to do some editing to add information, to reorganize it or to delete irrelevant or redundant items. They may want to get a friend, classmate or parent to read their paper and provide some feedback before they write their final copy. At this stage there may also be an opportunity to get feedback from the teacher.

Prepare the Final Draft

Based on the feedback from the first draft and any new information they acquired, students should prepare the final copy of their paper. Students should pay particular attention to content, format, spelling, punctuation, grammar, etc. to ensure that their paper is the best that it can be. The paper may be used as an English component as well as for World History. Rubrics for evaluation are available on the Internet, e.g., from the Staffroom for Ontario's Teachers website: <http://www.odyssey.on/~elaine.coxon/rubrics.htm> and also in the English curriculum guides.

Evaluation

Introduction

Assessment is the systematic process of gathering information on student learning. Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information and making judgments or decisions based upon the information gathered.

Assessment and evaluation are essential components of teaching and learning in social studies. Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process is linked to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated, to students and others, send clear messages about what is really valued.

Teacher-developed assessments and evaluations have a wide variety of uses, such as

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting the needs of guidance and administration personnel

Assessment

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information, including, but not limited to:

- formal and informal observations
- work samples
- anecdotal records

- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questioning
- performance assessment
- peer-and self-assessment
- interviews
- rubrics
- simulations
- checklists
- questionnaires
- oral presentations
- role plays
- debates
- document-based questions
- panel discussion

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. *Principles for Fair Student Assessment Practices for Education in Canada* (1993) articulates five basic assessment principles.

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures that

- the best interests of the student are paramount
- assessment informs teaching and promotes learning

- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It consists primarily of collecting pertinent data, and organizing and analyzing such data to determine student progress and performance in relation to learning outcomes. Effective evaluation provides essential information both to teachers and students on the effectiveness of the teaching; the value of program content in relation to student's needs, progress, strengths and weaknesses; and the future direction of teaching and learning.

Effective and continuous evaluation is crucial to the successful teaching of World History 3201. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation takes place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose.

- Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of where students are and is not a measure of what they are capable of doing. The purpose is to analyze the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.
- Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. Formative evaluation is an indication of how things are going. It identifies a student's strengths and weaknesses with respect to specific curriculum outcomes so that necessary instructional adaptations can be made.
- Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used to report the extent to which curriculum outcomes have been achieved.

Resources

Authorized Resources

Zelinski, Draper, Quinlan, McFadden (1996). *Twentieth Century Viewpoints: An Interpretive History*. Don Mills: Oxford University Press.

Zelinski, Draper, Quinlan, McFadden (1996). *Twentieth Century Viewpoints: Teacher's Resource*. Don Mills: Oxford University Press.

Hundey, Magarrey (1995). *A Map History of the Modern World*. Toronto, Irwin Publishing.

Recommended Resources

Anthony, E. (1992). *The Human Venture*. Prentice Hall.

Heater, D. (1993). *Our World This Century*. Oxford University Press.

Hobsbawm, E. (1994). *Age of Extremes: The Short Twentieth Century - 1914-1991*. London, Michael Joseph.

Kelly, Nigel and Martyn Whittock (1995). *The 20th Century World*. Oxford: Heinemann.

Kelly, Nigel and Rosemary Rees (1996). *The Modern World*. Oxford: Heinemann.

Krieger, L.S., Neil, K., & Jantzen, S.L. (1997). *World History: Perspectives on the Past*. Boston, MA: Houghton Mifflin

Mason, J. (1994). *Old Empires, New Nations*. Harlow: Longman.

McKay, J.P., Hill, D. B., Buckler, J. (1998). *A History of World Societies*, (6th Edition). Boston: Houghton Mifflin Co.

Palmer, R.R., Joel G. Colton (2001). *A History of The Modern World* (9th Edition). Toronto: McGraw-Hill Book Co.

Piva, M. (Ed.) (1991). *The Twentieth-Century World: Selected Readings*. Toronto: Copp Clark Pitman.

Rampolla, M.L. (1995). *A Pocket Guide to Writing in History*. Boston: St. Martin's Press.

