

Public and Catholic District School Board Writing Partnerships

Course Profile

Twentieth-Century History: Global and Regional Perspectives

Grade 11

Open

CHT30

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

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Course Overview

Twentieth-Century History: Global and Regional Perspectives, Grade 11, Open, CHT30

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

Secondary Policy Document: *The Ontario Curriculum Grades 11 and 12, Canada and World Studies*

Course Description

This course focuses on events and issues in twentieth-century world history. Students analyse issues relating to the two world wars, the Cold War, post-1945 regional conflicts, human rights, changes in everyday life, and the problems facing developing countries. The skills and knowledge developed in the course will help students understand and analyse the challenges facing peoples, both historically and at the present time, in various parts of the world.

How This Course Supports the Ontario Catholic School Graduate Expectations

Catholic teachers have a unique opportunity to introduce students to their rich intellectual, philosophical, and theological heritage as tools for viewing historical and contemporary political and social realities. The Church has addressed most of the general areas dealt with in this course, based on philosophical and theological principles. Church teachings provide a Catholic framework for learning and analysing events. Specifically, the Church's teachings on social justice, the sacredness of human life, and economic and social equity form the foundation upon which students examine the twentieth century. Students are challenged to look at world events from a 'gospel perspective' and are encouraged to make connections between values of the gospel and those of the present.

Course Notes

This course focuses on the dynamism of the twentieth century as it affects the world's inhabitants in national, regional, and global contexts. Emphasis is placed on defining the concept of 'progress' as interpreted through the eyes of diverse members of our global community. Students are challenged to widen their perspectives and to consider the history of the twentieth century from quite different viewpoints.

This course confronts the teacher with at least two significant challenges. First, the Open designation requires a flexible approach to course design and application. Second, the broad content parameters, the history of the twentieth century in a global and regional context, are so extensive as to require strongly-focused structural guidelines in terms of both content and delivery, in order to effectively and efficiently meet the course expectations.

The structure proposed in this profile consists of six units. Units 1 and 2 undertake a chronological study of the first half of the century, specifically 1900 to 1945. This chronological approach is employed in order to provide a familiar and comfortable framework for students, given that they experienced a parallel approach in the Grade 10 Canadian History curriculum (CHC2D, CHC2P). This should allow students to 'reconnect' to the learning of the earlier course and reinforce that knowledge and skill development. These two units should provide, as well, the opportunity for extensive initial diagnostic assessment.

In Units 3, 4, and 5, however, the method of inquiry changes. The second half of the century is considered through three general thematic areas, political, economic, and social history, in order to introduce the student to an alternative methodology in the study of history. In these units, timelines and chronology are employed to augment the thematic study. Consistent with Units 1 and 2, this thematic approach allows for a flexible structure in order to entertain both a global and regional consideration of the material as well as allowing local needs to be met.

Unit 6 is the culminating activity of the course and involves the implementation of an ongoing, comprehensive study. The suggested activity involves each student in an individualized study of the contemporary condition of a selected nation, through the creation of a National Portfolio. The student is introduced to the activity in Unit 1, and activities associated with the Portfolio are closely integrated into each successive unit. The activity provides a wide range of summative opportunities, and Unit 6 is designed to that purpose.

Units: Titles and Times

* Unit 1	Challenges to the Established Order: The World at the Turn of the 20th Century (1900-1919)	22 hours
Unit 2	After the Great War: A Search for Answers (1920-1945)	22 hours
* Unit 3	Global and Regional Conflicts in the Nuclear Age (1945-Present)	22 hours
Unit 4	New Economic Realities: Options for the Future (1945-Present)	18 hours
Unit 5	The Individual and the Twentieth Century (1945-Present)	18 hours
Unit 6	The National Portfolio - A Synthesis (20th Century)	8 hours (**15)

* These units are fully developed in this Course Profile.

** Seven hours have been devoted to the National Portfolio in the five previous units, for a total of 15 hours.

Unit Overviews

Unit 1: Challenges to the Established Order: The World at the Turn of the 20th Century (1900-1919)

Time: 22 hours

Unit Description

The first unit of this course focuses on the various challenges to the established world orders and the sources of stress on citizens, nations, and regions around the globe at the turn of the century. Students, by adopting the viewpoint and working with the tools of the historian, develop an awareness of the forces at work in the first two decades of the twentieth century. Theoretical concepts, such as nationalism, colonialism, and imperialism, are explored through the context of practical application, as shifts in the structures of power blocs, technology, and national and international demographics are considered. This unit concludes with an examination of the global ramifications of the First World War. As a linking theme within the activities of the unit, students investigate how society's "belief in progress" is tested by events and developments within these decades. Following the second activity, the introduction of the course's culminating summative activity, the creation of a National Portfolio in a Global Perspective, begins.

Unit 1 Activity Titles (Time and Sequence)

1. The Century Turns: New Ideas for a New Era? (75 minutes)
2. Technological and Demographic Change at the Turn of Century (300 minutes)
3. Introduction of the Course Culminating Activity: The National Portfolio (75 minutes)

4. Major Power Blocs and Empires: Colonialism and Imperialism (240 minutes)
5. Nationalism and Emerging Nationalism at the Turn of the 20th Century (75 minutes)
6. World War I: Causes, Course, and Consequences (480 minutes)
7. National Portfolio Research Skills and Development Activity (75 minutes)

Unit 1 Overview Chart

Activity	Expectations	Assessment	Focus
1	COV.01, CO1.03, SE2.01, HI2.01, HI3.01, HI4.03 CGE3a, 3e, 7f	Knowledge/ Understanding Thinking/ Inquiry	-Belief in Progress, (science, technology, and education) -Social Darwinism -Economics - mercantilism, expansionism, protectionism -Political Alternatives: anarchism, Marxism, belief in democracy -Imperialism, Nationalism, Colonialism
2	CO1.02, CO1.03, CC2.03, SEV.01, SE1.03, SE1.05, SE3.03 CGE2e, 3b	Knowledge/ Understanding Thinking/ Inquiry Communication	-Global population increase -Migration and immigration to New World -Urbanization -Industrialization -Technology: internal combustion engine, electricity, automobile, communications, railways
3	HIV.01, HI1.01, HIV.04, HI4.01, HI4.02, HI4.03 CGE4f	❖ see Assessment and Evaluation	Introduction of National Portfolio Activity
4	COV.01, CO1.01, CO2.05, CC1.02, CC1.04, CCV.03, CC3.01, CC3.02 CGE7f	Knowledge/ Understanding Thinking/ Inquiry	Major Power Blocs and Empires: colonialism and imperialism -European Powers: Britain, Germany, Russia, France, Austro-Hungary, Ottoman -Emerging powers: USA, Japan -Define/Assess colonialism and imperialism -Case studies of imperialism/colonialism
5	COV.02, CO2.01, CO2.03, CC2.01, CC3.03, CHV.01, CH1.01, CH1.02 CGE3c	Knowledge/ Understanding Thinking/ Inquiry Application	Nationalism and Emerging Nationalism at the Turn of the Century -Defining the terms -Case study: nationalism in the Balkans -Selected studies of nationalism globally: Ireland, India, South Africa, Quebec
6	COV.02, CO2.03, CO2.06, CCV.03, CC3.02, CHV.01, SEV.01, SE1.01, SE1.02, SEV.03, SE3.04 CGE1d, 1j, 3f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	World War I: Causes, Course, and Consequences -Causation -Course: timelines, major battles, global involvement -Global implications: war technology, communications, propaganda, new power structures, attitudes to war, effect on democratic movements, labour, family -Introduction to Treaty of Versailles

7	HIV.01, HI1.01, HI1.02, HI1.03, HIV.02, HIV.03, HIV.04 CGE4f	Knowledge/ Understanding Thinking/ Inquiry	National Portfolio: Research and Development Activity -Does the student fully understand the project? -Has the student begun in an organized fashion?
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Unit 2: After the Great War: A Search for Answers (1920-1945)

Time: 22 hours

Unit Description

Building on the concepts developed in Unit 1 and maintaining the chronological approach, this unit deals with the implications of the Treaty of Versailles for various regions of the world. Cause-and-effect relationships are developed through timelines and case studies. The origins and expressions of conflicting ideologies, such as fascism and communism, are examined in detail, complete with an understanding of emerging, new power structures, particularly in Europe, Asia, and America. A look at the cultural expression of the twenties and thirties and the link to emerging technologies is undertaken, and effort is made to put it into a context of dramatic social and economic dislocation. Unit 2 focuses on the events preceding World War II and the course of that cataclysm. The unit offers opportunity for intensive study of significant events (e.g., the Holocaust) and influential individuals in political, economic, and cultural fields around the globe. Again, the National Portfolio is integrated into the unit. Teaching/learning strategies are suitable for student-centred studies. Primary document analysis and debates are advised. Activity 5 is ideally suited to cross-curricular studies in Art, Music, Drama, and English.

Unit 2 Activity Titles (Time and Sequence)

1. A post-WWI analysis – a search for answers (320 minutes)
 - i. Implications of the Treaty of Versailles, League of Nations
 - ii. The Russian Revolution, overview of Communist theory, Rise of Russia/USSR
 - iii. Rise of fascism, nazism (link to Unit 1 nationalism)
 - iv. American isolationism
 - v. The political spectrum
2. The World in the Inter-War Period (150 minutes)
 - i. Technological accomplishment and application
 - ii. Economic boom and bust
3. The emergence of regional powers (Japan, China, India) (120 minutes)
4. Art, music, and literature as a reflection of the dynamics of the first half of the century (155 minutes)
5. A study of World War II – causes and course of war, focus on global scope of war (Include Holocaust studies, study of significant individuals, immediate global situation after the war.) (480 minutes)
6. National Portfolio Integration: Peer-sharing activity (75 minutes)

Unit 2 Overview Chart

Activity	Expectations	Assessment	Focus
1	COV.02, CO2.02, CO2.03, CO2.05, CC1.02, CC3.01, CC3.02, CC3.03, CH1.04, SEV.03, SE3.01, SE3.04 CGE3b, 3d, 5b	Knowledge/ Understanding Thinking/Inquiry Application	A Post-World War I Analysis: -Treaty of Versailles, political spectrum; rise of nazism and fascism, Russian Revolution, the League of Nations, and America after the War -Prelude to WWII

2	CCV.01, CC1.01, CC1.02, CC1.03, CCV.02, SEV.01, SE1.01, SE1.03, SE1.05, SEV.02, SE2.01, SE2.03 CGE3f	Knowledge/ Understanding Thinking/Inquiry Communication	Post-World War I -Impact in social, economic, and technological areas
3	COV.02, CO2.05, CCV.02, CC2.01, CC3.01, CC3.02, CH1.01, CH1.02, CH1.05, SE3.02, SE3.03 CGE7f, 7g	Knowledge/ Understanding Thinking/Inquiry Communication	A World and Regional Study: Asia, Africa, South America in the 1920-1945 period -Link to National Portfolio
4	CC1.033, CC2.03, CH1.01, CH3.01, CH3.02, CH3.03, SEV.01, SE1.04, SE1.05	Knowledge/ Understanding Thinking/Inquiry Application	Art, Music and Literature as it reflects the first half of the century -Project-oriented activity
5	COV.02, CO2.02, CO2.03, CO2.05, CO2.06, CC1.01, CC2.03, CCV.03, CHV.01, CH1.03, CH1.05, CHV.02 CH2.02 CGE3a	Knowledge/ Understanding Thinking/Inquiry Communication Application	World War II: Causes, Course, Conclusion, and Implications -Prelude to Cold War
6	HIV.01, HIV.02, HIV.03, HIV.04 CGE4f	Thinking/Inquiry Communication	National Portfolio Integration -Peer sharing of inquiry methods -Application of unit study to National Portfolio

Unit 3: Global and Regional Conflicts in the Nuclear Age (1945-Present)

Time: 22 hours

Unit Description

The focus of this unit is on global, regional, and national conflicts, and whether or not progress has been made in dealing with conflict in this century. Attention is paid to identifying types of conflict and methods of conflict resolution. The time period is framed in a chronological study of the Cold War. With this overview in mind, students undertake an in-depth study of the intricacies of the Middle East region, with the intention of developing a model by which conflict may be studied. Students apply this analysis model to selected conflicts, as well as to their National Portfolio nation. The primary strategy is cooperative group study.

Unit 3: Activity Titles (Time and Sequence)

1. Defining Types of Conflict and Identifying Methods of Dispute Resolution. (60 minutes)
 - i. Civil, ethnic, territorial, economic, cultural, religious, tribal, ideological, dynastic
 - ii. Military intervention, international tribunals, judicial organizations, sanctions
2. The Cold War in a Nuclear Age: identified ideologically and examined chronologically, from a global perspective. (480 minutes)
3. Developing and Applying a Model for the Study of Conflict and Resolution (540 minutes)
 - i. The Middle East: a case study
 - ii. Applying the model in selected studies from around the globe.

4. Hypothesizing: Students identify potential ‘hot spots’ and the types of conflict-resolution mechanisms that might be employed in the future, and anticipate Canada’s role in those actions. (180 minutes)
5. Link to National Portfolio: Applying concepts of conflict and conflict resolution to nation (60 minutes)

Unit 3 Overview Chart

Activity	Expectations	Assessment	Focus
1	CCV.01, CC2.01, CCV.02, CC2.02, CH1.02, CC3.01, CHV.01, SEV.03, SE3.04, HIV.04, H14.02, HI4.03 CGE3e, 3f	Knowledge/ Understanding Thinking/Inquiry Communication	Types of Conflict: civil, ethnic, territorial, economic, cultural, religious, tribal, ideological, dynastic, legal -Methods of Dispute Resolution: military intervention, international tribunals, judicial organizations, sanctions
2	COV.02, CO2.02, CO2.04, CO2.05, CCV.03, CC3.03, CHV.01, CH1.01, CH3.02, SE3.01, SEV.03, SE3.03, HIV.01, HIV.02, HIV.03, HIV.04 CGE1d, 3a, 3f, 7f	Knowledge/ Understanding Communication Application	A Framework for the period 1945-2000 The Cold War: ideology, history, course of events: e.g., -Churchill’s ‘Iron Curtain’/Berlin -People’s Republic of China -Korea -Arms/space race -Sporting/cultural rivalry -Terrorism globally -Vietnam -Collapse of Soviet Union
3	COV.02, CO2.01, CO2.02, COV.03, CO3.01, CO3.03, CCV.01, CC1.03, CCV.02, CC2.02, CCV.03, CC3.01, CHV.01, CH1.02, CHV.02, SEV.03, HIV.01, HIV.02, HIV.03, HIV.04, HI4.02, HI4.03, HI3.01, HI3.02, HI1.02, HI1.03, HI2.03 CGE2a, 2b, 2c, 5a, 7d, 7e, 7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	A Model for Studying Conflict and Conflict Resolution: -A case study: the Middle East -Applied studies: group study and presentation of selected conflicts
4	COV.02, CO2.01, CO2.02, COV.03, CO3.01, CO3.03, CCV.02, CC2.02, CC3.01, CH1.02, CHV.02, CH2.02, HIV.01, HIV.02, HIV.03, HIV.04, HI1.02, HI1.03, HI2.03, HI3.01, HI3.02, HI4.03 CGE3b, 3c, 3d, 3f, 4a, 4d, 7d	Thinking/Inquiry Communication Application	Hypothesizing: Where are the potential global ‘hot spots’ and why is this so? What methods of dispute resolution could be used effectively? (based on prior learning) What should Canada’s role be?
5	HIV.01, HIV.02, HIV.04, HI1.02, HI1.03, HI2.03, HI3.02, HI4.03 CGE4f	Thinking/Inquiry Application	National Portfolio: Conflict analysis applied to the selected nation

Unit 4: New Economic Realities: Options for the Future (1945-Present)

Time: 18 hours

Unit Description

This unit maintains the thematic approach begun in Unit 3, but moves into an exploration of the economic imperatives of the second half of the century and the decisions facing the various nations, regions, and cultures of the world. A selection of representative case studies, set chronologically, leads to an examination of economic ideologies, technological (especially communication) developments, emerging economic power blocs, and new forms of cultural and economic imperialism. Increasing economic contacts necessitate strategies used to assess the benefits and limitations of economic and cultural exchanges. Case studies of specific nations and cultures, and the individuals who are identified with those strategies are undertaken. Students relate the content to the specific issues confronting their selected National Portfolio country. Individual research and oral presentations form the primary teaching/learning strategies.

Unit 4 Activity Titles (Time and Sequence)

1. New economic realities: a chronological sample of case studies (480 minutes)
 - i. Post-war reconstruction in Germany and Japan
 - ii. China: the Great Leap Forward
 - iii. The OPEC Crisis of 1972
 - iv. Cuba and the US Trade Embargo
 - v. The rise of the 'Asian Tiger' economies
2. Economic ideologies, coping with change (185 minutes)
 - i. The appeal and impact of ideologically based economic systems: communist and capitalist
 - ii. The 20th-century transition from agrarian economies to the information age, and the impact on a variety of societies
3. The New Economic Internationalism (180 minutes)
 - i. New regional economic power blocs (EC, NAFTA, OPEC, World Trade Organization)
 - ii. New forms of imperialism - economic and cultural
 - iii. Corporate power and national identity
4. Maintaining identity in a global age (160 minutes)
 - i. Cultural conquest or cultural exchanges: communication technology and cultural assimilation
 - ii. Coping strategies for maintaining cultural, regional, and national identities (in relation to the National Portfolio activity as well as in global context)
5. National Portfolio Integration: Developing techniques of presentation (75 minutes)

Unit 4 Overview Chart

Activity	Expectations	Assessment	Focus
1	CCV.01, CO1.02, CC1.03, SEV.01, SE1.03, SEV.02, SE2.02, SE2.03, SE2.04, SE2.05 CGE2a, 2b	Knowledge/ Understanding Thinking/Inquiry Communication Application	New Economic Realities: -Post-War reconstruction in Japan and Germany -China's Great Leap Forward -OPEC Crisis of 1972 -Cuba and US Trade Embargo -Asian 'Tiger' economies -Eurocurrency debates

2	CCV.01, CC1.01, CC1.02, CC1.03, CCV.02, CC2.03, SEV.01, SE1.03, SEV.02, SE2.01, SE2.02, SEV. 03, SE3.03, SE3.04 CGE2a, 2b	Knowledge/ Understanding Thinking/Inquiry Communication	Coping with Economic Change -Appeal of ideologically-based economic systems -Economies in transition from agriculture, to industry, to information/service
3	CH2.02, COV.03, CO3.02, CO3.03, CCV.01, CC1.04, CC3.02, SEV.02, SE2.03, SE2.04, SE2.05 CGE4a, 7f, 7g	Knowledge/ Understanding Thinking/Inquiry	Impact of Modern Economic Development Globally and Regionally: -New economic imperialism -New economic power blocs
4	CHV.01, CH1.04, CH1.05, CHV.03, CH3.03 CGE4a, 7f, 7g	Knowledge/ Understanding Thinking/Inquiry	Maintaining Identity in a Global Age: -Local, national, regional identities -Proactive techniques: cultural promotional devices, protectionism, language laws
5	HIV.01, HIV.02, HIV.03, HIV.04 CGE4d, 4f	Communication Application	Considering a variety of presentation and organizational techniques – a sharing session

Unit 5: The Individual and the Twentieth Century (1945-Present)

Time: 18 hours

Unit Description

Unit 5 maintains the thematic approach developed in Units 3 and 4, with a specific focus on the individual rather than the larger group. While the target time frame is 1945 to present, many of the activities are viewed in a broader chronological window, the century as a whole. Detailed consideration is made of the collapse of the USSR, the emergence of ‘new nations’, and the challenges of implementing democratic reforms in the face of the multitude of dynamic forces unleashed during the twentieth century. The effect of those forces on women, gender roles, and the family provides the pivot for this unit, while examining issues of disparity in opportunity through discussions of contemporary global problems, such as the growing gap in educational opportunity, access to technology, urbanization, demographic exigencies, and poverty.

Unit 5 Activity Titles (Time and Sequence)

1. The effect of the twentieth century on women, families, and traditional gender roles (75 minutes)
2. The effect of modern world events on Indigenous societies (opportunity for individual study) (150 minutes)
3. Confronting the issue of increased disparity in the human condition around the globe (180 minutes)
 - i. Identifying the elements contributing to that disparity
 - ii. Suggesting solutions to the problem (include role of international organizations)
4. The democratization of the globe (180 minutes)
 - i. The collapse of the ‘Soviet’ system
 - ii. The barriers to the spread of democracy
 - iii. Women participating in the political process, 1945-present

5. Defining Human Rights (180 minutes)
 - i. International organizations, and legislation which promote human rights
 - ii. Barriers to extending human rights
 - iii. Selected case studies of genocide: Holocaust to Rwanda
 - iv. Responsibilities of the global community in human rights abuse
6. Contemporary global dilemmas: identifying the issue, considering solutions (240 minutes)
 - i. Urbanization
 - ii. Immigration, refugees and the movement of peoples
 - iii. The growing disparity in education and modern technology among nations
 - iv. Feeding the hungry
 - v. Dealing with disaster
7. National Portfolio Integration: Developing the “informed commentary” (75 minutes)

Unit 5 Overview Chart

Activity	Expectations	Assessment	Focus
1	CCV.01, CC1.01, CC1.02, CC1.04, CC2.03, CH1.02, CHV.02, CH2.01, CH2.03, CHV.03, SEV.01, SE1.01, SE1.03 CGE1d, 4a, 5e, 6b, 6c	Knowledge/ Understanding Thinking/Inquiry	Effect of 20th Century on Women, Families, and Gender Roles -Family size -Working mothers -Television/movies -Technology -Mobility
2	CO1.03, CC2.01, CHV.01, CH1.02, CHV.02, CH2.02, CHV.03, CH3.03, CH3.04, SE1.04, SE1.05, SE2.04 CGE4a, 5e, 7e	Knowledge/ Understanding Thinking/Inquiry Communication	Effect of Modern World Events on Indigenous Societies -Economic dislocation -Loss of culture-clash of values -Exploitation of resources -Advanced health care
3	CCV.01, CC1.02, CC2.01, CC2.02, CC2.03, CC3.03, SEV.01, SE1.01, SE1.03, SE1.05, SEV.02, SE2.04, SE2.05, SEV.03, SE3.04 CGE1d, 3a, 5e, 7e, 7e, 7f, 7i	Knowledge/ Understanding Thinking/Inquiry	Increased Disparity in the Human Condition -Identifying contributing causes -Role of international organizations in alleviating and solving this disparity (Red Cross, UNESCO, Doctors without Borders, WHO, religious organizations)
4	COV.01, CO1.03, CO2.06, COV.03, CO3.03, CC1.02, CC1.03, CC1.04, CC2.01, CC3.03, CHV.01, CH1.02, CHV.02, CH2.02, CH2.03, SEV.01, SE1.04, SE1.05, SE2.02, SEV.03, SE3.02, SE3.03, SE3.04 CGE4f	Knowledge Application	The Democratization of the Globe: -Collapse of the Soviet Union -Barriers to spread of democracy -Case studies of representative nations in struggle to democratize -Expanding the franchise, women, and minority groups

5	CO2.01, CO2.02, CO2.06, CC1.02, CC1.03, CC3.03, CHV.01, CH1.02, CH1.03, CHV.02, CH2.01, CH2.02, CH2.03, CHV.03, SE1.04, SE1.05, SE2.04, SE3.03 CGE3b, 3c, 3f, 4a	Knowledge/ Understanding Thinking/Inquiry Communication Application	Defining Human Rights -International Organizations promoting human rights -Barriers to extending human rights -Selected case studies of human rights struggles -Responsibilities of global communities in human rights abuses
6	COV.03, CO3.01, CO3.02, CO3.03, CC1.01, CC1.02, CC1.03, CC1.04, CC2.02, CC2.03, CC3.03, CH1.04, CH2.01, CH2.03, CH3.03, SE1.01, SE1.02, SE1.04, SE1.05, SE2.04, SE3.04 CGE3b, 3d, 3f, 4a, 4d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Contemporary Global Dilemmas: -Issues of urbanization -Issues of population relocation -Issues of education and technology -Feeding the hungry -Dealing with disaster
7	HIV.01, HIV.02, HIV.03, HIV.04	Communication	National Portfolio

Unit 6: The National Portfolio Activity – A Synthesis (20th Century)

Time: 8 hours

Unit Description

Unit 6 provides both a synthesis of the course and an opportunity for students to demonstrate, for summative purposes, the result of work done throughout the course on their National Portfolio. Students present their portfolios for evaluation as an independent piece of work. As well, students demonstrate knowledge and relationships by involvement in an informal regional assembly and a subsequent formal UN simulation. The purpose of this unit is to allow the teacher to summarize course content, allow students to present their National Portfolio, and prepare for summative evaluation.

Unit 6 Activity Titles (Time and Sequence)

1. Presentation of National Portfolio for summative evaluation (30 minutes) *
2. Participation in Informal Regional Assemblies and UN simulation (450 minutes)*
3. Course summation/course evaluation by students and teacher (60 minutes)

* Options: The teacher may choose to have students introduce their portfolio to the class individually or have it handed for evaluation. Timing of UN simulation is necessarily affected.

Unit 6 Overview Chart

Activity	Expectations	Assessment	Focus
1	COV.03, CO3.02, CO3.03, CCV.02, CC2.01, CC2.02, CHV.01, CH1.02, CH1.03, CH1.04, SEV.01, SE1.05, SEV.02, SE2.04, SE2.05, SEV.03, SE3.03, SE3.04, HIV.01, HIV.02, HIV.03, HIV.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	The National Portfolio- Knowing your nation-An Informed Commentary
2	same as above	same as above	Participation in Regional Assembly and UN Simulation

Teaching/Learning Strategies

A wide variety of teaching strategies are used in order to accommodate the differing learning styles. Lessons may incorporate Socratic lessons, role-playing, simulations, timeline constructions, cooperative learning, ‘Great Persons’ study, debates, or other acknowledged pedagogical techniques. Throughout the course, students undertake an extensive individualized project, the National Portfolio. This assignment is assessed regularly to support the independent study and is linked to core material through a variety of methods.

The study of history requires skills; students develop an understanding of those skills and are given opportunities to develop them. Such skills may involve enhancement of academic writing skills, report writing, oral reporting, inquiry techniques, content analysis, and other skills as outlined in the Methods of Historical Inquiry Strand of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*.

Content and skills are integrated, and scaffolding systems are created to support prior learning and to reinforce present learning. Peer consultation and assessment is significant to this process.

Assessment & Evaluation of Student Achievement

The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000 outlines the philosophy and guiding principles concerning assessment and evaluation for Ontario teachers.

The Achievement Chart, which is the basis for assessment and evaluation in this course, can be found on p. 246 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*. The chart identifies four major categories - Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass the curriculum expectations in all courses in Canadian and World Studies. The descriptions at level 3 represent the provincial standard for student achievement.

ESL/ELD students, like all learners, have different learning styles; therefore, using a variety of teaching/learning strategies and assessment/evaluation techniques will assist them in any classroom. Many assessment tools for ESL/ELD students will be formative, both in assessment of understanding of concepts and the acquisition and practice of the specifically identified language forms necessary to express those concepts.

Activities in this course profile suggest formative and summative assessment strategies and tools. The diagnostic element of assessment in Unit 1 is necessitated by the expectation that this course may draw students with diverse skills and knowledge and who may represent the widest range of cultural, ethnic, religious, and language backgrounds.

Each unit contains a variety of formative assessments. A summative evaluation of each unit is achieved through one of two methods: an evaluation of the highest consistent level of assessment throughout the unit or by a summative assessment activity. In the two developed units, summative evaluation activities have been prepared.

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

❖ Unit 6: A National Portfolio in a Global Context (20th Century)

Activity Description

Each student in the class shall be assigned (or, preferably, will choose) a nation of the world from a list presented by the teacher. The list represents five distinct regions: Central and South America (including the Caribbean), Africa, Australasia, Europe, and the Middle East. Each region should be represented equally, in order to create a ‘balance’ of global considerations.

The student is responsible for two activities during this unit:

1. The National Portfolio: The student creates a Portfolio comprised of two parts:
 - a) an essential guide to knowing the nation. Suggested elements are geographic orientation, resources, neighbouring nations, political and economic structures, predominant languages, races, religions, and history. The student identifies the significant expressions of the nation, through its traditions, dress, music, food, literature, and art. The student becomes the class ‘expert’ on the nation.
 - b) An informed commentary on the condition of the nation at the present time, including an analysis of problems, personalities, economic conditions, foreign relations, etc. This commentary may be presented in a variety of ways: through essay, poster, project, debate, video/computer illustration, creative writing, or as an independent oral exercise.
2. The United Nations Simulation
Students first sit in an informal ‘assembly’ of nations from their region of world. After presenting their material to their peers in regional groupings, the groups gather in a mini-UN simulation in order to discuss resolutions brought forth either by individual nations as represented by the student, regional assemblies of students, or by the teacher. Students represent the interests of their nation/regions as they understand them rather than present personal views. Resolutions should be varied, and it is suggested they ‘align’ with Units 3, 4, and 5. Resolutions could involve conflict resolution in a designated area, the implementation of economic sanctions against a ‘rogue state’, and famine relief strategies.

Activity Resources

Urban students often have access to four or five daily newspapers, while rural or northern students may have access only to weekly papers. Online newspaper websites should be identified. School library staff may become involved in photocopying periodicals and newspapers delivered to school, and accommodations made to link students to resources on regular basis. A daily ‘current affairs’ component would be valuable. Encourage students to use travel literature, websites, video, and film, as well as current periodicals. An exemplar is available in the *Lands, Peoples and Culture* series of books. (See overview Resources.)

Activity Teaching/Learning Strategies

- The teacher may restrict choice of nations, particularly in small classes, to ensure adequate regional and global representation. The teacher introduces an outline of structure and function of United Nations and develops a template to record instances of UN action taken from study in Units 3, 4, and 5.
- The teacher outlines the resolutions to be discussed in the simulation, which have been previously created in discussion with the class. The teacher outlines the format of the UN simulation.
- The regional assemblies are informal forums created to share points of view, develop regional responses to the resolutions, and to enhance student confidence before the formal UN simulation. Students should be encouraged to adopt traditional dress, use traditional greetings, etc., while engaged in the simulation.
- The UN simulation begins with an official introduction and reading of the proposed resolutions by the Secretary General. Each resolution is debated in turn, with each nation presenting a formal statement and perhaps amendments to the proposal. General debate continues, followed by a vote.
- The concluding session, a debriefing, could begin with the *CBC News in Review*, “The U.N. at Fifty”.

Accommodations

Every effort is made to assist all students in achieving success in Twentieth-Century History: Global and Regional Perspectives. Specific adaptations and accommodations are recommended.

Teachers are encouraged to work with the Special Education teacher to review students' Individual Education Plans (IEPs) and decide upon the best course of action to assist them in meeting the expectations of this course. There are many enrichment opportunities for students to explore the issues, personalities, literature, and arts in greater depth and from quite different, and more complex, global perspectives.

The proficiency levels, outlined in *The Ontario Curriculum, Grades 9 to 12, English as a Second Language and English Literacy Development, 2000*, provide teachers with a guide to receiving and accommodating these learners in the regular classroom.

No assumption can be made of ESL/ELD learner's prior knowledge and skill levels as described by the History curriculum for Grades 1-8 and Grade 10 (History and Civics); relevant historical and cultural background knowledge may need to be taught. The ESL/ELD learner's self-esteem and motivation to learn benefit greatly when courses allow expression of their individual skills, interests, and varied life experiences in the family, communities, and countries of origin; sensitivity to the diversity of cultural, ethnic, religious beliefs and customs, socio-economic levels, and family structures of newcomer students entails accommodations to the structuring of learning experiences and resources. This course, with its global and regional perspective, should provide those students with an opportunity to enrich the classroom.

Resources

Note Concerning Permissions

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

Print

Arment, James, ed. *Encyclopedia of Conflicts Since World War II*. Armonk: Sharpe Reference, 1999.

Canada: World View - From Sir Wilfred Laurier to Jean Chretien, Issue 6. Canadian Dept of Foreign Affairs and International Trade, 1999.

Cook, Chris. *World Political Almanac*. New York: Facts on File, 2001.

Derbyshire, Dennis and Ian Derbyshire. *Encyclopedia of World Political Systems*. Armonk: Sharpe Reference, 2000.

Gibbins, Roger and Loleen Youngman. *Mindscapes: Political Ideologies Towards the 21st Century*. Toronto: McGraw-Hill Ryerson, 1996.

Global Profiles Series. New York: Facts on File, 1999.

Goff, Moss, Terry, and Upshur. *The Twentieth Century: A Brief Global History, 5th ed.* New York: McGraw-Hill, 1998. ISBN 0-070023566

Grun, Bernard. *The Timetables of History, 3rd ed.* Toronto: Simon and Schuster, 1990. ISBN 0-671-74271

Hammond Atlas of the 20th Century. Windsor: World Almanac Education, 1995.

Harshman, R. and C. Hannell. *The Human World: A Changing Place*. Toronto: John Wiley and Sons, 1985. ISBN 0-471-79796-0

Howard, M. and W.R. Louis. *The Oxford History of the Twentieth Century*. Toronto: Oxford, 1998. ISBN 0-19-820428-03

Jarvis, Aliphath, Bain, and DesRivieres. *War and Peace*. Toronto: Prentice Hall/Ginn, 1996. (from: *A History and Geography Sourcebook Series*) ISBN 0-13-459439-84

Jennings, Peter and Todd Brewster. *The Century*. Toronto: Doubleday, 1998. ISBN 0-385-48327-9

Lands, Peoples and Cultures Series (National Profiles). St. Catherines: Crabtree, 1997.

Powell, John. *Biographical Encyclopedia of 20th Century World Leaders*. Tarrytown: Marshall Cavendish, 2000.

Roberts, J.M. *The Penguin History of the Twentieth Century: The History of the World, 1901 to the Present*. Toronto: Penguin, 1999. ISBN 0-71-399257-3

Townley, Edward, ed. *Dictionary of 20th Century European History*. Chicago: Fitzroy-Dearborn, 1999. ISBN 1579581277

The Twentieth Century Great Events. Magill, 1992 and 1996.

Zelinski, Draper, Quinlan, and McFadden. *Twentieth Century Viewpoints: An Interpretive History*. Toronto: Oxford University Press, 1996. ISBN 0-19-541114-5

Westell, Ian. E. *World in Conflict 1914-1945*. Chicago: Fitzroy-Dearborn, 1999. ISBN 1579582125

Catholic Print Resources

Alhers, Julia and Michael Wilt. *Christian Justice: Sharing God's Goodness*. Minnesota: St. Mary's Press, 1995. ISBN 0-88489-330-8

Catechism of the Catholic Church. Ottawa: Publication Service Canadian Conference of Catholic Bishops, 1992. ISBN 0-88997-281-8

The Jerusalem Bible. New York: Doubleday and Company Inc., 1968. ISBN 0-385-01156-3

"The War Reports," *Backgrounder, Canada and the World*. April 1995.

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Centre for International Health Studies – www.cihi.com (needs Adobe Acrobat reader)

CNN – www.cnn.com/world/index

Education Planet Resource list – www.educationplanet.com/search/history

Encyclopedia Britannica – www.britannica.com

Encyclopaedia of Women's History – <http://teleportcom/~megaines/woman.html>

Hague International Model United Nations – www.thimun.org/

History Channel – www.historychannel.com/index

Holocaust – www.ushmm.org/misc_bin/add-goback/education/guidelines.html

Holocaust Museum – www.ushmm.org/index.html

Index of Resources for History – <http://Kuhttp.cc.ukans.edu/history.index.html>

Links to Events of 20th Century – www.cannylink.com/history20thcentur.html

Links – www.studyweb.com

Model United Nations – www.imuna.org/current

NATO – www.nato.org
National Conference of Catholic Bishops – www.nccbusc.org
Newspaper Links – www.intercom.com.au/intercom/newsprs/index.html
Recent History; Up Close and Personal – <http://library.thinkquest.org/3483>
Smithsonian Institute – <http://educate.si.edu>
Statistics Canada – www.statscan.ca
Statistics Canada: comparative health guide – www.statscan.ca/english/kits/health5.htm
St. Peter’s College Library – www.spc.edu/lib/peace
United Nations – www.un.org
UN listings of social indicators – www.un.org/depts/unsd/social/
UN Population Studies – www.popin.org/pop
20th-Century Eras – www.kenmoreshs.qld.edu.au/resourcecentre/era20c.html
20th Century by Decades – <http://dewey.chs.chico.kit.ca.us.decs.html>

Film/Video/CD-ROM

CBC News in Review.
20th Century History. BBC video, 1986.
The Cold War Series. CCN video, 1998.
Battlefield series. Time/Life Video, 1996.
World War II series. CBS Video, 1986.