Roberts, M. (1994). *Europe: Divided and United*. Harlow: Longman.

Shuter, J. (1996). *Russia and the USSR 1905-1956*. Oxford: Heinemann.

Lembright, Robert (2002). *Annual Editions: Western Civilization, Volume II* (12th Edition). Connecticut: The Dushkin Publishing Group, Inc.

Spielvogel, Jackson J. (1999). *Western Civilization, Volume II, Since 13000*. St. Paul: West Publishing Company.

Vadney, T.E. (1992). *The World Since 1945* (2nd Edition). Toronto: Penguin.

Waugh, Steve (2001). *Essential Modern World History*. Cheltenham, UK: Nelson Thornes Ltd. (Available in Canada from Bacon and Hughes, Ottawa.)

Waugh, Steve (2001). *Essential Modern World History-AQA Exam Assessment Pack*. Cheltenham, UK: Nelson Thornes Ltd. (Available in Canada from Bacon and Hughes, Ottawa.)

Whittock, M. (1995). *Hitler and National Socialism*. Oxford: Heinemann.

Willoughby, S. (1995). *The Russian Revolution*. Oxford: Heinemann.

Winks, R.W., B. Crane, J.B. Christopher and R.K.L., Wolff. (1996). *A History of Civilization: Prehistory to the Present* (9th Edition). Englewood Cliff, N.J.: Prentice Hall.

Video

The following videos are very useful.

PBS

- *How Hitler Lost the War*
- *Summer of Sarajevo*
- *The Trenches*
- *Battle of Britain*
- *Dunkirk*

CBC Documentaries

- *Dunkirk*
- *The Passionate Eye: Remembering the Camps*

Classroom Videos Series

- *World War I and II*
- *The Roaring 20s*

Oxford University Press

- *The 20th Century Collection, A Video History*

World Wide Web Sites for Teaching Twentieth Century History

World War I

- <http://www.ku.edu/cgi-bin/search?pg=q&fmt=.&q= World+War+I>
- <http://www.gwpda.org/>
- <http://www.teachervision.com/tv/curriculum/lessonplans/index.html?s2>

Russian Revolution

- <http://www.activehistory.co.uk/GCSE/Russian.htm>
- <http://www.historyguide.org/europe/lecture5.html>

Great Depression

- http://www.educationworld.com/a_lesson/lesson147.shtml

World War II

- http://gi.grolier.com/wwii/wwii_mainpage.html
- <http://www.bbc.co.uk/history/war/wwtwo/index.htm>
- <http://www.vac-acc.gc.ca/general/sub.cfm?source=history/seconwar>
- <http://www.historychannel.com/home/index.html>
- <http://www.pbs.org>
- <http://www.historyplace.com/worldwar2>
- <http://www.historyguide.org/europe/lecture11.html>

Holocaust

- <http://www.teachervision.com/tv/curriculum/lessonplans/index.html?s2>
- <http://www.remember.org>
- <http://www.motlc.wiesenthal.com>

Post - World War II/ Cold War

- <http://www.teachervision.com/tv/curriculum/lessonplans/index.html>
- <http://www.pbs.org>
- <http://www.stmartin.edu/~dprice/cold.war.html>
- <http://www.history.acused.edu/gen/20th/coldwaro.html>
- <http://www.historyguide.org/europe/lecture14.html>

Gandhi Today

- <http://www.markshep.com/nonviolence>

Korean War

- <http://kimsoft.com/korea/eyewit.htm>

Modern World History (General)

- <http://www.bbc.co.uk/education/modern/mainmenu/mainfla.html>
- <http://www.bbc.co.uk/education/gesebitsize/history/index.shtml>

- <http://www.bbc.co.uk/schools/gcsebitesize/>
- <http://www.education.indiana.edu/~socialst/general.history.htm>
- <http://www.historylearningsite.co.uk/modernworldhistory.htm>
- http://www.essaybank.co.uk/free_coursework1263.html
- <http://www.ceismc.gatech.edu/busyt/hers.html>
- <http://www.members.cox.net/jpharmon/world.html>
- <http://www.besthistorysites.net/>
- <http://www.historychannel.com/home/index.html>
- <http://killeenroos.com/link/war.htm>
- <http://www.historyguide.org/resources.html>