Human Resources

Local branches of Canadian Legion, community churches, ethnic and religious organizations, school guidance department, historical societies, service clubs, visiting dignitaries, missionaries, representatives of local businesses.

OSS Considerations

This course profile is designed to assist teachers in the implementing of Twentieth-Century History: Global and Regional Perspectives, Grade 11, Open, and is based on curriculum outlined in *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*. This course meets the requirements as an additional compulsory credit for graduation purposes as outlined in *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*. The foundation for assessment, evaluation and reporting practices is outlined in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*. This course offers opportunity for implementing guidance/career and cooperative education policies that relate to sensitivity to cultural interchange, such as teaching, media, policing, service industry, and international work. As well, cross-curriculum development in computer skills and community resource utilization is significant.

Coded Expectations, Twentieth-Century History: Global and Regional Perspectives, Grade 11, Open, CHT3O

Communities: Local, National, and Global

Overall Expectations

- COV.01** · demonstrate an understanding of the nature of and relationships between communities and nations throughout the world at the beginning of the twentieth century;
- COV.02** · describe the effects of World War I, World War II, the Cold War, and selected regional conflicts on the nations of the world and on international relations over the course of the twentieth century;
- COV.03** · describe significant characteristics of the world community at the end of the twentieth century.

Specific Expectations

A Century Begins

- CO1.01** – identify the major blocs of empires and former empires throughout the world as they existed at the beginning of the century (e.g., British, Chinese, French, German, Russian, Spanish);
- CO1.02** – describe significant nations and communities and the relationships between them at the beginning of the century (e.g., Britain and the Boers, Spain and Cuba, the United States and Panama, Japan and Manchuria);
- CO1.03** – describe the relationship between the developing world and the European powers at the beginning of the century (e.g., “the White Man’s Burden”, resource exploitation, spread of European “civilization”).

A Century of Conflict and Cooperation

- CO2.01** – describe the causes, course, and results of significant local and regional conflicts (e.g., in Serbia in 1914, Northern Ireland, India and Pakistan, Castro’s Cuba, the Falkland Islands, Afghanistan);
- CO2.02** – evaluate the effectiveness of various processes used to promote peace in regional disputes (e.g., the League of Nations’ oil sanctions against Italy in 1935, Neville Chamberlain’s diplomatic intervention at Munich, L.B. Pearson’s “peacekeepers” in Cyprus, NATO military intervention in Kuwait);
- CO2.03** – demonstrate an understanding of the causes, course, and results of World War I and World War II (e.g., alliance systems, rise of fascism; Vimy, Normandy; Treaty of Versailles, economic dislocation);
- CO2.04** – demonstrate an understanding of the causes, course, and results of the Cold War (e.g., Stalinism; Cuban missile crisis, Olympic boycotts; destruction of the Berlin Wall);
- CO2.05** – describe shifts in the international balance of power that took place during the twentieth century (e.g., the rise to prominence of the United States, the rise and collapse of the Soviet Union, the rise of Asian nations);
- CO2.06** – describe Canada’s changing role in international affairs during the twentieth century (e.g., as a colonial adjunct, a newly independent nation, a major partner in war efforts, a peacekeeper and middle power, a leader in humanitarian causes).

The End of the Century

- CO3.01** – describe and assess the impact of significant local and regional conflicts that occurred at the end of the twentieth century (e.g., in East Timor, Sri Lanka, Somalia, Rwanda; in connection with the North Atlantic fishery);
- CO3.02** – demonstrate an understanding of the nature of the world’s power structure at the end of the Cold War (e.g., dominance of the United States, economic strength of Europe and Asia, role of religious fundamentalism in the Middle East, Russian assertion of territorial hegemony);
- CO3.03** – demonstrate an understanding of the influence of international organizations in defining new concepts of “global communities” (e.g., United Nations, North Atlantic Treaty Organization, la Francophonie, World Trade Organization).

Change and Continuity

Overall Expectations

- CCV.01** · describe key factors that facilitated change during the twentieth century, and describe the nature of that change;
- CCV.02** · describe key factors that tended to maintain continuity during the twentieth century;
- CCV.03** · demonstrate an understanding of the use and importance of chronology and cause-and-effect relationships in the study of twentieth-century history.

Specific Expectations

The Process of Change

- CC1.01** – demonstrate an understanding of the nature and magnitude of technological and economic change during the twentieth century (e.g., the automobile, electrification, computerization; progressive taxation, consumerism, global capitalization);
- CC1.02** – describe the nature and magnitude of social and political change in the twentieth century (e.g., demographic developments, changes in gender roles, urbanization; expansion of the franchise, acceptance of democratic ideals, emergence of new national powers);
- CC1.03** – describe the role of individuals and groups who facilitated the process of change in the twentieth century (e.g., Henry Ford, J.M. Keynes, Joseph Stalin, Mao Zedong, Nelson Mandela, Bill Gates; suffragists, the American and international film industry, Organization of Petroleum Exporting Countries);
- CC1.04** – demonstrate an understanding of the effectiveness of different processes of change in the twentieth century (e.g., planned versus spontaneous change, slow versus rapid change, the use of violent or pacifist strategies).

The Process of Continuity

- CC2.01** – demonstrate an understanding of the ongoing movement towards decolonization and national independence throughout the twentieth century (e.g., in Ireland, Egypt, India, Zimbabwe, Panama);
- CC2.02** – demonstrate an understanding of the efforts of organizations and agencies to improve the human condition throughout the world (e.g., International Red Cross/Crescent, Roman Catholic Church, United Nations social and economic agencies, Médecins Sans Frontières, International Court of Justice);
- CC2.03** – explain how belief in progress and technological improvement provides a framework for understanding the history of the twentieth century (e.g., developments in agriculture, social welfare legislation, growth of education, more effective communication, genetic engineering).

Chronology and Cause and Effect

- CC3.01** – demonstrate an understanding of the significance of timelines in the study of selected subjects in twentieth-century history (e.g., the course of the Russian Revolution, the sequence of migrations of people to the United States, the decolonization of Africa);
- CC3.02** – demonstrate an understanding of the cause-and-effect relationship between decisions taken in history and their consequences in helping to shape significant historical events (e.g., the conditions imposed by the Treaty of Versailles in 1919 and the outbreak of World War II, the decision to create the state of Israel and subsequent tensions in the Middle East, the formation of trading blocs and their possible effect on national autonomy);
- CC3.03** – explain the interplay among political, social, economic, and cultural issues, using key examples from the twentieth century (e.g., World War I and isolationism, the Great Depression and social welfare legislation, fishing practices and territorial waters, civil disobedience and economic disruption).

Citizenship and Heritage

Overall Expectations

- CHV.01** · demonstrate an understanding of the importance of nationalism and internationalism in twentieth-century societies;
- CHV.02** · analyse the relationship between the individual and those in authority in various societies during the twentieth century;
- CHV.03** · demonstrate an understanding of the variety of cultural expressions throughout the world in the twentieth century.

Specific Expectations

Nationalism and Internationalism

- CH1.01** – describe key elements that have contributed to the development of national identities in the twentieth century (e.g., language, traditions, perceived history, religion);
- CH1.02** – demonstrate an understanding of how nationalism has affected existing institutions and the lives of average citizens (e.g., growth of Basque and Québécois identities, efforts to establish Jewish and Palestinian homelands, Sikh and Hindu clashes, Islamic fundamentalism and Cold War rivalries);
- CH1.03** – describe key elements that have helped to create a sense of international and global unity in the twentieth century (e.g., political ideologies such as pacifism, communism, and socialism; international women’s movements; humanitarian idealism; global environmental concerns);
- CH1.04** – demonstrate an understanding of how internationalism has affected existing institutions and the lives of average citizens (e.g., idealism in League of Nations agencies, anti-war and anti-nuclear protests, the Green movement);
- CH1.05** – analyse how and why certain individuals have become the accepted symbols of national or international movements (e.g., Lenin, Gandhi, Eva Peron, Eleanor Roosevelt, Albert Einstein, Ho Chi Minh, Margaret Thatcher, Nelson Mandela, Mother Teresa).

The Rights of Individuals and Groups

- CH2.01** – demonstrate an understanding of the variety of interpretations concerning the position of the individual in society (e.g., labour and class solidarity, racial consciousness, Islamic and Christian fundamentalism, national conformity, the “Me” Generation);
- CH2.02** – analyse key factors that have interfered with individual and group rights during the twentieth century (e.g., secret police and rigid censorship, policies of racial and ethnic exclusion and cleansing, gender-role restrictions, poverty);

CH2.03 – demonstrate an understanding of the growth of individual and group democratic rights in many societies during the twentieth century (e.g., extension of the secret ballot, reduction of gender and age restrictions, efforts to improve global literacy and health, spread of ideas via global telecommunications technologies).

Art and Culture

CH3.01 – describe critically selected forms of artistic expression that were maintained, altered, or developed during the twentieth century (e.g., classical, minimalist, and atonal music; Kabuki theatre; Chinese revolutionary opera; traditionalist and abstract-expressionist art; modern architecture and design);

CH3.02 – demonstrate a critical understanding of key connections between artistic expression and its socio-political context in the twentieth century (e.g., blues and Black America, Soviet socialist realism in art and music, Fascist and Nazi martial pageantry, beat poetry and atomic angst, Asian martial arts film genre);

CH3.03 – analyse the spread of and reaction to American pop culture during the twentieth century (e.g., Hollywood movies, jazz, rock 'n' roll, blue jeans, McDonald's and Disney);

CH3.04 – explain the development of modern indigenous art forms (e.g., cinematic styles and music in India and Latin America, use of traditional costumes and fashions in Africa and Asia, revival and restoration of traditional cultural sites such as Angkor Wat, Xi'an, and Machu Picchu).

Social, Economic, and Political Structures

Overall Expectations

SEV.01 · describe key changes in the structures and activities of everyday life during the twentieth century;

SEV.02 · describe the essential features of economic life in the twentieth century;

SEV.03 · demonstrate an understanding of the variety of political structures experienced during the twentieth century.

Specific Expectations

Everyday Life

SE1.01 – describe the effect of the twentieth century on the structure of the family and on the individual within the family (e.g., broadening of gender roles, increased participation of mothers in the labour force, increased influence of youth peer groups, China's one-child policy, absentee family members in migrant labour markets);

SE1.02 – demonstrate an understanding of how the genocides of the twentieth century (e.g., the Nazi Holocaust, mass executions under Pol Pot, the Rwandan genocide, ethnic cleansing) have affected not only the victims and victimizers, but also the world at large;

SE1.03 – describe the nature and effect of changes in the world of work during the twentieth century (e.g., shift from agriculture to industry, rise of the service industry, need for technical knowledge, development of labour-saving devices, use of assembly lines and robotics in industry, shortened work week and the concept of leisure time);

SE1.04 – demonstrate an understanding of the relationship between the individual and religion in the Western and non-Western worlds during the twentieth century (e.g., Creationist debates, decreased church attendance, cults, theocratic governments, clashes of religions);

SE1.05 – demonstrate an understanding of the effects on daily life of increased interaction between peoples of the world (e.g., exposure to new ideas, foods, and fads; fear of newcomers; creation of ethnic ghettos; westernization of language).

Economic Structures

- SE2.01** – identify the primary characteristics of economic structures in developed nations (e.g., the belief in free enterprise, competition, private property; Keynesian and post-Keynesian economic theory; liberalized world trade);
- SE2.02** – analyse the successes and failures of command economies (e.g., the Soviet Union, the People’s Republic of China, Cuba, Tito’s Yugoslavia);
- SE2.03** – describe and assess the local, national, and global implications of the major economic crises of the twentieth century (e.g., the Great Depression, China’s Great Leap Forward, the 1973 OPEC crisis, eastern Europe and the collapse of the Soviet Union, the Asian financial crisis of the 1990s);
- SE2.04** – demonstrate an understanding of the problems that face the underdeveloped world in achieving economic stability and prosperity (e.g., lack of capital investment, exploitation of citizens as cheap labour, fragile taxation basis, political corruption, foreign ownership, debt load);
- SE2.05** – demonstrate an understanding of the reasons for and the implications of the growth of global economic relationships (e.g., European Community, North American Free Trade Agreement, General Agreement on Tariffs and Trade, World Trade Organization).

Forms of Government

- SE3.01** – describe various ideological positions that are represented in the “political spectrum” (e.g., communism, socialism, liberalism, conservatism, fascism);
- SE3.02** – describe the key elements of a variety of systems of government (e.g., Western congressional and parliamentary systems, African single-party systems, Swiss federalism, Swedish social democracy, Russian and Chinese communism, Islamic theocracies);
- SE3.03** – demonstrate an understanding of obstacles to the implementation of stable forms of government in developing nations (e.g., low literacy rate, poor communications, absence of liberal tradition, economic challenges, concentration of wealth and power);
- SE3.04** – demonstrate an understanding of the structure and function of international governmental organizations and agreements that have attempted to provide global leadership (e.g., League of Nations, United Nations, North Atlantic Treaty Organization, Geneva Conventions, Hague conferences).

Methods of Historical Inquiry

Overall Expectations

- HIV.01** · demonstrate an ability to locate, select, and organize information from a variety of sources;
- HIV.02** · demonstrate an understanding of the steps in the process of historical interpretation and analysis;
- HIV.03** · communicate opinions based on effective research clearly and concisely;
- HIV.04** · demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study.

Specific Expectations

Research

- HII.01** – formulate relevant questions for research and inquiry, drawing on examples from twentieth-century history (e.g., What were the technological innovations that altered the nature of war in the twentieth century? What were the motives behind the conditions set in the Treaty of Versailles? How did the enfranchisement of women alter twentieth-century society?);
- HII.02** – conduct organized research, using a variety of information sources (e.g., textbooks and reference books, audio-visual materials, Internet sites);
- HII.03** – organize research findings, using a variety of methods and forms (e.g., note taking; graphs and charts, maps and diagrams).

Interpretation and Analysis

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

HI2.02 – identify key interpretations of twentieth-century history (e.g., Marxist, liberal, neo-conservative);

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

HI2.04 – demonstrate an ability to develop a point of view that reflects effective research into diverse sources.

Communication

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

HI3.02 – use an accepted form of documentation to acknowledge information sources (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists);

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

Creativity, Collaboration, and Independence

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

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

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

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

Unit 1: Challenges to the Established Order: The World at the Turn of the 20th Century (1900-1919)

Time: 22 hours

Unit Description

The first unit of this course focuses on the various challenges to the established world orders and the sources of stress on citizens, nations, and regions around the globe at the turn of the century. Students, by adopting the viewpoint and working with the tools of the historian, develop an awareness of the forces at work in the first two decades of the twentieth century. Theoretical concepts, such as nationalism, colonialism, and imperialism, are explored through the context of practical application, as shifts in the structures of power blocs, technology, and national and international demographics are considered. This unit concludes with an examination of the global ramifications of the First World War. As a linking theme within the activities of the unit, students investigate how society’s “belief in progress” is tested by events and developments within these decades. Following the second activity, the introduction of the course’s culminating summative activity, the creation of a National Portfolio in a Global Perspective, begins.

Unit Synopsis Chart

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

Activity	Time	Expectations	Assessment and Evaluation	Student Tasks
1: The Century Turns: New Ideas for a New Era?	1.25 hours	COV.01, CO1.03, SE2.01, CH1.03, HI2.01, HI3.01, HI4.03 CGE3a, 3e, 7f	Assessment of group work, presentation, brainstorming (K/U and T/I)	Brainstorming, grouping, formulating responses to primary documents, note taking, and group oral presentations.
2: Technological and Demographic Change at the Turn of the Century	5 hours	CO1.02, CO1.03, CC2.03, SEV.01, SE1.03, SE1.05, SE3.03 CGE2e, 3b	Assessment of note taking, brainstorming, group work (K/U and T/I) Evaluation of technology advertisement and satirical cartoon (K/U, T/I, C)	Researching, creating and presenting technology advertising and satirical cartoon. Demonstrate understanding of satirical cartoon techniques through analysis and an understanding of the impact of technology.
3: Introduction of the Course Culminating Activity: National Portfolio	1.25 hours	HIV.01, HIV.04, HI1.01, HI4.01, HI4.02, HI4.03 CGE4f	Assessment of individual decision-making, group work, note taking (A)	Demonstrate understanding of dynamics of National Portfolio activity. Student response to personal choices and rationale for decisions.

4: Major Power Blocs and Empires: Colonialism and Imperialism	4 hours	COV.01, CO1.01, CO2.05, CC1.02, CC1.04, CCV.03, CC3.01, CC3.02 CGE7f	Assessment of group work, discussion, jig-sawing, timeline creation and role-playing (K/U and T/I) Evaluation of timeline (K/U)	Role playing within game simulation. Group work, discussions, jig-saw, and brainstorming on imperialism – both within game simulation and at turn of the century. Understanding of cause-and-effect relationships and use of timelines.
5: Nationalism and Emerging Nationalism at the Turn of the Century	1.25 hours	COV.02, CO2.01, CO2.03, CC2.01, CC3.03, CHV.01, CH1.01, CH1.02 CGE3c	Assessment of note taking, discussion, and application of concepts to National Portfolio (K/U, T/I, A) Evaluation of answers to prepared questions (K/U and T/I)	Note taking applications from varied media. Student response to prepared questions. Demonstrate understanding of article on developing nationalism. Demonstrate understanding of application of concept of nationalism to National Portfolio activity.
6: World War I: Causes, Course, and Consequences	8 hours	COV.02, CO2.03, CO2.06, CCV.03, CC3.02, CHV.01, SEV.01, SE1.01, SE1.02, SEV.03, SE3.04 CGE1d, 1j, 3f	Assessment of note taking, discussion, written responses, timeline analysis (K/U, T/I, A, C) Assessment of individual student response to video material (A and C) Evaluation of newspaper assignment (K/U, T/I, A, C) Evaluation of Unit Test-objective and essay-style questions (K/U, T/I, A, C)	Note taking, map analysis, brainstorming, on causes of World War I. Student response to prepared questions on video media. Demonstrate understanding and discuss concepts within chosen literature on the war. Timeline on the course of the war exercise. Group newspaper exercise - group participation observation checklist using rubric. Brainstorming, discussion, worksheet, paragraph response to Treaty of Versailles and aftermath of war. Major Unit Test. Student response to war linked to National Portfolio exercise
7: National Portfolio Research Skills Development Activity	1.25 hours	HIV.01, HIV.02, HIV.03, HIV.04, HI1.01, HI1.02, HI1.03	Assessment of student comprehension of research methodology (K/U and A) and understanding of National Portfolio tasks (K/U and A)	Demonstrate understanding of concepts and methods of historical research. Unit Quiz on research methodology. Personal reflection, teacher observation, on progress made towards completion of National Portfolio.

Activity 1: The Century Turns: New Ideas for a New Era?

Time: 75 minutes

Description

In this activity, students work within teacher-directed and/or student-directed settings to discover the state of the world at the turn of the century. The focus in this activity is to have students explore the changing nature of social, economic, and political thought that began in the mid-nineteenth century and reached its zenith at the beginning of the 20th Century. By the end of the activity, students are able to describe the significant theoretical concepts that influenced social thought, such as Social Darwinism and the “belief in progress”; economic thought, such as mercantilism/expansionism and protectionism/isolationism; and political thought, such as nationalism and imperialism/colonialism. The intent of the activity is to familiarize students, in general terms, with such concepts before exploring them in terms of specific historical events, as required in subsequent activities.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global; Social, Economic, and Political Structures

Overall and Specific Expectations

COV.01 - demonstrate an understanding of the nature of and relationships between communities and nations throughout the world at the beginning of the twentieth century;

CO1.03 - describe the relationship between the developing world and the European powers at the beginning of the century;

SE2.01 - identify the primary characteristics of economic structures in developed nations;

CH1.03 - describe key elements that have helped to create a sense of international and global unity in the twentieth century;

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

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

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

Ontario Catholic School Graduate Expectations

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

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

CGE7f - respects and affirms the diversity and interdependence of the world’s peoples and cultures.

Prior Knowledge & Skills

Group works skills, critical-thinking skills, as well as oral and written communication skills, are utilized by students to complete this activity. Students should have an appreciation of the notions of change and continuity, as well as the implications and uses of chronology, as parts of the basic toolbox of the historian. Students should be able to distinguish between, and know how to manage, the unique challenges offered by primary and secondary documents. A basic understanding of how the terms economic, political, and social are used by the historian is also essential.

Planning Notes

Teachers prepare packages of passages that present a selection of the major ideas that influenced social, economic, and political thought at the turn of the 20th century. Teachers need to prepare “note worksheets” packages to model proper note-taking skills for students.

Teaching/Learning Strategies

1. The teacher initiates a teacher-directed brainstorming session on the state of the world at present. The intent of the discussion is to have students gain an awareness of the assumptions that are often used by individuals as the basis of judging other nations or peoples, as well as to justify or rationalize the types of interactions that are initiated between nations. The teacher may assemble a package of props (newspaper or magazine articles, cultural icons, etc.) to help initiate the discussion.
2. Following the brainstorming, the teacher divides the class into groups of four or five students. In each group, a leader is appointed as well as a note recorder. Each group is provided with a passage or selection of passages, as well as a worksheet that illustrates a mode of thinking typical of turn of the 20th century. Readings can include passages from: Alfred T. Mahan's *The Influence of Sea Power Upon History*; Frederick Jackson Turner's *Frontier Thesis*; Josiah Strong's *Our Country, Its Possible Future and Its Present Crisis*; Rudyard Kipling's *The White Man's Burden*; W.E.B. Dubois's *Journal of Negro History*; the Monroe Doctrine; and Wilfred S. Blunt's *Comments on Imperialism*.
3. Each group reads and analyses the ideas presented in the passages. The leader of each group coordinates the discussion, while the note recorder prepares a summary report for the class, either in the form of an overhead or by writing the analysis on the board. During the discussions, the teacher provides assistance to groups as they struggle with the language and ideas presented in the documents. The teacher provides the required materials (overheads, markers, chalk, or chart paper).
4. Once the groups have made their presentations, the teacher debriefs the exercise, providing an overview of the concepts and setting them within their historical context. A note worksheet can be prepared ahead of time by the teacher to provide students with a model for effective note taking.
5. Natural links can also be made during the debriefing between prevalent ideas present at the turn of the century that may still have relevance in our world today.
6. This activity acts as a natural bridge between the world of generalized concepts and the study of specialized application, which is illustrated in the next activity.

Assessment & Evaluation of Student Achievement

- 2,3 Formative and diagnostic assessment of group performance within the preparatory activity and during the oral or written communication exercise
- 2,3 Formative assessment of individual reading, thinking, speaking, and group skills observed during the brainstorming session and in group activities

Accommodations

- The teacher provides word lists or assigns peer-reading assistants to help with student comprehension of original documents.
- The teacher may need to photocopy the debriefing notes for individual students or provide them with a more detailed note-taking sheet to provide additional strategies.
- Copies of all handouts may be necessary for students to examine and make notes on.
- The teacher provides pre-formatted note-taking sheets, as well as primary/secondary document analysis sheets or cue sheets, to assist students in finding the specific information required.

Resources

Print

Beers, Burton. *World History: Patterns of Civilization*. Englewood Cliffs: Prentice-Hall Inc., 1991. ISBN 0-13-96845-2

Davis, M. Dale. *Contours in the Twentieth Century*. Toronto: Oxford University Press, 1989. ISBN 0-19-540593-5

Inge, Thomas, ed. *A Nineteenth Century American Reader*. Washington: United States Information Agency, 1989. ISBN 87-20977

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

West and Non-West: New Perspectives. Vera Dean and Harry Harootunian, eds. New York: Holt, Rinehart and Winston, 1963. ISBN 11783-0213

Websites

World History Archives – www.hartford-hwp.com/archives/index.html

National Post – www.nationalpost.com

Historyland – www.historyland.com

Globe and Mail – www.globeandmail.com

CBC Newsworld online – www.newsworld.cbc.ca

Twentieth Century History – <http://history.evansville.net/modern.html>

Activity 2: Technological and Demographic Change at the Turn of the 20th Century

Time: 300 minutes

Description

The focus of this activity is to have students explore the impact that technological progress had on an increasingly inter-connected global society. Through exploration of a specific technological advancement or invention, students explore positive and negative impacts of the new technology on the life of the individual within a national or regional perspective. In the final part of the activity, students examine how the changes in technology can be linked to global transformations. Students focus on: social transformations, such as explosions in population and the increased mobility within and between countries; economic transformations, such as the shift from rural to urban communities and from agricultural to industrial markets; and political transformations, such as the rise of reform movements and shifting expectations for governmental systems. The thematic link to the concept of a “belief in progress” is emphasized through a student-directed consideration of the positive and negative implications of technological progress.

Strand(s) & Learning Expectations

Strand(s): Communities: Local, National, and Global

Overall and Specific Expectations

CO1.02 - describe significant nations and communities and the relationships between them at the beginning of the century;

CO1.03 - describe the relationship between the developing world and the European powers at the beginning of the century;

CC2.03 - explain how belief in progress and technological improvement provides a framework for understanding the history of the twentieth century;

SEV.01 - describe key changes in the structures and activities of everyday life during the twentieth century;

SE1.03 - describe the nature and effect of changes in the world of work during the twentieth century;

SE1.05 - demonstrate an understanding of the effects on daily life of increased interaction between peoples of the world;

SE3.03 - demonstrate an understanding of obstacles to the implementation of stable forms of government in developing nations.

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good.

Prior Knowledge & Skills

Group work skills, critical-thinking skills, as well as oral and written communication skills, are utilized by students to complete this activity. Students need to have some familiarity with the notion of “progress”.

Planning Notes

- Generate a list of inventions that were created at the turn of the century. Use the headings of transportation, communication, power sources, commercial, agricultural, military, and family lifestyle as general topic research areas for students to focus their choice of invention.
- If using a student-directed approach, provide a list of acceptable websites or library resources.
- Provide a worksheet to guide student research and analysis, as well as to assist students with the recording of information.
- Generate a variety of information packages or resources regarding global transformations socially, politically, and economically over the first two decades of the 20th century.

Teaching/Learning Strategies

1. Each student selects a technological invention or advancement that was developed around the turn of the century. The teacher should ensure that the inventions chosen by the class cover the full range of focus topic headings. The student researches his/her invention to determine the impact(s) that the invention had upon society—socially, politically, and economically. Information is recorded using the worksheet and placed in the student’s notebook. Each student creates an advertisement for his/her invention that illustrates the positive impact(s) that the invention has had on society and a satirical cartoon that illustrates the negative impact(s) of the invention upon society. In a small-group setting of five or six students, each student explains his/her advertisement and cartoon. As an alternative assignment, students could create a performance or videotaped presentation for the class. These products would then be posted around the classroom or performed for the class.
2. The teacher prepares an overhead or a large print copy of a map of the world in 1900. Students locate on the map the country where their invention was developed and, if possible, indicate countries where their technology was utilized. When all students have located their inventions, the teacher leads a discussion on where the technologies are primarily available in the world. Students are encouraged to discuss why technology is being shared unequally around the world and to explore the impact(s) that a lack of technology could have upon a nation or region. Parallels to today’s global technological imbalance are encouraged. This activity acts as a bridge into the next, as it makes students question the hows, whys, and whos of progress.
3. Students are divided into six groups. The teacher prepares a set of resources for each group.
4. One group examines ‘currents of thought’ through an exploration of passages taken from contemporary commentators (e.g., passages from Thomas Malthus’ *Essays on Population*, Mary Shelley’s novel *Frankenstein*, Fritz Lang’s *Metropolis*). The intent is to have students explore the thoughts of contemporary writers as they struggled with the problems of their world, such as the effects of unbridled capitalism, technological progress without ethical considerations, and the dilemma of population growth and migration.

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5. The other five groups are assigned a region of the world for which they carry out a statistical inquiry. Ideally, the division of students would mirror the student choice of country and region as selected for the National Portfolio in a Global Context: Central and South America (including the Caribbean), Africa, Australasia, and Europe. Each group examines statistics from the turn of the century on world population growth, dynamics, and migration patterning; economic development, including patterns in rural-urban and agricultural-industrial diversification; political development, including governmental structure, voting rights, and colonial status.
 6. Each group reports back to the class. Students could use the large print map or overhead to illustrate their information. The presentation focuses on the passages taken from contemporary commentators.
 7. The teacher leads a discussion that focuses on the problems that students see developing around the world in the first two decades of the twentieth century. The following type of questions could be prepared ahead of time to focus the discussion: Who are the have and have-not countries/regions of the world? Why? / Where are colonies being formed and what are the predominant types of government in the world? Is there a correlation? / Where is industrialization happening and where is it not? Why? / What impact has technology played in the changes to the world? Is progress really being made in the state of the world? Is “progress” being shared equally among all peoples? Students incorporate the conclusions reached in the first part of the activity into the analysis generated through the discussion.
 8. The teacher develops with the class a more formal note on the conclusions reached in the discussion.

Assessment & Evaluation of Student Achievement

- 1,6 Formative assessment of group skills by teacher and peers
- 1,2,6 Formative assessment of communication skills during group presentation and class discussions
- 1 Formative assessment by peers of small group discussions using teacher-generated rubric
- 1,2 Summative evaluation by teacher of advertisement and satirical cartoon

Accommodations

- The teacher provides students with assistance in using Internet sources to gather information or in the interpretation of the statistical material provided.
- The teacher provides students with examples of satirical cartoons and a worksheet on features of cartoons—techniques used by satirists and how to interpret cartoons—to assist students in the production of their own cartoons.
- The teacher may provide students with copies of the final formal note from the group discussions.

Resources

Print

Catchpole, Brian. *A Map History of the Modern World*. London: Heinemann Educational Books Ltd., 1982. ISBN 0-435-31098-4

Davis, M. Dale. *Contours in the Twentieth Century*. Toronto: Oxford University Press, 1989. ISBN 0-19-540593-5

Heater, Derek. *Our World This Century*. Toronto: Oxford University Press, 1982. ISBN 0-19-913276-3

Websites

Inventors Websites:

<http://falcon.jmu.edu/~ramseyil/inventors.htm>

<http://inventors.about.com/science/inventors>

<http://library.thinkquest.org/C002942/>

<http://phcswww.neric.org/invent.htm>

<http://www.cln.org/themes/inventors.htm/>

Statistics Canada – <http://www.statcan.ca/english/Pgdb/>

Activity 3: Introduction of the Course Culminating Activity: National Portfolio

Time: 75 minutes

Description

Students are introduced to the course culminating activity: A National Portfolio in a Global Context. Students are provided with an overview of the assignment and are encouraged to begin the process of selecting the country to be studied. Students should be expected to select their country by a specific date, allowing the teacher to build time components into various units for countries from the same region to meet and share information on a regular basis. This also provides time for the teacher to carry out formative and diagnostic assessments of students' progress. Students should be encouraged to act as peer helpers, using and developing individual expertise to provide assistance and encouragement to their peers. The intent behind leaving the introduction of the activity to this date is to allow sufficient time for the stabilization of course registration. It is important to stress that the culminating is merely being launched at this point.

Strand(s) & Learning Expectations

Strand(s): Methods of Historical Inquiry

Overall and Specific Expectations

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

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

HI1.01 - formulate relevant questions for research and inquiry, drawing on examples from twentieth-century history;

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

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

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

Ontario Catholic School Graduate Expectations

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills.

Prior Knowledge & Skills

Students utilize group skills, as well as individual work skills, to complete this activity. Students build on their prior knowledge of the portfolio as developed through the Grade 10 Guidance and English courses.

Planning Notes

- Make copies of the course culminating activity outline available to each student.
- Outline appropriate sources and methods to begin the process of choosing countries and may provide geographic atlases, globes, or historical atlases to assist students.
- Provide a list of Internet sites pertaining to individual countries or regions.
- Assign a due date for the submission of a student's choice of country and create a worksheet for the student to use to submit a list of potential choices.

Teaching/Learning Strategies

1. The teacher provides each student with a copy of the assignment and goes over the components, explaining the rationale for the work and skills that are developed and emphasized through the project.
2. The teacher outlines the individual and group components of the assignment, as well as the formative, diagnostic, and summative assessment roles played by the teacher and by students.
3. Students are provided time to interact with their peers and to consider which region and country they would like to study and with whom in the class they would like to work.
4. The teacher assigns a due date for country choices and develops a strategy for ensuring that all regions are covered by the students' choices, as well as how to deal with student repetition of choices. A worksheet is provided to students to allow them to make their initial choices as well as to have them explain their rationale for the choices.
5. The teacher returns the selection worksheets with the country approved for each student, as taken from their list of options, as well as a list of other countries and students who make up their region.
6. Students begin their research into their country. At this time, the teacher may opt to assign a number of activities for the student to complete by Activity 7. The teacher could then utilize this material to provide a diagnostic and formative assessment of the student's progress up to this point in the exercise and take the appropriate action to accommodate individual student's needs and learning styles. This activity promotes close teacher observation of the activity and intervention where and when necessary.

Assessment & Evaluation of Student Achievement

- 3-5 Formative and Diagnostic assessment of student progress towards completion of the activity
3,4,5 Formative peer assessment of student progress by region

Accommodations

- Teachers encourage students of multi-levelled abilities to form into groups to complete this assignment.
- The introduction of peer assistants within groups would provide instant feedback and direction to students who might have difficulty with the assignment.
- Parts of the assignment may require additional instructions to assist students of different abilities.

Resources

Goeppfert, Paula S., ed. *The Communications Handbook*. Scarborough: Nelson Canada, 1982.
ISBN 0-17-601507-8

Activity 4: Major Power Blocs and Empires: Colonialism and Imperialism

Time: 240 minutes

Description

Through participation in a game simulation and through student- and teacher-directed activities, students examine major power blocs and elaborate on the introductory discussion of concepts such as imperialism, expansionism, and colonialism. Examples of such practices as they existed at the turn of the 20th century are analysed. Students understand that balance of power begins to change and is no longer dependent solely on Europe; the USA and Japan emerge as major contending powers on the scene of world politics.

Strand(s) & Learning Expectations

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

Overall and Specific Expectations

COV.01 - demonstrate an understanding of the nature of and relationships between communities and nations throughout the world at the beginning of the twentieth century;

CO1.01 - identify the major blocs of empires and former empires throughout the world as they existed at the beginning of the century;

CO2.05 - describe shifts in the international balance of power that took place during the twentieth century;

CC1.02 - describe the nature and magnitude of social and political change in the twentieth century;

CC1.04 - demonstrate an understanding of the effectiveness of different processes of change in the twentieth century;

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause-and-effect relationships in the study of twentieth-century history;

CC3.01 - demonstrate an understanding of the significance of timelines in the study of selected subjects in twentieth-century history;

CC3.02 - demonstrate an understanding of the cause-and-effect relationship between decisions taken in history and their consequences in helping to shape significant historical events.

Ontario Catholic School Graduate Expectations

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Prior Knowledge & Skills

Students have experience working in, analysing, and deriving information from game simulation.

Students should be familiar with the jigsaw strategy, the concept of timelines, and timeline creation.

Planning Notes

- Teachers prepare copies of Appendix 1 for student use in the game simulation.
- Teachers generate a variety of readings/documents on aspects of imperialism.
- Students are expected to do work outside of class time to maintain the time framework established.
- Teachers prepare copies of blank turn-of-the-20th century maps of Europe and maps depicting imperialism on a global scale.