Daily News

- The Telegram - thetelegram.com
- Halifax Daily News - <http://www.hfxnews.com/media/daily>
- Yahoo - <http://www.beta.yahoo.com/headlines>
- CNN Interactive - <http://www.cnn.com>
- ABC News - <http://www.abcnews.com>
- NBC News - <http://www.nbc.com>
- New York Times - <http://www.nytimes.com>
- CBC - <http://www.cbc.com>

Organizations

- Amnesty International - <http://www.igc.apc.org/amnesty>
- Oxfam Home Page - <http://www.oneworld.org/oxfam/>
- NATO - <http://www.nato.int/home/html>
- United Nations - <http://www.un.org>
- World Bank - <http://www.worldbank.org>
- World Health Organization - <http://www.who.ch/>

History Skills/ Exam Preparation

- <http://academic.bowdoin.edu/WritingGuides/reading/html/index.shtml>
- <http://campus.northpark.edu/history/Classes/Basics/UsingSources.html>
- <http://www.historyguide.org/>
- <http://heinemann.co.uk/secondary>
- <http://www.bced.gov.bc.ca/exams/search/exsection.html>

Appendix

Specific Curriculum Outcomes

- 1.1 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War I.**
- 1.1.1 Define: imperialism, nationalism, colony, Triple Alliance, Triple Entente, ultimatum. (k)
- 1.1.2 Identify on a map the major world empires in 1900. (k)
- 1.1.3 Analyze reasons for expansion of the major imperial powers at the turn of the twentieth century. (a)
- 1.1.4 Analyze the origins of World War I with reference to nationalism, economic rivalry (imperialism), arms race and military alliances. (a)
- 1.1.5 Analyze the role of Germany in the formation of military alliances before World War I with reference to: (a)
- Dual Alliance 1879
 - Triple Alliance 1882
 - Reinsurance Treaty 1887
- 1.1.6 Create a time line of the major steps to war between June 28 - August 4, 1914. (k)
- 1.1.7 Draw conclusions about the impact of the assassination of Archduke Franz Ferdinand on the outbreak of World War I in terms of: (a)
- Serbian nationalism
 - Austro-Hungarian /Serbian relations
 - German government's response
 - Russian mobilization
- 1.1.8 Assess how German and British attitudes toward war on the eve of World War I contributed to rivalry and conflict. (i)
- 1.2 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of important events of World War I.**
- 1.2.1 Define: Schlieffen Plan, Battles of the Marne 1914/1918, Battle of Tannenberg, Battle of the Somme (Beaumont - Hamel), Zimmerman Telegram, Treaty of Brest-Litovsk, armistice. (k)
- 1.2.2 Identify on a map the main members of the Allied Powers and Central Powers. (k)
- 1.2.3 Explain how trench warfare contributed to a stalemate on the Western Front. (a)
- 1.2.4 Examine the impact of each new military technology on the nature of war during World War I: (a)
- machine guns
 - tanks
 - submarines
 - aircraft
 - gas
- 1.2.5 Compare and contrast the nature of the war on the Eastern and Western Fronts. (a)
- 1.2.6 Describe two reasons the United States joined the Allied Powers in 1917. (k)

- 1.2.7 Analyze how the American entry into World War I and the Russian withdrawal from World War I affected the Allied war effort and the war's outcome. (a)
- 1.2.8 Analyze the social, economic and political impact World War I had on Canada. (a)
- social (change in the status of women)
 - economic (e.g., stimulation of Canadian industry)
 - political (greater Canadian role in international relations)
- 1.2.9 Assess the issue of responsibility for the outbreak of World War I. (i)

1.3 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the peace process ending World War I.