Teaching/Learning Strategies

1. Using this simulation students are introduced to the topic of international relationships, with emphasis on imperialism, militarism, alliances, diplomacy, treaties, neutrality, and peace negotiations. The simulation involves seven independent nations, in a world that consists of one continent and one island. 'The teacher will reinforce the concept of 'balance of power.' This activity links with the National Portfolio and UN simulations.
2. The teacher distributes maps and national data (Appendix 1) to each student.
3. Using Appendix 1 as a reference, the teacher directs a discussion of the realities of the international power situation as it exists in this simulation. Note should be made of each factor in the table (figure 2) and that Cold Lake, in the centre of the 'World' is the primary, but not only source of fresh water for the inhabitants, as the 'world' is surrounded by salt water oceans. Each nation's central intent is to protect its own sovereignty to the best of their ability.
4. The teacher explains that the class will be divided into groups, and that a nation will be chosen by or assigned to each. Each nation should be assigned an area of the classroom that would correspond to the relative location in the simulation map. Each nation should then choose a nation leader: give him or her a title appropriate to the form of government indicated and, if numbers permit, choose a

minister of defence, minister of economics, and minister of culture and heritage. The nation may also chose to design a flag, select nation's symbols such as an animal, bird, and/or plant, and choose its national dress.

5. Each nation now meets independently and chooses a strategic location for their capital city, which is recorded on a general reference map at the front of the classroom. Each nation then undertakes a detailed analysis of strategic position and best option in alliances for future success as a nation. The representatives of each nation should consider what they may bargain with to strengthen their position. They will carefully investigate the strengths and weaknesses of the neighbours. A detailed, but secret, National Strategic Profile will be written, and presented to the teacher. The decisions of the nation should be consistent with the type of government indicated.
6. The first step of the simulation begins as the teacher explains that Centralia has declared an intention to invade Columbia, with the objective of securing control of Cold Lake, and the oil field to the north of it. Each nation's representatives will hold a secret session to examine the implications for their nation, and to meet with other nations in private, to discuss possible allegiances. Formal treaties may be signed, or allegiance may be simple oral agreements. Nations may opt to declare neutrality, or to take an active peacekeeping role.
7. The next step is the announcement of a formal International Convention aimed at avoiding the coming war. At this convention, each nation must formally address the group and express its position. The true position need not be revealed, but must act with a full understanding of the implications of their decisions. At the end of the conference, each nation will produce an official statement, representing its views of the crisis.
8. The next step, announced by the teacher, is the invasion of Aridia by Centralia. Students will discuss the implication of this invasion in their strategies, and undergo a new round of strategic analysis and decision-making.
9. The final step involves an all-out invasion of Centralia, by Columbia, over land and by sea. Strategic meetings are held by each nation, and nations may then, at a chosen time declare and engage in action.
10. The simulation's final stage begins with a dissolution of the national groups; the participants then engage in a new role as 'global citizens' to discuss peacekeeping strategies that might resolve the situation, without regard to national identity. An examination of the initial National Strategic Profile, developed at the beginning of the simulation will take place, and it should be compared to the final position taken by each nation in the crisis.
11. Upon completion of the simulation, the teacher leads a discussion on the concepts of power blocs, alliance systems, colonialism, imperialism, and nationalism. From information gained in Activities 1 and 2 and Grade 10 History, students should already have some knowledge of these concepts. Students reflect on their motivation for and purpose of establishing alliances and power blocs during the simulation and on the course of the proceedings.
12. The teacher provides maps of Europe; students label the major power blocs within Europe.
13. Students are then provided with a selection of practical readings, focusing on the years between 1870 and 1914, that distinguish how different countries viewed and practised imperialism, expansionism, and colonialism. The teacher may wish to jigsaw the activity by dividing the class into groups, with each group concentrating on a different country: Germany (Bismarck's Realpolitik vs. Wilhelm II's Weltpolitik); Britain; Russia; France; Italy; USA (Monroe Doctrine; Spanish-American War); Japan (Meiji reforms; Russo-Japanese War); and Turkey. The teacher provides charts to document the information obtained from the readings. Students then investigate the alliances and imperialistic and colonial goals of each country and place the information on the chart. The groups are rearranged so that each country is represented in a group. Students present their findings to group members, while others copy down the information onto their charts.

Possible format for chart:

Country	Foreign Policy/Goals	Key People/Terms
Germany		
Britain		

14. Students are provided with a series of maps depicting imperialism on a global scale: Africa, Asia, the Caribbean, the Balkans, etc., to investigate elements of “old imperialism” and “new imperialism” from a regional perspective. Students may choose to examine and create a map of colonial areas in their National Portfolio region. The teacher provides students with the necessary information, in the form of handouts and/or textbook readings. Students create an in-depth timeline, documenting important events pertaining to imperialism and colonialism for each region. Students may set up their timeline by indicating the dates vertically, down the left-hand side of the page, and the three regions horizontally, across the top of the page. The teacher may use a jigsaw approach for this activity as well.
15. The teacher leads students in a brainstorming activity on the causes and effects, from both immediate and long-term perspectives, of European imperialism and on the implications of the application of power and control to regions and to the lives of individuals. The teacher elicits from students reasons for a country’s desire for power and expansion and, subsequently, how they use that power once gained. Teachers may also wish to discuss the concept of progress from the viewpoint of the colonizer and the colonized. Students relate the discussion to the game simulation; they may comment on how they felt as a member of an aggressor nation or a dominated nation. The teacher concludes by leading students in relating this information to their National Portfolio country.

Assessment & Evaluation of Student Achievement

- 1 Formative assessment of student participation in the simulation game
- 13 Formative assessment of student participation in jig-saw activities
- 14 Formative assessment of timeline creation
- 15 Formative assessment of student ability to relate colonialism to their National Portfolio country

Accommodations

- The teacher reviews processes involved in effective group work (e.g., planning, delegating, helping).
- Reading materials may be adjusted to address the need for appropriate material for students with reading difficulties.
- Non-written or computer-generated tasks can be substituted for students with writing difficulties.
- Students may work with Special Education teacher or an Educational Assistant may provide recommendations to help exceptional students complete tasks.

Resources

Websites

AOL Metasite – <http://members.aol.com/Tchrfromoz/wwi.html>
British Empire – www.edunltd.com/empire/htm
Encyclopedia of World War I – www.spartacus.schoolnet.co.uk/FWW.htm
Imperialism, Britain – www.bnl.com/shorts/stories/shootelp.html

Activity 5: Nationalism and Emerging Nationalism at the Turn of the Century

Time: 75 minutes

Description

In this transition activity, students analyse and examine the powerful force of nationalism at the turn of the century. Students make connections between the emergence of nationalism with the decay of the old empires and the rise of independence within “new world powers” and the colonized regions of the world. In addition, nationalism is examined as a causation factor and as a mobilizer of the civilian population in support of World War I. The Balkan region is examined in detail.

Strand(s) & Learning Expectations

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

Overall and Specific Expectations

COV.02 - describe the effects of World War I, World War II, the Cold War, and selected regional conflicts on the nations of the world and on international relations over the course of the twentieth century;

CO2.01 - describe the causes, course, and results of significant local and regional conflicts;

CO2.03 - demonstrate an understanding of the causes, course, and results of World War I and II;

CC2.01 - demonstrate an understanding of the ongoing movement towards decolonization and national independence throughout the twentieth century;

CC3.03 - explain the interplay among political, social, economic, and cultural issues, using key examples from the twentieth century;

CHV.01 - demonstrate an understanding of the importance of nationalism and internationalism in twentieth-century societies;

CH1.01 - describe key elements that have contributed to the development of national identities in the twentieth century;

CH1.02 - demonstrate an understanding of how nationalism has affected existing institutions and the lives of average citizens.

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Prior Knowledge & Skills

Students should have completed the Regional Timeline, as introduced in Activity 3.

Planning Notes

- Teachers prepare an overhead map of the Austro-Hungarian Empire in 1914.
- Teachers prepare a question sheet and select textbook readings, concentrating on Balkan events pertaining to imperialism and nationalism between 1912 and 1914.
- Teachers visually present the geographic features of the area that lead the Balkans to becoming a “powder keg” (e.g., relief maps of the Balkans).
- Teachers research the roles of emerging nationalism in Ireland, India, and Central America.
- Students are expected to do work outside of class time to maintain the time framework established.

Teaching/Learning Strategies

1. In order to convey the important role that nationalism played in the pre-World War I stage, the teacher presents and examines with the class an overhead map of the Austro-Hungarian Empire in 1914. This “Ram-Shackle Empire” was made up of eleven different nationalities, many of who desired independence, which caused internal and external tensions within the Empire and within Europe.
2. Students refer to their timelines to examine the events leading up to World War I in the Balkans, concentrating on events occurring between 1912 and 1914. The teacher reviews the roles that nationalism played: in the outbreak of the Balkan wars; in the rise in competition for colonies; in the rise in strength of the Pan-Slavic movement and the role it played in the assassination of Archduke Ferdinand. The teacher introduces a brief comparison discussion with modern-day events in the region.
3. The teacher then expands the discussion to selected case studies of emerging nationalism in such areas as Ireland, India, Quebec, and Central America. Case study materials could include readings as well as national anthems/songs, paintings, art, visual icons, and national symbols to illustrate the emerging nationalism. Students apply the concept of nationalism to their National Portfolio country/region.

Assessment & Evaluation of Student Achievement

- 2 Formative assessment of answers to teacher-prepared questions.
- 3 Formative assessment of student application of the concept of nationalism to their National Portfolio.

Accommodations

- Reading materials may be adjusted to address the need for appropriate material for students with reading difficulties.
- For students with writing difficulties non-written or computer-generated tasks can be substituted
- Special Education teacher may assist with recommendations for exceptional students.
- Comparative organizers could be created to assist students with the concepts being studied and to distinguish between the “then” and “now”.

Resources

Print

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

Heater, Derek. *Our World This Century*. Oxford: Oxford University Press, 1999.

Websites

Balkan Crisis – www.theAtlantic.com/unbound/flashbks/balkans/usherf.htm

World War I Document Archive – www.lib.byu.edu/~rdh/ww1

Activity 6: World War I, 1914-1918: Causes, Course, and Consequences

Time: 480 minutes + 60 minutes for National Portfolio assignment

Description

Through teacher- and student-directed activities, students apply a model of causation(s) to the factors leading up to the start of World War I to determine how and why the war began; identify cause-and-effect relationships; and offer alternatives to the policies that led to World War I. Students are provided with an opportunity to explore a variety of key aspects of World War I: significant battles, life in the trenches, the impact of new weapons, propaganda, and efforts to mobilize resources on the home front. Students develop a timeline of key events in World War I. In addition, students work in pairs to create a newspaper about World War I from a regional perspective. Students explore and examine the consequences of the Great War on human population, world resources, and world power structures. The reasons for the Treaty of Versailles, its contents, its impact on Europe and the World, and the League of Nations are discussed. The testing of “the belief in progress”, both during and after the war, acts as an important linking theme to illustrate the critical shifts in thought that were occurring in this period. Students have an opportunity to apply knowledge gained from this unit to their National Portfolio country.

Strand(s) & Learning Expectations

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

Overall and Specific Expectations

COV.02 - describe the effects of World War I, World War II, the Cold War, and selected regional conflicts on the nations of the world and on international relations over the course of the twentieth century;

CO2.03 - demonstrate an understanding of the causes, course, and results of World War I and II;

CO2.06 - describe Canada’s changing role in international affairs during the twentieth century;

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause-and-effect relationships in the study of twentieth-century history;

CC3.02 - demonstrate an understanding of the cause-and-effect relationship between decisions taken in history and their consequences in helping to shape significant historical events;

CHV.01 - demonstrate an understanding of the importance of nationalism and internationalism in twentieth-century societies;

SEV.01 - describe key changes in the structures and activities of everyday life during the twentieth century;

SE1.01 - describe the effect of the twentieth century on the structure of the family and on the individual within the family;

SE1.02 - demonstrate an understanding of how the genocides of the twentieth century have affected not only the victims and victimizers, but also the world at large;

SEV.03 - demonstrate an understanding of the variety of political structures experienced during the twentieth century;

SE3.04 - demonstrate an understanding of the structure and function of international governmental organizations and agreements that have attempted to provide global leadership.

Ontario Catholic School Graduate Expectations

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

CGE1j - recognizes that ‘sin, human weakness, conflict, and forgiveness are part of the human journey’ and that the cross, the ultimate sign of forgiveness is at the heart of redemption (Witnesses to Faith);

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

Prior Knowledge & Skills

- In Grades 8 and 10, students explored a variety of issues surrounding World War I and Canadian participation in that war. Students should have a general understanding of the causation factors, major battles, technological advancements, and home front contributions.
- Students are familiar with interpreting primary documents and visuals and the concept of a timeline.
- Students should understand the expectations of the National Portfolio assignment.

Planning Notes

- Refer to Grade 10 Canadian History in the Twentieth Century Curriculum documents to familiarize themselves with the content covered on the causes of World War I.
- Prepare a number of primary source documents, dealing with the Treaty of Versailles, which include a wide range of perspectives and proposals.
- Prepare overheads dealing with the causes of World War I, obtain copies of blank maps of Europe (1914 and 1918) for student usage, obtain overheads of a 1914 map of Europe and a 1918 map of Europe, and preview and gather videos about World War I.
- Gather primary source documents, including front pages from newspapers at the time.
- Arrange student access to the Internet and word-processing software.

Teaching/Learning Strategies

1. Using overheads and information elicited from students, the teacher reviews the causes of World War I: the emergence of new nations (Germany and Italy); the role of nationalistic fervour (Balkans); imperialism; militarism; the alliance system; imperial and economic rivalries, including the assassination of Archduke Ferdinand; ethnic and ideological conflicts; diplomatic errors; and domestic discontent and disorder leading up to World War I. A visually-arresting note (e.g., a “powder keg” drawing) could illustrate events leading to the start of the war. Students copy key points.
2. Using a 1914 map of Europe, the teacher outlines the events of the Von Schlieffen Plan and its role in the causation of World War I. Students copy key points of the discussion into their notes.
3. In a brief class discussion, students identify and examine the cause-and-effect relationships between the events leading up to the war, including how and why different countries aligned themselves with either the Allied Powers or the Central Powers. Next, students discuss and offer alternatives to the policies that led to World War I. Students write a two-page individual response on the topic of alternatives to the policies that led to World War I.
4. Students may also label the Alliance systems on maps of Europe. The teacher should select relevant clips from a variety of documentary or Hollywood-type movies in order to demonstrate the nature of war. The teacher creates a question sheet to accompany the video, focusing on technology, weapons, medical aid, strategies, life at the front, training, military strategies, and the message of the video. Following the video, the teacher brainstorms elements of trench warfare and total war with the class.
5. Using a textbook and/or Internet resources, students research the topics in greater detail. The teacher may also choose to set up a variety of workstations to deal with the subject matter.

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6. In order to dispel romantic notions of trench warfare and discuss the horrors of war, students are provided with copies of: “Dulce et Decorum est” and “The Parable of the Old Man and the Young” by Wilfred Owen and “The Soldier” by Rupert Brooke. The teacher explains to students that these poems were written by British poets who served in battle during World War I and that Owen was killed in battle. Owen’s poetry describes the horror of trench warfare and the terror of its participants, while Brooke’s poetry is more romantic and patriotic. Inform students of the English translation of the Latin phrase, “Dulce et decorum est pro patria mori”: “It is sweet and proper to die for one’s country.” Students read the selected poems. The teacher initiates class discussion using the following questions as a guide: a) What ideas are expressed in each of the poems? B) How are these ideas expressed to the reader? C) What advice does Owen give to his friend in the final stanza of “Dulce et Decorum est?” d) In “The Parable of the Old Men and the Young,” what does Owen suggest about the causes of World War I? E) How do you think the British people would have reacted to each of these poems? Propaganda posters and photographs could be presented with the poetry to provide students with the opportunity to make further connections.
 7. Students read concise text overviews of the war and collect data on key battles. Internet sources may be used. Students work in pairs to prepare a timeline of events that includes brief descriptions of the following events: the Battles of Ypres, Vimy, Champagne, Verdun, the Somme, Jutland, Passchendaele, Caporetto; the Gallipoli Campaign; Italy’s entry into the war; conscription in Britain; the Brusilov Offensive; the sinking of the Lusitania; the United States declaration of war on Germany; revolutions in Russia; the capture of Jerusalem and Baghdad; Germany announcement of a policy of unrestricted submarine warfare; Japanese offences; the end of the rule of William II; and the Ottoman Empire acceptance of defeat. Students are encouraged to be creative with their timelines. Photos and hand-drawn pictures may be included. Timelines could be posted around the classroom.
 8. The teacher reviews the expanding scope of the war/battles using a world map to highlight key areas.
 9. The teacher introduces a summative activity in which students, working in pairs, create the front page of a regional newspaper. The use of authentic or replica front pages of newspapers from the era could act as templates for students to model their own products. Students investigate aspects of major events and battles of World War I from a regional (Western Front, Eastern Front, Mediterranean, Middle East) and/or national perspective. Articles must be written from the viewpoints of a variety of individuals (working class male and female, soldier, journalist, politician, factory owner, conscientious objector, etc.) and reflect key events, significant issues, available resources, political ideologies, and battles pertaining to the particular region. This is an ideal activity for students to concentrate on their Portfolio country. Students gather important pictures, maps, or diagrams to accompany their articles. Articles should be no longer than 250 words. Projects must be professional looking. Student access to the Internet and word-processing software would be helpful. Prior to submission, students select their one or two most interesting articles and read them to the class. Copies may be made for classmates. The teacher may wish to display the newspapers on a bulletin board. Teachers should introduce the evaluation rubric prior to commencement of the activity.
 10. Students examine a chart or charts that outline(s), by country, its number of casualties, its depletion in resources, etc. Teachers may emphasize soldier vs. civilian casualties. Teachers may also look at issues of genocide, such as the Armenian genocide. The notion of progress could be examined. Did World War I accelerate or decelerate progress? Students are then asked to formulate their opinions on the immediate consequences of World War I in a one-page, written response.
 11. Using a textbook and prepared question sheet, students focus on the differences in opinion between the ideas of French Prime Minister Clemenceau and British Prime Minister Lloyd George on the peace negotiations; the main idea of American President Wilson’s “Fourteen Points”; and points of difference between President Wilson and the leaders of other Allied countries at the Paris Peace Conference.

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12. Students read a summary or primary document of the Treaty of Versailles and identify key provisions. Students are provided with a 1918 (post-WWI) map of Europe. The teacher points out the important consequences of the treaty: the creation of a new world order and formation of the League of Nations.
 13. The teacher distributes the following quotation to the class: “The historian, with every justification, will come to the conclusion that we were very stupid men.... We arrived determined that a peace of justice and wisdom be negotiated: we left it conscious that the treaties imposed on our enemies were neither just nor wise”, written by British diplomat H. Nicholson, who was present at the Paris Peace Conference. The teacher initiates a discussion of the quotation. Students focus on the reasons for dissatisfaction with the peace settlements. Students ascertain whether or not the treaty was too harsh.
 14. Student understanding is demonstrated through an end-of-unit test that focuses on World War I.
 15. Students submit a brief one-paragraph assignment relating World War I and its aftermath to their National Portfolio country.

Assessment & Evaluation of Student Achievement

- 3, 4 Formative assessment of written response and video questions
- 6 Formative assessment of student participation in poetry analysis
- 7, 10 Formative assessment of timeline completion and written responses
- 9 Summative teacher evaluation of newspaper assignment for each individual’s contribution
- 13 Formative assessment of student participation in class discussions
- 14 Summative evaluation of unit material through end-of-unit major test
- 15 Formative assessment of aftermath of World War I and its consequences to National Portfolio study

Accommodations

- Reading materials may be adjusted to address the reading levels of students with reading difficulties.
- Non-written or computer-generated tasks can be substituted for students with writing difficulties.
- Special Education teacher may make recommendations to assist students in completing tasks.
- Pre-formatted timeline sheets, comparison organizers, and decision-making or summary matrices may be helpful for ESL and/or special needs students.

Resources

Print

Lewis, Cecil, ed. *The Collected Poems of Wilfred Owen*. New York: New Directions Publishing Corp., 1965.

Major, Kevin. *No Man’s Land*. Toronto: Doubleday Canada, 1995.

Remarque, Erich Maria. *All Quiet on the Western Front*. New York: Fawcett, 1997.

The Timetables of History. Toronto: Simon and Shuster, 1991. ISBN 0-671-74919-6

Ward, Harriet. *World Powers in the Twentieth Century*. London: BBC Publications, 1986. ISBN 0-563-21114-8

Non-print

World War I CD-ROM. Flag Tower, 1995.

“All Quiet on the Western Front”, “Gallipoli”, CBC “The Killing Ground”, or PBS “The Great War” with copyright permission.

Websites

Artists’ Site – www.art-ww1.com/

BBC History –

http://news.bbc.co.uk/hi/english/special_report/1998/10/98/world_war_i/newsid_197000/197

Canada and World War I: Road to Vimy Ridge – www.vac-acc.gc.ca/historical/firstwar/vimy.htm
Economic Aspects of World War I – www.ukans.edu/~libsite/wwi-www/Clapp/Clapp2.htm
General Site – www.rootsweb.com/~ww1can/

General World War I Sites:

www.worldwar1.com
www.spartacus.schoolnet.co.uk/FWW.htm
PBS – <http://www.pbs.org/greatwar/>

Poetry Sites:

<http://www.emory.edu/ENGLISH/LostPoets/index.html>
<http://angelfire.com/wa/warpoetry/Ww1poetry.htm>
www.fordham.edu/halsall/mod/1914warpoets.html
Propaganda Postcard Site – www.ww1-propaganda-cards.com/
Treaty of Versailles – <http://ac.acusd.edu/History/text/Versaillestreaty/vercontents.html>
World War I Document Archives – <http://www.lib.byu.edu/~rdh//wwi/index.html>

Activity 7: National Portfolio Research Skills Development Activity

Time: 75 minutes

Description

Students, with the assistance of the teacher and the library staff, are introduced in a more formal way to the methods of historical research. Students should be made aware of the availability and uses of library card catalogues, general reference materials, periodical indexes, and computerized catalogue search engines, as well as online Internet search engines, as the framework by which research can be gathered. The teacher, with the assistance of the library staff, prepares a manual of general print resources and Internet sites to assist students as they conduct their research. This activity has three basic foci. First, to provide students with a basic understanding of how information can be gathered using a variety of library and Internet resources. Second, to provide the teacher with an avenue by which the strengths and weaknesses of individual students' research skills may be formatively assessed. Last, to provide teacher and peer assistance to students whose research skills are deficient in certain specific learning expectations.

Strand(s) & Learning Expectations

Strand(s): Methods of Historical Inquiry

Overall and Specific Expectations

HIV.01 - demonstrate an ability to locate, select, and organize information from a variety of sources;
HIV.02 - demonstrate an understanding of the steps in the process of historical interpretation and analysis;
HIV.03 - communicate opinions based on effective research clearly and concisely;
HIV.04 - demonstrate an ability to think creatively, manage time efficiently, and work effectively in independent and collaborative study;
HI1.01 - formulate relevant questions for research and inquiry, drawing on examples from twentieth-century history;
HI1.02 - conduct organized research, using a variety of information sources;
HI1.03 - organize research findings, using a variety of methods and forms.

Planning Notes

- Schedule time with library staff for an orientation session on research skills
- Book computer labs as necessary if access to the Internet is not available through the library.
- Consult with the library staff on available resources. Preloaded “bookmarks”, containing important information or research tips, could be prepared for students.
- Create a guideline of resources that students may access to start their research, including tips on how to begin researching information, as well as where to obtain information. This guideline could include a list of school library resources, community resources, and Internet search engines and sites.
- Create a research development worksheet for students to complete to aid the teacher in formatively assessing student progress in completing their initial information gathering.
- Obtain envelopes or file folders, for students to use as they collect information, and assign an area of the classroom where these folders/envelopes can be kept safe and secure.

Teaching/Learning Strategies

1. The teacher provides each of the students with a guideline that outlines the various concepts and methods of historical research. This guideline could also include some practical information, as outlined above, to assist students in finding information on their topics.
2. The teacher, or library staff, conducts a Socratic lesson on historical research methods, having students generate supplementary notes to be added to the guideline handout.
3. Students are scheduled for an initial research period in the Library/Resource Centre or computer lab to begin the research process. The teacher circulates around the class, making observational diagnostic assessments of student progress.
4. The teacher assigns a research development worksheet for each student to complete. This worksheet should reflect the student’s progress in obtaining sources to complete their year-end project.
5. The teacher may wish to assess the level of student understanding of the research process. A formative/diagnostic test could be created to assess the level of students’ research skills comprehension.

Assessment & Evaluation of Student Achievement

3,4,5 Formative and diagnostic assessment of research skills comprehension and development

Accommodations

- The use of peer assistants provides feedback and direction to students with learning difficulties.
- The teacher may need to provide individual assistance, or ask for the assistance of Special Education teachers, for students who have difficulty in completing specific research tasks.

Resources

Goeppfert, Paula S., ed. *The Communications Handbook*. Scarborough: Nelson Canada, 1982.
ISBN 0-17-601507-8

Appendix 1

The Continent and the Island- A Simulation

Figure 1

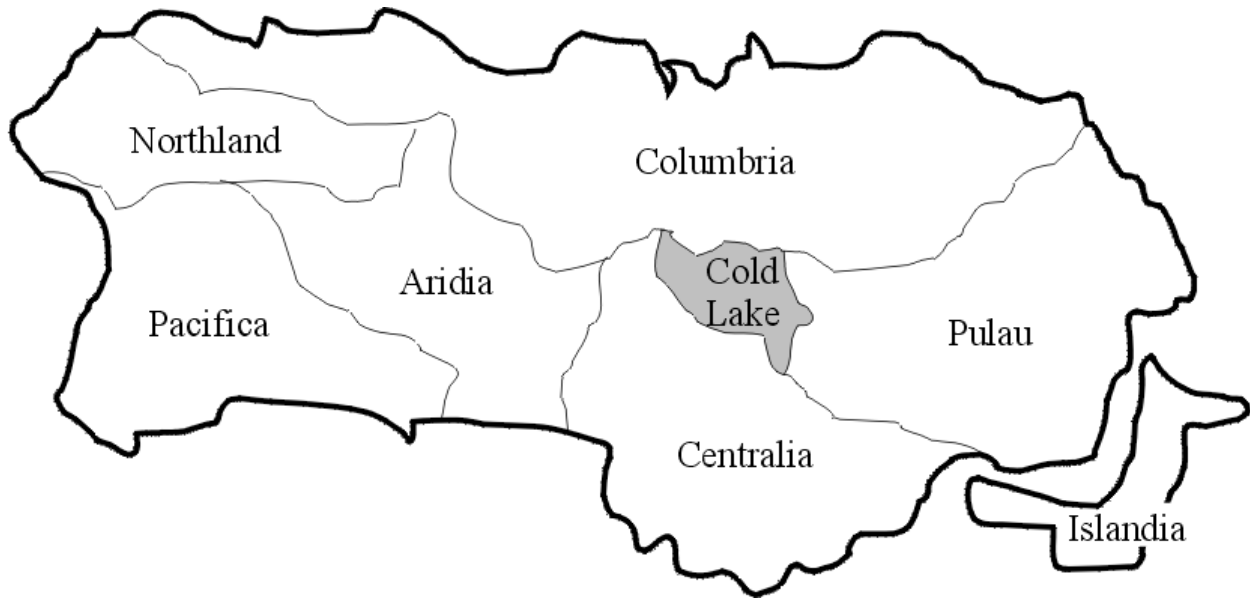


Figure 2: Relative Powers of Each Nation

Nation	Population	Language	Military	Economy	Government	Ally
Pacifica	2 000 000	Pax	Army – 10 000 Navy – 4000	Very strong – Natural Resources	Democratic	Aridia
Aridia	600 000	Pax	Army – 1500	Weak - Agricultural	Dictatorship	Pacifica
Centralia	4 000 000	Centro	Army – 30 000 Navy – 7 000	Powerful – Industrial/trading	Military Dictatorship	None
Pulau	2 500 000	Intran	Army – 12 000 Navy – 1500	Strong - Industrial	Monarchy	Islandia
Islandia	500 000	Centro	Navy – 2000	Weak – Natural Resources	Democratic	Pulau
Northland	400 000	Colombo	Army – 1000	Weak - Subsistence	Democratic	Pacifica
Columbria	8 000 000	Colombo	Army – 35 000 Navy – 20 000	Strong – Industrial/Natural Resources	Military Dictatorship	None

* Note that all military values are relative, and represent equivalent strength of military personnel, technology, and military equipment in total.

Unit 3: Global and Regional Conflicts in the Nuclear Age (1945-Present)

Time: 22 hours

Unit Description

The focus of this unit is on global, regional, and national conflicts, and whether or not progress has been made in dealing with conflict in this century. Attention is paid to identifying types of conflict and methods of conflict resolution. The time period is framed in a chronological study of the Cold War. With this overview in mind, students undertake an in-depth study of the intricacies of the Middle East region, with the intent on developing a model to study conflict. Students apply this analysis model to selected conflicts, as well as their National Portfolio nation. The primary strategy is co-operative group study.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
3.1: Defining Types of Conflict and Identifying Methods of Dispute Resolution	1 hour	CHV.01, HIV.04, CCV.01, CCV.02, SEV.03, CC2.01, CC2.02, SE3.04, CH1.02, HI2.02, HI4.02, HI4.03 CGE3e, 3f	Knowledge/ Understanding Thinking/Inquiry Communication	Define terms and demonstrate understanding of conflict resolution methods on a quiz.
3.2: The Cold War in a Nuclear Age: Ideologically and Chronologically	8 hours	COV.02, CCV.03, CHV.01, SE3.01, HIV.01, HIV.02, HIV.03, HIV.04, HI1.03, HI1.02, HI2.03, HI2.03, HI3.01, HI3.02, HI4.01, HI4.03, SEV.03, CO2.02, CO2.04, CO2.05, CC3.03, CH1.01, CH3.02, SE3.03 CGE1d, 3f, 3a, 2e, 7f	Knowledge/ Understanding Communication Application	Create timelines of Cold War and write a selection of editorials on various aspects of the Cold War.
3.3: A Model for studying Conflict and Conflict Resolution	9 hours	COV.02, COV.03, CCV.01, CCV.02, CCV.03, CHV.01, CHV.02, SEV.03, HIV.01, HIV.02, HIV.03, HIV.04, CO2.01, CO2.02, CO3.01, CO3.03, CC1.03, CC2.02, CC3.01, CH1.02, CH2.02, SE3.04, HI1.02, HI1.03, HI2.03, HI3.01, HI3.02, HI4.01, HI4.03 CGE1h, 2a, 2b, 2c, 3d, 3f, 5a, 7d, 7e, 7f	Knowledge/ Understanding Communication Inquiry Application	Use the developed template for studying conflict and apply to a case study. An oral presentation summarizes case study findings.
3.4: Global Hot Spots and Conflict Resolution	3 hours	COV.02, COV.03, CHV.01, CHV.02, HIV.01, HIV.02, HIV.03, HIV.04, HI2.03, HI1.02, HI1.03, HI3.01, HI3.02, HI4.03, CO2.01, CO2.02, CO3.03, CO3.01, CC2.02, CH2.02 CGE3b, 3c, 3d, 4a, 4d, 7d, 7f	Communication Knowledge/ Understanding Application	Hypothesizing reasons for conflict distribution. Student production of a report or bulletin board display.

3.5: National Portfolio: Conflict Resolution Analysis	1 hour	HIV.01, HIV.02, HIV.04, HI1.02, HI1.03, HI2.03, HI3.02, HI4.03 CGE4f	Knowledge/ Understanding Application Thinking/Inquiry	Apply conflict analysis template to own country for National Portfolio
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Prior Knowledge & Skills

Students should be familiar with using Internet websites as research databases. Students should have developed research skills (in Grade 10 History), which allow them to extrapolate information from a variety of sources. They are also familiar with oral presentation skills and group work skills.

Unit Planning Notes

The breadth of information to be covered in this unit necessitates the use of both student-directed and teacher-directed learning strategies. The availability of resources determines the degree to which student-directed activities can be utilized. Teachers need to familiarize themselves with available websites, software programs, and other multimedia resources that support the unit content. Given that this is an Open destination course, teachers need to use range of teaching strategies and select a variety of print and other media resources. Accommodation for exceptional students should also be anticipated. Teachers should consult with the Library/Resource Centre staff on the availability of resources, to support student research, which could be put on reserve for the class.

Teaching/Learning Strategies

Students experience the challenges facing citizens of the world post-WW II through timelines, mapping exercises, group jigsaw discussions, brainstorming, written or oral responses, group presentations, overheads, case studies, and individual research projects. Teachers should assign the groups for the in-depth study of a conflict and its resolution. Culminating activities for the unit include a written test and a presentation of a case study.

Activity 1: Defining Types of Conflict and Identifying Methods of Dispute Resolution

Time: 60 minutes

Description

In this activity, the class defines the word ‘conflict’ and hypothesizes about the causes of the different types of conflict. Through a board note, the teacher summarizes the discussion and provides formal definitions of all terms for reference throughout the unit. The teacher repeats the process with conflict-resolution methods. Once the framework has been established, the teacher assigns an activity during which students identify and categorize various conflicts and resolutions using the established categories.

Strand(s) & Learning Expectations

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

Overall Expectations

CCV.01 - describe key factors that facilitated change during the twentieth century, and describe the nature of that change;

CCV.02 - describe key factors that tended to maintain continuity during the twentieth century;

CHV.01 - demonstrate an understanding of the importance of nationalism and internationalism in twentieth-century societies;

SEV.03 - demonstrate an understanding of the variety of political structures experienced during the twentieth century;

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

Specific Expectations

CC2.01 - demonstrate an understanding of the ongoing movement towards decolonization and national independence throughout the twentieth century;

SE3.04 - demonstrate an understanding of the structure and function of international governmental organizations and agreements that have attempted to provide global leadership (e.g., United Nations, North Atlantic Treaty Organization);

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

Ontario Catholic School Graduate Expectations

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

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

Prior Knowledge & Skills

Group works skills, critical-thinking skills, as well as oral and written communication skills, are utilized by students to complete this activity.

Planning Notes

- Prepare handouts with definitions of different types of conflict (civil, ethnic, territorial, economic, cultural, religious, tribal, and ideological) and for conflict-resolution methods.
- Make up case study scenarios for student demonstration of knowledge and understanding of different types of conflict (see Appendix 3.3.1).
- Inform students that each student is responsible for conducting independent research about a conflict involving their National Portfolio nation; and synthesizing the research in a written analysis for the Portfolio.

Teaching/Learning Strategies

1. The teacher asks students to define the word “conflict”, and brainstorm a list of different types of conflict that go on in the world. The list is generated on the board. At the end of this discussion, the teacher provides a handout, which provides formal definitions for each type of conflict. This handout is used as a reference throughout the unit. (10 minutes)
2. The teacher links the idea of conflict with “conflict resolution” as a starting point for discussion. The class brainstorms methods, available nationally and internationally, to resolve different types of conflict. The teacher provides a framework for organizing resolution methods into economic, political, military, and legal solutions. The teacher distributes a handout outlining methods of conflict resolution available under the headings: economic, political, military, and legal (UN peace-keeping, UN social and economic council, International Court of Justice, negotiation, mediation, etc.). (10-15 minutes)

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3. The teacher then asks students if they believe Canada and other nations should get involved in different conflicts going on in the world and why it should or should not. After this discussion, the teacher reminds students of the commandment of Jesus: love your neighbour as yourself. The teacher explains that this commandment confers upon each of us a responsibility for the well-being of our neighbour. Students then re-examine the statements listed on the board in light of this gospel teaching. The teacher points out that, while our secular world teaches us to only be concerned with those things which directly affect us, this idea contravenes the teachings of Jesus. The gospel not only calls on us to be knowledgeable about conflicts such as in the Middle East, Central America, and Africa, it also requires that we actively support efforts to resolve these conflicts for the common good. (15 minutes)
 4. Students are divided into groups of three or four. The teacher provides each group with a conflict scenario (see Appendix 3.1.1). After reading the case study, the group must decide which type of conflict it is, according to the definitions, and predict a possible conflict-resolution method. The groups share their case studies and conclusions and a discussion follows. The teacher provides scenarios, which can be characterized as strictly one type of conflict, and more complex cases which involve different conflict types (for enrichment purposes). (20 minutes)

Assessment & Evaluation of Student Achievement

- Formative assessment in the form of a quiz on the student's knowledge of definitions of conflict and various types of conflict resolution
- Formative assessment of group skills using a checklist during group case study brainstorming session, referring to criteria such as cooperation, staying on task, respect for others, listening skills

Accommodations

To assist students who have difficulty taking notes during discussion or supplementing board notes, the teacher may provide copies of the definitions and notes. Gifted students may be given more complex case studies to examine/categorize, while students with learning difficulties may be given scenarios that are clearly one-dimensional conflicts. The teacher may need to photocopy the debriefing notes or provide a more detailed note-taking sheet to provide additional strategies. The teacher should have available copies of all handouts.