- 1.3.1 Summarize Wilson's Fourteen Points. (k)
- 1.3.2 Analyze French and British objectives at the Paris Peace Conference. (a)
- 1.3.3 Summarize the main terms of the Treaty of Versailles. (k)
- 1.3.4 Draw conclusions about whether or not the Treaty of Versailles was a just peace treaty. (a)
- 1.3.5 Explain the purpose for creating the League of Nations. (a)
- 1.3.6 Predict what impact the Versailles Treaty might have on Germany and European stability during the post-war period. (i)

2.1 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the emergence and consolidation of communism in Russia.

- 2.1.1 Define: Marxism, Bolsheviks, March Revolution, Provisional Government, Petrograd Soviet, November Revolution, "collectivization", kulaks, Stalin "purges". (k)
- 2.1.2 Using historical documents explain Marx's ideas on: (a)
- the relations between social classes;
 - work and economic value;
 - the bourgeoisie; and
 - the proletariat.
- 2.1.3 Analyze the impact of discontent in pre-revolutionary Russia by considering the: (a)
- autocratic government of Tsar Nicholas II;
 - plight of peasants and factory workers;
 - political reform demands by Liberals and Marxists;
 - impact of Russo-Japanese War and World War I; and
 - influence of Grigori Rasputin.
- 2.1.4 Evaluate how the policies of the Provisional Government led to its downfall and the Bolshevik takeover by examining: (i)
- the continued war effort; and
 - the postponed land reform.
- 2.1.5 Compare the roles of each political leader in the Russian Revolution. (a)
- Alexander Kerensky
 - Leon Trotsky
 - Vladimir Lenin
 - Nicholas II
- 2.1.6 Describe the events and immediate outcome of the Russian Civil War. (k)

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- 2.1.7 Analyze how the Treaty of Brest-Litovsk and “war communism” enabled Lenin to consolidate power in Russia. (a)
- 2.1.8 Assess the economic and social impact of the New Economic Policy and Five Year Plans. (i)
- 2.1.9 Analyze the methods Stalin used to exercise control over the Soviet people. (a)
- 2.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the Great Depression and the emergence and nature of fascism in Italy and Germany, including the following delineations:**
- 2.2.1 Define: Weimar Republic, Munich Beer Hall Putsch, New Deal, Enabling Act, Gestapo, anti-semitism, Nuremberg Laws, Kristallnacht, March on Rome, Mein Kampf. (k)
- 2.2.2 Analyze each basic element of fascism: (a)
- extreme nationalism
 - dictatorship
 - economic self-sufficiency
 - military strength and war
- 2.2.3 Assess how each of the following played an important role in Mussolini’s rise to power in Italy: (i)
- economic difficulties
 - weakness of coalition governments
 - industrialist fears of socialism and communism
- 2.2.4 Examine how each of the following posed a problem for the Weimar Republic and contributed to Hitler’s rise to power: (a)
- Treaty of Versailles
 - economic difficulties
 - fear of communism by the middle class and business leaders
- 2.2.5 Using historical document explain how each of the following factors was a major cause of the Great Depression: (a)
- over-production and over-expansion by businesses
 - consumer overspending with credit during the Roaring Twenties
 - impact of high tariffs on international trade
 - too many purchases of stocks on credit
- 2.2.6 Use selected pieces of music, art, literature, or fashion to draw conclusions about the impact of the Great Depression on the daily lives of citizens. (a)
- 2.2.7 Describe two domestic policies introduced by Mussolini and two introduced by Hitler to establish totalitarian states. (k)
- Mussolini
 - abolition of all political parties except the Fascist Party
 - censorship of the press
 - Hitler
 - abolition of all political parties except the Nazi Party
 - establishment of a secret police force (Gestapo) to purge government opposition
- 2.2.8 Analyze Nazi policies toward Jews, gypsies, communists, homosexuals and religious minorities. (a)

3.1 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the causes of World War II.