Resources

Print

Zelinski, Victor, Graham Draper, Don Quinlan, and Fred McFadden. *Twentieth Century Viewpoints: An Interpretive History*. Don Mills: Oxford University Press, 1996. ISBN 0-19-541213-3

"The War Reports." *Canada and the World*. April 1995.

Websites

United Nations – www.un.org

Activity 2: The Cold War in a Nuclear Age: Ideologically and Chronologically

Time: 480 minutes

Description

The focus of this activity is to have students explore the underlying ideological causes and chronology of the Cold War. First, the initial stages of the Cold War between the end of the Second World War and leading up to the Korean War are examined. The key issues to be explored include the competing ideologies, the post-war power vacuum, and how attitudes and perceptions of the opposing sides fuelled the conflict. Once the underlying ideologies have been explored, students examine the Cold War chronologically and its impact around the world. The various contexts in which the Cold War was fought (espionage, arms and space race, propaganda through sports and culture) are highlighted. Finally, the factors leading to the collapse of the Soviet Union and the end of the Cold War are examined.

Strand(s) & Learning Expectations

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

Overall Expectations

COV.02 - describe the effects of the Cold War on the nations of the world and on international relations over the course of the twentieth century;

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause-and-effect relationships in the study of twentieth-century history;

CHV.01 - demonstrate an understanding of the importance of nationalism and internationalism in twentieth-century societies;

SE3.01 - describe various ideological positions that are represented in the political spectrum (e.g., communism, socialism, liberalism, conservatism, fascism);

SEV.03 - demonstrate an understanding of the variety of political structures experienced during the twentieth-century;

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

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

Specific Expectations

CO2.04 - demonstrate an understanding of the causes, course, and results of the Cold War (e.g., Stalinism, Cuban missile crisis, Olympic boycotts, destruction of the Berlin Wall);

CO2.05 - describe shifts in the international balance of power that took place during the twentieth-century (e.g., the rise of prominence of the United States, the rise and collapse of the Soviet Union, the rise of Asian nations);

CC3.03 - explain the interplay among political, social, economic, and cultural issues, using key examples from the twentieth century;

CH1.01 - describe key elements that have contributed to the development of national identities in the twentieth-century;

CH3.02 - demonstrate a critical understanding of key connections between artistic expression and its socio-political context in the twentieth century (e.g., Soviet socialist realism in art and music, beat poetry and atomic angst);

HI1.01 - formulate relevant questions for research and inquiry, drawing on examples from twentieth-century history (e.g., What were the technological innovations that altered the nature of war in the twentieth century?);

HI2.03 - describe key relationships in data studied (e.g., chronological ties, cause-and-effect, similarities and differences).

Ontario Catholic School Graduate Expectations

CGE1d - a discerning believer formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE2e - an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

CGE3a - a reflective and creative thinker who recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

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

CGE7f - a responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Prior Knowledge & Skills

Group works skills, critical-thinking skills, as well as oral and written communication skills, are utilized by students to complete this activity. All students should have taken Grade 10 Canadian History.

Planning Notes

- Due to the volume of material and the time constraints, students have a choice in the number of possible assignments they must complete. For example, students may be given a choice of assignments and then submit two. Choices can include an editorial, a position paper, a brief for the Canadian Prime Minister on a particular conflict of the Cold War, a propaganda poster, or a timeline of the arms race or space race with a written commentary of the significant events.
- Prepare an outline indicating material that will be the focus of each class, to be given to students at the beginning of the activity. Given the time limitations, it may be difficult for students to independently research the various topics. Students base their responses on materials provided in the form of video clips, assigned text readings and other print materials.

Teaching/Learning Strategies

- a. Students define the term Cold War and identify the key participants. The teacher leads a class discussion around the chronology of the Cold War. The discussion allows the teacher to clarify areas that should be focused on. Where there are gaps in knowledge, the teacher refers students to the timeline provided in Appendix 3.2.1 (see <http://sps.peterborough.on.ca>). Students should also be provided with maps which reference the different spheres of influence. (30 minutes)
- b. Once the Cold War has been discussed in general terms by the class, the teacher gives a brief summary of the events leading up to the conflict between the two powers that emerged after World War II: the United States and the Soviet Union. The teacher leads an examination of the events which created suspicion on the part of the United States, such as the secret Soviet-Nazi pact, the Katyn Forest Massacre, Soviet territorial gains at the end of the war, the power tactics of various Communist groups in post-war countries, fear of a future war with the Soviet Union. The teacher also reviews the Soviet position, including Soviet concerns around American imperialism, the sacrifices of Russians during the war and a sense of any territorial gains in Europe being well earned, concern over American atomic capabilities, and the impact of Stalin's personality as factors highlighting the Cold War build-up on the Soviet side. These factors should also be balanced by an examination of what were perhaps the true motives/aspirations of each of the sides; Was the Soviet goal European domination? Was the American goal to remain in Europe and push eastward? The topic for a student opinion piece could answer the question: Who was more responsible for the Cold War, America or the Soviet Union? (45 minutes)

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2. The teacher explains to students that the first open conflict in the Cold War was the Korean War (1950-53). Through readings, students acquire a background of how relations between Communist China and the United States were strained and how war in Korea erupted. Rather than examine the course of the war in detail, students predict how they think American foreign policy will change towards the USSR and other communist states as a result of the war. In groups, students brainstorm three to five predictions about foreign policy and list them on chart paper. The lists are posted in the room and a class discussion focuses on the options presented, in particular ideas that are different. (Students have the opportunity to justify and explain their ideas and choices). (75 minutes)
 3. After World War II, western suspicion of communism had an impact on the domestic front. From examples of the Gouzenko defection in Canada to the McCarthy hearings in the US, students should understand the high level of paranoia prevalent in the West. Video clips (documentary and feature films) could highlight the tension and attitudes of the day. The film, *The Manchurian Candidate*, highlights the perceived powers at work in the great communist conspiracy. In small groups, students discuss the validity of people's concerns about communist infiltration into the West. (75 minutes)
 4. The Cuban Missile Crisis was perhaps the highpoint in Cold War tensions. Students could be shown documentary footage of the crisis to highlight the gravity of the situation. In contrast, students could view clips from a satirical look at the issue of nuclear conflict in the film, *Dr. Strangelove*. Students could be presented with two assignment options: a) write an editorial piece on the validity of nuclear deterrence, making reference to the lessons learned in the Cuban Missile Crisis; or b) write a diary entry as a teenager, identifying your concerns and hopes during the Crisis. (75 minutes)
 - 5.a. This lesson illustrates the role of technology in the Cold War. Students are asked whether the arms race fuelled the Cold War or was a symptom of the rivalry. How did the space race reflect attitudes of the Cold War? In pairs, using print resources, students prepare a timeline of the major developments in the arms and space race and their impact on relations between the superpowers. (45 minutes)
 - b. The Cold War also played itself out in the realm of popular culture. Students should make the connection that the superiority of a system was demonstrated in sport and art accomplishments. Examples, such as various Olympic games or Olympic boycotts, the Canada-Russia hockey series, or the defection of dancers like Nureyev, should raise student awareness of the intensity of feelings expressed on both sides. (30 minutes)
 - 6.a. Both superpowers became involved in wars which they lost--the Americans in Vietnam, and the Soviets in Afghanistan. Students are given a summary of the events and factors leading to those conflicts and the course of the wars. Students submit a paragraph on each situation and the effect the conflict had on the superpower that waged the war. Students could produce a propaganda poster that could have been used by the government to support their involvement in a conflict. (30 minutes)
 - b. The teacher introduces the collapse of the Soviet Union and the end of the Cold War. Introduce students to the idea of faith overcoming adversity as a lead in to the Pope's role in the collapse of communism in Eastern Europe. (45 minutes)
 7. The teacher could administer a content quiz on the Cold War. (30 minutes)

Assessment & Evaluation of Student Achievement

- Formative assessment is in the form of observations during class discussions. It may also include observations of group work and monitoring of student answers to assigned homework questions. Based on the observations, the teacher makes recommendations to students on how to improve performance
- Formative assessment of content through quiz
- Summative evaluation is based on two samples of work (students choose assignments to be submitted)

Accommodations

- The teacher may provide additional notes, which reinforce the topics covered in class discussions.
- The teacher may limit the number of assignments required for summative evaluation. Students may view the videos/films a second time to clarify their understanding of a given topic.

Resources

Print

Robbins, Keith. *The World Since 1945: A Concise History*. New York: Oxford University Press, 1998. ISBN 0-19-219234-5

Howard, Michael and Wm. Roger Louis, eds. *The Oxford History of the Twentieth Century*. New York: Oxford University Press, 1998. ISBN 0-19-820428-0

Catechism of the Catholic Church. Ottawa: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Davies, David, ed. *Canada and the Soviet Experiment: Essays on Canadian Encounters with Russia and the Soviet Union, 1900-1991*. University of Toronto and University of Waterloo, 1994.

Steven, Hugh Lee. *Outposts of Empire: Korea, Vietnam, and the Origins of the Cold War in Asia, 1949-1954*. Montreal & Kingston: McGill-Queen's University Press, 1995. ISBN 0-7735-13264.

Zelinski, Victor, Graham Draper, Don Quinlan, and Fred McFadden. *Twentieth Century Viewpoints: An Interpretive History*. Don Mills: Oxford University Press, 1996. ISBN 0-19-541213-3

Film

On Guard for Thee, Part 1: The Most Dangerous Spy. National Film Board of Canada, 1981, 56 min.

The Un-Canadians. National Film Board of Canada, 1996, 72 min.

Alive in the Nuclear Age. National Film Board of Canada (NFB), 1989, 172 min.

If You Love This Planet [Compilation]. NFB, 1983, 34 min.

"Notes on Nuclear War" [Part 6 of *War*]. NFB, 1983, 59 min.

"Keeping the Old Game Alive" [Part 5 of *War*]. NFB, 1983, 56 min.

America, Love It or Leave It. NFB, 1990, 50 min.

Dr. Strangelove. Warner Brothers, 1964. For performance licence, contact Visual Education Centre, phone 1 (800) 668-0749.

The Manchurian Candidate. Warner Brothers, 1962. For performance licence, contact Visual Education Centre, phone 1 (800) 668-0749.

The Cold War. CNN, 1998.

CBC News in Review.

A&E Biography: Pope John Paul II. 1994, 50 min. ISBN 1-56501-406-5. Biographies also available for Mikhail Gorbachev, Ronald Reagan

Websites

National Film Board of Canada – <http://www.nfb.ca>

Office for Social Justice – <http://www.osjspm.org>

Activity 3: A Model for Studying Conflict and Conflict Resolution

Time: 540 minutes

Description

Students review the types of conflict and the methods of conflict resolution available. Students evaluate the methods of conflict resolution in light of gospel teachings. The teacher provides a model for studying a conflict in depth and, as a class, the Middle East conflict is examined. Emphasis is on evaluating the effectiveness of the conflict-resolution methods employed, both in the short term and the long term. In pairs, students apply this model to the study of a regional conflict of their choice. The results are presented to the class in an oral presentation. Students apply the model to the study of a conflict in their host nation.

Strand(s) & Learning Expectations

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

Overall Expectations

COV.02 - describe the effects of World War 1, World War II, the Cold War, and selected regional conflicts on the nations of the world and on international relations over the course of the twentieth century;

COV.03 - describe significant characteristics of the world community at the end of the twentieth century;

CCV.01 - describe key factors that facilitated change during the twentieth century, and describe the nature of that change;

CCV.02 - describe key factors that tended to maintain continuity during the twentieth century;

CCV.03 - demonstrate an understanding of the use and importance of chronology and cause-and-effect relationships in the study of twentieth-century history;

CHV.01 - demonstrate an understanding of the importance of nationalism and internationalism in twentieth-century societies;

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

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

Specific Expectations

CO2.01 - describe the causes, course, and results of significant local and regional conflicts (e.g., Northern Ireland, India and Pakistan, Cuban revolution, the Falkland Islands, Somalia, Rwanda, Nicaragua);

CO2.02 - evaluate the effectiveness of various processes used to promote peace in regional disputes (e.g., L.B. Pearson's peacekeepers, NATO military intervention);

CO3.01 - describe and assess the impact of significant local and regional conflicts that occurred at the end of the twentieth century (e.g., in East Timor, Somalia, Rwanda);

CC1.03 - describe the role of individuals and groups who facilitated the process of change in the twentieth century (e.g., Nelson Mandela);

CC2.02 - demonstrate an understanding of the efforts of organizations and agencies to improve the human condition throughout the world (e.g., Roman Catholic Church, United Nations social and economic agencies, ... International Court of Justice);

CC3.01 - demonstrate an understanding of the significance of timelines in the study of selected subjects in twentieth-century history (e.g., decolonization of Africa);

CH1.02 - demonstrate an understanding of how nationalism has affected existing institutions and the lives of average citizens (e.g., efforts to establish Jewish and Palestinian homelands, Sikh and Hindu clashes, Islamic fundamentalism);

CH2.02 - analyse key factors that have interfered with individual and group rights during the twentieth century (e.g., policies of racial and ethnic exclusion and cleansing);

SE3.04 - demonstrate an understanding of the structure and function of international governmental organizations and agreements that have attempted to provide global leadership (e.g., United Nations, NATO, Geneva Conventions, Hague conferences);
HI1.03 - organize research findings, using a variety of methods and forms;
HI3.01 - communicate effectively, using a variety of styles (e.g., report, group presentation);
HI3.02 - use an accepted form of documentation to acknowledge information sources (e.g., bibliography).

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE5a - works effectively as an interdependent team member;
CGE7d - promotes the sacredness of life;
CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

Prior Knowledge & Skills

From Activity 1, students recall and apply knowledge of the types of conflicts in the world and the mechanisms/approaches available to deal with national, regional, and international conflicts. Students have a basic understanding of the principles of research (from general to specific sources), knowledge of Boolean/key word searches, and note-taking skills. Students have been introduced to the types of materials available in the Library/Resource Centre. Students build on previous experience with oral presentations.

Planning Notes

- Book the Library/Resource Centre and the computer lab.
- Prepare the assignment outline, indicating the expectations regarding material presented in the oral presentation and in the student-prepared handout for the class. When introducing the assignment, the teacher needs to have a copy of guidelines on how to do a bibliography for each student.
- Ensure that the conflicts made available for in-depth study represent the various geographic regions of the world and the diverse types of conflict. Students may be more interested in conflicts that have erupted in more recent times.
- Arrange for guest speakers who are knowledgeable about the conflicts. The teacher may also choose to invite a guest speaker to address students about one of the conflicts. Teachers may substitute another crisis if it is believed that the study of the conflict will be problematic in the community of the school, or if students have studied this conflict in another course.

Teaching/Learning Strategies

1. Students may consult the following *CBC News in Review* videotapes and study modules when researching their particular crisis: Feb.'91, Mar.'91, Apr.'91, Dec.'93, Sept.'94, Sept.'95, Nov.'96, Sept.'98, Nov.'00. Other *News in Review* tapes are listed in Resources. Before student pairs begin their intensive study, the teacher leads the class through an analysis of the Middle East Crisis. There are two reasons for this approach: first, the conflict is too important to ignore and too complicated for students to do themselves; second, the teacher can use the Middle East conflict as a vehicle for modelling to students how the in-depth study of a conflict and its resolution is to be done. While walking students through the analysis, the teacher can explain/demonstrate the kind of information expected and the depth necessary.

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- 2.a. The teacher introduces the idea that conflict is inevitable; however, given humanity is inherently good because humanity is made in the image and likeness of God, all conflict can be resolved. Explain how the secular world teaches us that when faced with violence, violence is the appropriate response. Then ask students how Catholic Church teachings differ from this perspective. Explain that Jesus taught us to meet evil with goodness and refer to the writings of Saint Paul (reference: Romans 12:17-19). After reading Romans 12:17-19, ask students if they think this is a realistic means of dealing with conflict. Remind students again that Jesus taught us to love our neighbour and with this commandment comes a responsibility for the well-being of our neighbour. The teacher suggests to students this is the framework from which to view this unit of study on conflict and conflict resolution. (10 minutes)
- b. Students recall the types of conflicts and identify examples of each based on general knowledge and previous class discussion. (10 minutes)
- c. Students recall/identify the mechanisms/approaches available to resolve disputes. (3 minutes)
- d. The teacher hands out a copy of Pope John Paul II's 1991 encyclical, *On the Hundredth Anniversary of Rerum Novarum*, article 52, which outlines the necessity of the world community finding ways to wage peace through non-violent means because war is too costly in terms of human life. Moreover they should note that it suggests Catholic peacemakers need to address the roots of war in working toward a long-term solution for any conflict. Ask students what it means to address the roots of the conflict. Students note conflict-resolution methods that meet the expectations of our Catholic Faith: are peaceful and address the roots of the conflict. (15 minutes)
- e. The teacher leads a discussion of each method of conflict resolution in detail, identifying the steps followed when initiating each method and the limitations associated with each method. For example, when discussing the International Court of Justice, note that the judges of this court are not bound by precedent and only hear cases when both parties agree to their jurisdiction. Note: identify weaknesses of United Nations relative to the veto power of the Security Council and the rules of engagement for peacekeeping forces. Students should be provided with a summary handout outlining the steps initiating each method of conflict resolution and their weaknesses or the teacher must ensure there is a comprehensive board note. (47 minutes)
- 3.a. The teacher explains to students that for the duration of this unit they will be studying a number of conflicts which have occurred since 1945 and in pairs students intensively study a conflict using the model provided by the teacher. The results of their investigation are presented to the class and they provide the class with a handout summarizing the results of their study of the conflict and how it was resolved. The teacher should emphasize that students will be focusing on how effective the conflict-resolution method(s) employed were in dealing with the conflict, both in the short term and the long term. The teacher informs students that the purpose of this exercise is to develop their research, note taking, organizational, and presentation skills. Lastly, the teacher explains that, after completing this activity, students apply the model to the study of a conflict which involves their chosen nation, employing the suggestions made by the teacher after the assigned task has been evaluated. (7 minutes)
- b. After providing students with an overview, the teacher introduces the study of the Middle East conflict, explaining that as a class they complete a case study of the Israel-Palestine conflict. The teacher explains that the study of the Middle East conflict will be broken into separate parts. The model breaks down the study of a conflict and its resolution into several components: A) identify the cause(s) of the conflict and define the type of conflict; B) identify the parties involved in the conflict and their interests; C) establish the chronology of the conflict in terms of the sequence of key historical events which gave it birth, shaped its development, and continue to sustain it today; D) identify the methods that have been employed to resolve the conflict; and E) evaluate their effectiveness in terms of strengths and weaknesses, the Papal Encyclical of John Paul II and his goal of long-term peace and justice. These components are to be listed on the board and the teacher should ensure that all students understand what each means. (10 minutes)

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- c. The teacher leads an application of the model to the Israel-Palestine conflict. Students are provided with a timeline of the key historical events of the conflict. Using the timeline as a reference point, the teacher provides an overview of the conflict. The teacher points out to students that they are expected to provide a timeline of key events when presenting their conflict and its resolution to the class. Students use information in the text to categorize the Israel-Palestine conflict. The teacher focuses students' attention on how to evaluate the effectiveness of the various methods of conflict resolution that have been applied to this long-term conflict. Using a chart as an organizer, the class brainstorms the strengths and weaknesses of each method. Remind the students to consider the solutions in terms of short-term peace and long-term peace. Focus questions for class discussion could include: Does the resolution method address the root causes as suggested in the Papal Encyclical? Is violence an effective means of resolving conflict in the long term? (Encourage students to re-evaluate their previous position of this question if earlier they suggested violence was an appropriate response.) (135 minutes)
 4. In pairs, students choose or are assigned a conflict that has occurred since 1945. Their task is to study this conflict in depth, following the model (Note: students can refer to study of Israel-Palestine as an example if necessary). Students are given two class periods to research their conflict and organize the research in a handout for the class. The handout should be organized using the headings outlined in the conflict study model and should include a timeline of the conflict. Students should focus on evaluating the effectiveness of the conflict-resolution method(s) employed. (150 minutes)
 - 5.a. Students present their case studies to the class, and provide classmates with the prepared handout to follow the presentation. Students field questions and the teacher provides assistance if necessary. The teacher may invite a guest speaker to talk about one of the conflicts, rather than have students present on it. (110 minutes)
 - b. The teacher leads a summation class during which students draw conclusions, based on case studies presented in class, about which methods are most effective resolving national, regional, and international conflicts. The teacher should encourage students to view the solutions in both the short term and the long term and can raise the issue of whether or not some of these conflicts could have been avoided (e.g., Rwanda, 1994). The teacher summarizes the conclusions in a board note. (40 minutes)

Assessment & Evaluation of Student Achievement

- A formative assessment of research-evaluation of depth/completeness of information provided in handout on conflict and of oral presentation

Accommodations

The teacher should provide students with a list of websites to assist them when researching their individual conflict. For example, to learn the details of UN missions, students should visit www.un.org. and the teacher should also provide a list of periodicals that are easy to read for students who have difficulty reading. Students who have difficulty researching should be assigned conflicts that are covered, at least in part, in the textbook. Students may work in pairs so that weaker students can have the assistance of stronger students, but evaluation must be done on an individual basis.

Resources

Print

Ahlers, Julia and Michael Wilt. *Christian Justice: Sharing God's Goodness*. Minnesota: St. Mary's Press, 1995. ISBN 0-88489-330-8

Catechism of the Catholic Church. Ottawa: Publication Service, Canadian Conference of Catholic Bishops, 1992. ISBN 0-88997-281-8

The Jerusalem Bible. New York: Doubleday and Company, Inc., 1968. ISBN 0-385-01156-3

"The War Reports", *Canada and the World, Backgrounder*. April 1995.

Video

"Israel 2000: A New Middle East?" *CBC News in Review*. April 1999.

"The Persian Gulf War". *CBC News in Review*. March 1991.

"Death in Somalia: Rules of Engagement". *CBC News in Review*. December 1993.

"Rwanda: The Crisis and the Challenge". *CBC News in Review*. September 1994.

Activity 4: Global Hot Spots and Conflict Resolution

Time: 180 minutes

Description

In this activity, students hypothesize about why conflicts occur in specific regions and propose possible solutions to these conflicts. Students have an opportunity to develop their critical-thinking skills when they predict where possible conflicts (future hot spots) may occur and how we as a global community could attempt to solve such conflicts. The material allows students to develop and enhance their inquiry skills. These skills are applied during the study of various hot spots of conflict.

Strand(s) & Learning Expectations

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

Overall Expectations

COV.03 - describe significant characteristics of the world community at the end of the twentieth century;

CHV.01 - demonstrate an understanding of the importance of nationalism and internationalism in twentieth-century societies;

CHV.02 - analyse the relationship between the individual and those in authority in various societies during the twentieth century;

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

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

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

Specific Expectations

CO3.01 - describe and assess the impact of significant local and regional conflicts that occurred at the end of the twentieth century (e.g., in East Timor, Sri Lanka, Somalia, Rwanda; in connection with the North Atlantic fishery);

CO3.03 - demonstrate an understanding of the influence of international organizations in defining new concepts of "global communities" (e.g., United Nations, North Atlantic Treaty Organization, la Francophonie, World Trade Organization);

CH2.02 - analyse key factors that have interfered with individual and group rights during the twentieth century (e.g., secret police and rigid censorship, policies of racial and ethnic exclusion and cleansing, gender-role restrictions, poverty);

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

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

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

HI3.01 - communicate effectively, using a variety of styles and forms (e.g., reports or essays, debates, seminars, interviews, group presentations).

Ontario Catholic School Graduate Expectations

CGE 3b - a reflective and creative thinker who creates, adapts, and evaluates new ideas in light of the common good;

CGE 3c - a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems;

CGE 4a - a self-directed, responsible, life long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 4d - a self-directed responsible, life long learner who responds to, manages, and constructively influences change in a discerning manner;

CGE 7d - a responsible citizen who promotes the sacredness of life;

CGE 7f - a responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures.

Prior Knowledge & Skills

Group work skills, critical-thinking skills, oral and written communication skills, as well as information from the early stages of this unit, are used by students in this activity.

Planning Notes

- Provide students with world maps, atlases, bristol board or other suitable bulletin board material, conflict-resolution handout from Activity 1, information/case studies on a variety of conflicts in which Canada was a participant in the resolution (Appendix 3.3.1), and the Catholicism global reach map, (which can be found in the *Facing the Future* textbook p. 394).
- Arrange for guest speakers who have greater knowledge on a conflict and can present factual information in a balanced way.
- Obtain an overhead of a completed Conflict Distribution map plus a completed map for each region.
- Obtain the mailing addresses of their local Member of Parliament, the Department of Foreign Affairs, and the United Nations.
- Obtain sample business letters from the English and/or Business Departments in their school.

Teaching/Learning Strategies

1. Teachers may want to go over the concepts of patterns and hypothesizing with the class prior to beginning this activity. It is important that the teacher provide examples for students that are reflective of the global community. Conflict is not only related to developing nations; concrete examples are found in Europe. The teacher and students collectively look at a variety of hot spots and then decide which hot spot each group will examine in detail. It is important for the teacher and students to understand the Church perspective on solving the root causes of conflict so that there are no losers in the conflict-resolution process. Students need to critically analyse whether or not the conflict-resolution methods being employed are truly solving conflict in the world.

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- 2.a. The teacher provides students with a list of conflicts that have occurred since 1945. This list can be found in books listed in Resources, Appendix 3.3.1 or an historical atlas. Conflicts can be described as hot spots in order for students to become familiar with the term. The teacher can provide a list of characteristics of a hot spot, such as military buildup, economic sanctions, etc. Further information can be located in an historical atlas or in sources included in Resources. (5 minutes)
 - b. Students map the conflict countries onto a blank world map (see Resources) and the map is titled Conflict Distribution. The teacher prepares an overhead of the map in order for students to check the accuracy of their own work. As well, this overhead prepares students for the next step. (20 minutes)
 - c. Using the completed Conflict Distribution map, students attempt to determine the patterns that exist and make hypotheses as to why these patterns exist. The teacher should use a regional approach. The teacher may need to go over the characteristics of hot spots and hypothesizing with the class prior to beginning. Using overhead maps of various regions of the world (based on the Conflict Distribution map), the teacher leads a class discussion. Students should look for commonalities when trying to determine patterns. Once patterns have been discerned, students hypothesize the reasons for these patterns. For a more in-depth examination of the topic, the teacher can provide students with a variety of sources of data. Data could be located in an atlas or encyclopedia and include Gross Domestic Product, the form of government, population, religious groups as a percentage of the population, historical background of the country (how colonialism impacted on the present, independence movements, opposition parties), or other data that could assist students in their hypothesizing. An organizer can be produced as a form of closure to this activity. Headings can include the following: region, patterns, and the reasons for these patterns. (30 minutes)
 - d. Introduction of the summative evaluation activity. (20 minutes)
- 3.a. Students complete a bulletin board display or report on a potential hot spot. This presentation may or may not be presented to the class at the teacher's discretion. The teacher may assign this activity in the form of a formally written report. The bulletin board or report should include a map of the world, highlighting the potential hot spot; arguments which explain the rationale for choosing this region; the type of conflict that may result; the consequences of a conflict in this area (locally, regionally, globally); and recommendations on how the international community could respond to prevent this situation from intensifying to the point of armed conflict. If the teacher decides to use the bulletin board display, students should be organized into small groups. The teacher and students should have discussed and decided upon five to six sample hot spots, allowing a fair representation of hot spots around the world. Depending on the strength of students, the teacher may allow the groups to pick their potential hot spot from a list provided or the teacher may simply assign a hot spot. (85 minutes)
 - b. As the final step, students write a formal letter to the Federal Government or United Nations indicating their concern about the potential for conflict in their chosen region. Acting as an informed Catholic, the student should encourage the Federal Government or UN to take positive steps to protect life. When writing their letters, students should be encouraged to promote government action that supports the Catholic community's position on non-violent change and the sacredness of life. The teacher should discuss, with the groups, information that should be included in the letter to ensure that students are on the right path. As well, the teacher should provide students with sample business letters as a model. A copy of the letter is included in the written report or on the bulletin board display. (20 minutes)

Assessment & Evaluation of Student Achievement

- Formative observation of communication and thinking skills during class discussions
- Formative assessment of communication and group-work skills if bulletin board display is presented
- Summative evaluation of the patterns and hypothesizing organizer
- Summative evaluation of the bulletin board display, presentation, or report on the future hot spot

Accommodations

The teacher should maintain master copies of notes or maps covered in the class. When the class is trying to determine patterns and is hypothesizing about reasons, the teacher may need to provide assistance. When students are choosing their potential hot spots, the teacher should be aware of the composition of the class and the small groups. The teacher may create the small groups and provide a specific country or list of countries suitable for the group. This would also apply if the teacher decides to have the class complete formal written reports. With regards to the bulletin board display/presentation, the teacher can assist students with note taking by providing them with note-taking techniques or access to the teacher's summary notes. Presentation skills and form should be discussed with students prior to their class presentation.

Resources

Print

Chasmer, Ron and Pamela Perry-Globa. *Facing the Future: Global Issues in the 21st Century*. Don Mills, ON: Oxford University Press Canada, 1998. ISBN 0-19-541136-6

Moore, Jo Ellen. *The World Blank Map Forms: Maps of Continents and Countries*. Monterey, CA, USA: Evan-Moor Educational Publishers, 1993. ISBN 1-55799-277-0

Kidron, Michael and Ronald Segal. *The New State of the World Atlas*. London: Pan Books Ltd., 1984. ISBN 0-330-28432-0

Canadian Oxford School Atlas, 6th ed. Toronto: Oxford University Press, 1992. Edited by Quentin H. Stanford. ISBN 0-19-540895-0

Zelinski, Victor, Graham Draper, Don Quinlan, and Fred McFadden. *Twentieth Century Viewpoints: An Interpretive History*. Don Mills: Oxford University Press, 1996. ISBN 0-19-541213-3

"The War Reports." *Canada and the World*. April 1995.

Websites

The Globe and Mail – www.globeandmail.com

Government and Politics: World Government and Canadian Government – www.studyweb.com

Government Embassies/Consulates – www.gov.ca

Macleans' magazine – www.macleans.ca

The National Post – www.nationalpost.com

Time – www.time.com

The Toronto Star – www.thestar.com

United Nations – www.un.org.

Vatican – www.vatican.org

Human Resources

Teacher-librarian, Resource teacher, guest speakers – university, charity group, etc.

Activity 5: National Portfolio: Conflict Resolution Analysis

Time: 60 minutes

Description

In this final activity of the unit, students continue to develop their National Portfolio country by adding in the Conflict Resolution Analysis. The teacher conferences with students on how to apply the model from Activity 3 to their specific Portfolio country, proper presentation skills, and the application of historical inquiry skills.

Strand(s) & Learning Expectations

Strand(s): Methods of Historical Inquiry

Overall Expectations

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

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

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

Specific Expectations

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

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

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

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

Ontario Catholic School Graduate Expectations

CGE4f - a self-directed, responsible, life long learner who applies effective communication, decision making, problem-solving, time and resource management skills.

Prior Knowledge & Skills

Students continue to implement and develop their writing, thinking, and communication skills.

Planning Notes

- Schedule time in the Library/Resource Centre.
- Book time in a computer lab for students.
- Return the evaluated materials from Activity 3, prior to students completing this activity, to ensure they are clear on expectations and that mistakes made in Activity 3 are not repeated.

Teaching/Learning Strategies

1. The teacher reviews the assignment: conflict analysis in the National Portfolio nation. Students are reminded to organize the information about their conflict, under the headings used in Activity 3, as step one of the written analysis. Second, students are expected to predict if this will be a short-term or long-term solution to the conflict, given their evaluation of the effectiveness of the conflict-resolution method. This class time is set aside as a student work period. Students have time to work on completing the conflict analysis as it applies to their National Portfolio. The teacher is available for individual conferencing; the teacher should use this period to meet with students face-to-face to identify next steps based on the formative and summative assessment completed in Activities 3 and 4.

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2. Students should be aware that the written analysis is a work-in-progress and will probably not be completed in this one period. Students are expected to complete this task on their own time and may ask the teacher for formative assistance and feedback before the National Portfolio's final submission.
 3. The analysis is assessed using a rubric.

Assessment & Evaluation of Student Achievement

- Formative assessment - teacher-student conference to ensure that all parts of the conflict model are complete. Summative evaluation is completed when the Portfolio is submitted.

Accommodations

The teacher's main role in this activity is to assist students with this addition to their National Portfolio. The teacher-student conference allows the teacher to discuss the student's progress and assist the student with any problems that the student may be experiencing at this time. The teacher can also examine the Portfolio to ensure that it is meeting the required expectations. The key is for the teacher to assist students who may require additional help with their National Portfolio.

Appendix 3.1.1

Conflict Scenarios

Below are listed a number of conflict scenarios. Your task is to read the case study and decide as a group the cause of the conflict and categorize the conflict according to the definitions we have established as a class.

Case One

The Muslims and the Hindus have lived together peacefully in the same geographic area for hundreds of years. Forty percent of the population is Muslim and 60 percent is Hindu. Historically, both groups were allowed religious freedom; however, in the last ten years the government that is in place has instituted a number of reforms which have limited the rights of the Hindu population. They are no longer allowed to participate in government, hold government jobs, and are systematically discriminated against in their employment. The Hindu population is preparing to revolt against the government, which is denying them their rights.

Case Two

In country Y, gold and diamonds have been discovered. The wealth is immeasurable. Until the discovery of gold and diamonds, country Y has been incredibly poor. They are surrounded by countries who live in poverty as well. News of country Y's resource find prompts its neighbour, country X, to move into the area that has recently discovered the resources. Country Y meets this invasion with military force.

Case Three

One hundred and fifty years ago, people of X ancestry were united in one empire; however, with the death of the Emperor, the empire disbanded and a number of smaller countries were created. Today, a descendent of the Emperor's family is in a position of power in the country of X and wishes to restore the once famous X empire. He believes the people of X descent living in the smaller surrounding countries support his plan for unity. He encourages these like-minded individuals in the surrounding countries to take steps to remove the existing governments. Conflict develops.

Case Four

In the middle of Lake Ontario, a huge oil deposit is found. Both the Canadian and American governments wish to exploit this resource and therefore claim ownership. The American government proceeds to build a drilling platform near the oil deposit before negotiations between the two parties have concluded.

Case Five

Country S has gone through a massive population explosion and is suffering from severe overcrowding. It lacks adequate resources to sufficiently feed its population. It looks to neighbouring countries and finds land suitable for settlement and agricultural production. Country S moves in militarily and occupies the territory.

Case Six

In Country P, the government systematically exploits a group of people who are racially different. This group of people is deemed by the government and by a majority of the people to be inferior. The rights of this group of people are systematically taken away by the government. These people are not allowed to own property, to seek an education, or even to inter-marry. The police are very active in enforcing this new government policy. Police action includes arbitrary arrest and detention and random searches of people's homes.

Appendix 3.3.1

Sites of Conflicts since 1945

Conflict occurs throughout the world regardless of geographic location or economic status. Note that there may be some discrepancies between the names of the countries in the list and the names that exist today.

Afghanistan	Kuwait	Peru	Columbia	Mozambique
Algeria	Haiti	Philippines	Lebanon	USSR (Russia)
Angola	Honduras	Poland	Thailand	Nicaragua
Argentina	Hungary	Romania	East Timor	Myanmar
Bangladesh	India	Rwanda	Libya	Uuguay
Kosovo	Indonesia	Saudi Arabia	Chechnya	Salvador
Bolivia	Iran	Somalia	Cuba	Namibia
Brazil	Iraq	South Africa	Malaysia	Vetnam
Burundi	Ireland (Northern)	Spain (Basque)	Turkey	Ethiopia
Cambodia	Jordan	Sri Lanka	Czechoslovakia	Egypt
Chad	Kenya	Sudan	Persian Gulf	France (Corsica)
Chile	Sierra Leone	Syria	Uganda	Greece
China	Laos	Tanzania	Pakistan	Zaire
Guatemala	Yugoslavia	Grenada	Dominican Republic	Korea (North & South)
Panama	Zimbabwe			