- 3.1.1 Define: Pan-Germanism, Lebensraum, Anschluss, Sudetenland, Munich Pact, Nazi-Soviet Pact. (k)
- 3.1.2 Identify the two main military alliances of World War II and list three key members of each. (k)
- 3.1.3 Analyze the League of Nation's effectiveness in dealing with threats to world peace with reference to: (a)
 - Japanese occupation of Manchuria 1931-1932
 - Italian invasion of Ethiopia 1935
 - German rearmament 1935
 - German occupation of the Rhineland 1936
 - Japanese all-out war against China 1937
- 3.1.4 Analyze reasons for German expansion during the late 1930s. (a)
- 3.1.5 Describe the policy of appeasement as it is related to German expansion and identify two reasons why Britain and France were prepared to follow this policy. (k)
- 3.1.6 Evaluate the effectiveness of appeasement in containing the territorial expansion of Nazism. (i)
- 3.1.7 Analyze documents to compare Winston Churchill's views on appeasement with those of Neville Chamberlain. (a)
- 3.1.8 Explain why Britain and France ended appeasement with Hitler's demands on Poland. (a)

3.2 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the events of World War II.

- 3.2.1 Define: blitzkrieg, phoney war, Maginot Line, kamikazes. (k)
- 3.2.2 Assess the early success of Germany in the first year of World War II. (i)
- 3.2.3 Analyze two reasons why Britain was able to survive the Battle of Britain. (a)
- 3.2.4 Describe the impact of the following key battles on the outcome of World War II: (a)
 - Dunkirk evacuation
 - Battle of Britain
 - Operation Barbarossa
 - Battle of El Alamein
 - Battle of Stalingrad
 - Battle of the Atlantic
 - Battles of Midway and Coral Sea
 - Normandy invasion (D-Day)
- 3.2.5 Explain how the stationing of the American Pacific fleet in Pearl Harbour and American economic sanctions against Japan strained Japanese-American relations prior to the attack on Pearl Harbour. (a)
- 3.2.6 Describe how each of the following factors contributed to American military success over Japan. (k)
 - size of American fleet
 - more advanced technology and greater industrial strength
- 3.2.7 Draw conclusions about how the American entry into world War II affected the war's outcome. (a)
- 3.2.8 Judge whether or not the dropping of atomic bombs on Japan was justified. (i)

3.2.9 Describe the tragedy of war with reference to each: (a)

- The Holocaust
- Allied bombing of Dresden
- Japanese treatment of prisoners of war

3.3 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of wartime conferences and political developments which helped shape the post-war period.

3.3.1 Define: Atlantic Charter, sphere-of-influence, Nuremberg Trials. (k)

3.3.2 Describe the general agreements made at Yalta regarding the political future of Germany and Eastern Europe with reference to: (k)

- the division of Germany
- free elections in Eastern Europe

3.3.3 Draw conclusions about how differing interpretations of the Yalta agreements between the Soviet Union and the West might pose future tension over Germany and Eastern Europe. (a)

3.3.4 Analyze the decisions reached at Potsdam regarding contentious issues relating to Poland and Germany. (a)

3.3.5 Evaluate how new leaders and technological developments increased tension at Potsdam. (i)

3.3.6 Analyze the challenges faced by the United Nations with reference to its: (a)

- structure
- purposes and principles

3.3.7 Use selected pieces of music, fashion, art or literature to show the impact of World War II on the daily lives of citizens. (a)

4.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of how the Cold War began and its impact on Europe.

4.1.1 Define: Cold War, containment. (k)

4.1.2 Analyze the impact of Churchill's "Iron Curtain" speech and Stalin's "two hostile camps" speech on the deterioration of Soviet-Western relations. (a)

4.1.3 Analyze how the policy of containment was reflected in the Truman Doctrine, the Marshall Plan and the formation of NATO. (a)

4.1.4 Evaluate the reaction of the Soviet Union to containment by referring to the Molotov Plan, Berlin Blockade/Airlift and formation of the Warsaw Pact. (i)

4.1.5 Identify on a map NATO and Warsaw Pact members in 1955. (k)

4.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of major Cold War incidents outside Europe-spotlight Korea, Cuba and Vietnam.

4.2.1 Define: Uniting for Peace resolution, veto, Viet Cong, Viet Minh. (k)

4.2.2 Analyze the Korean War, Cuban Missile Crisis and Vietnam War from the following perspectives: (a)

- causes
- results

- 4.2.3 Assess whether the Korean War provides a better example of American containment or United Nations peacemaking. (i)
- 4.2.4 Use selected pieces of music, fashion, art or literature to draw conclusions about the impact of the Cold War era thinking. (a)

4.3 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the end of the Cold War; the break-up of the Soviet Union, and the collapse of communism in Eastern Europe.

- 4.3.1 Define: détente, Star Wars. (k)
- 4.3.2 Analyze the impact of perestroika and glasnost on the economic and social conditions in the Soviet Union (a)
- 4.3.3 Assess the impact of Gorbachev's reform on Eastern Europe, the Soviet Union and the global community with reference to: (i)
- collapse of communism in Eastern Europe
 - re-unification of the two Germanys
 - end of the Cold War
- 4.3.4 Analyze each of the following challenges facing former Soviet republics: (a)
- political reform
 - economic stability
 - ethnic relations

5.1 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of the challenges of nationalism and independence movements after World War II - spotlight India, Egypt, and South Africa

- 5.1.1 Define: self-determination, colonialism, Indian Independence Act, apartheid, African National Congress (k)
- 5.1.2 Identify on a map the major colonial powers in the immediate years after World War II. (k)
- 5.1.3 Given historical documents, explain the cause of the Suez Crisis. (a)
- 5.1.4 Analyze how the following factors led to the decline of colonialism in the post-World War II period: (a)
- premises of the Atlantic Charter
 - colonial nationalist movements
 - cost of maintaining colonies
 - views towards colonialism by the United States and Soviet Union
- 5.1.5 Assess the methods used by Mahatma Gandhi, Gamal Abdel Nasser and Nelson Mandela to promote nationalism and independence, and judge the effectiveness of each. (i)
- 5.1.6 Evaluate the political, economic and social impact of apartheid on race relations in South Africa. (i)

5.2 Students will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected political, cultural and economic challenges of the Middle East during the second half of the twentieth century.

- 5.2.1 Define: Palestine Liberation Organization, Intifadah, Islamic fundamentalism, Zionism, jihad. (k)

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- 5.2.2 Analyze how the partitioning of Palestine triggered tension in the Middle East leading to Arab-Israel wars between 1948-1973. (a)
- 5.2.3 Describe the Palestinian response to the establishment of Jewish settlements in the Occupied Territories. (k)
- 5.2.4 Given historical documents of the following, describe efforts to establish peace in the Middle East: (a)
- Camp David Accord
 - Oslo Accord
 - Palestinian National Authority
 - Madrid Talks
 - Wye River Talks
- 5.2.5 Assess how oil revenues have impacted on developments in the Middle East with reference to: (i)
- Modernization
 - Westernization
 - Islamic fundamentalism
- 5.2.6 Assess the United Nations response to Iraq's invasion of Kuwait during the Persian Gulf War in 1991. (i)
- 6.1 The student will be expected to draw upon primary and/or secondary sources to demonstrate an understanding of selected security, economic and environmental challenges of the modern era**
- 6.1.1 Define: arms proliferation, terrorism, human rights, ethnic cleansing. (k)
- 6.1.2 Analyze examples to illustrate three peacekeeping roles that UN forces are sometimes called upon to perform in troubled areas. (a)
- mediation of disputes between conflicting parties
 - deployment of military forces to maintain peace in civil or international wars
 - deployment of military forces to ensure distribution of humanitarian aid
- 6.1.3 Analyze the role of recent UN peacemaking efforts in Somalia and Bosnia - Herzegovina. (a)
- 6.1.4 Assess how the re-emergence of nationalism, ethnic diversity and religious differences have created conflict in: (i)
- former Yugoslavia
 - Rwanda
 - India-Pakistan
- 6.1.6 Assess how the quest for nuclear capability by Iraq and North Korea have affected global security. (i)
- 6.1.7 Analyze how terrorist attacks such as those on the World Trade Centre and suicide bombings in Israel have posed threats to world peace and security. (a)
- 6.1.8 Explain how the European Union has moved toward greater economic integration with reference to: (k)
- common currency
 - trade policy

