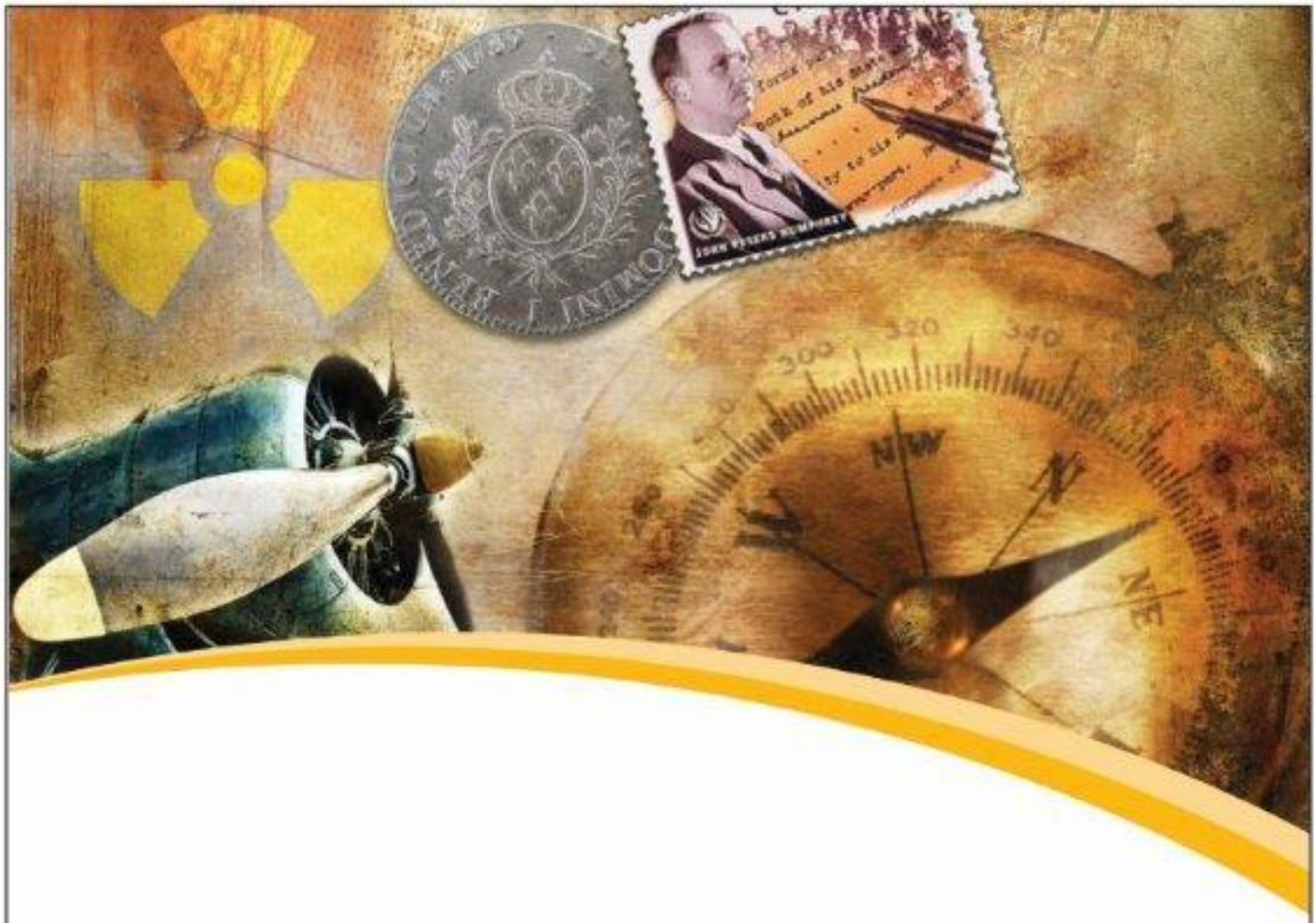

Modern History 111-112-113 Curriculum

Implemented September 2012

New Nouveau Brunswick

Acknowledgments

The New Brunswick Department of Education and Early Childhood Development acknowledges the contributions of the following individuals in the development of this document (in alphabetical order):

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Introduction

Background

This revision of the New Brunswick 111, 112, and 113 Modern History curricula was undertaken to update expectations and outcomes as well as to align these courses with 21st Century New Brunswick Competencies and to meet the time line requirements of a five period, semestered high school day.

This course uses a chronological approach (Enlightenment – Cold War), however connections are made to contemporary events. The emphasis is on "big ideas" – Modern History 11 is not meant to be a survey course of historical facts. Knowledge is designed to illuminate both skills (e.g., historical thinking) and larger themes e.g., the struggle for rights that has and continues to define Western history.

Purpose of the Curriculum Guide

History, as a discipline, is one of many subjects that comprise social studies. This document is intended to advance social studies education and to support social studies teaching and learning by providing specific curricular outcomes for all academic levels of Modern History (111, 112, 113). This curriculum guide will inform readers of current best practice evident in the field of history education. The document is purposely brief, compared to past curricular documents, to facilitate ease of use and to place the focus on outcomes. Elaborations are included for the purpose of outlining the breadth and depth to which study should occur. Strategies for teaching/learning and assessment are limited to key examples, and teachers are encouraged to share their own suggestions on the NBED Portal High School Social Studies web page, using the "Modern History 111, 112, and 113" share sites.

Note: In future, achievement indicators/standards and student exemplars will be incorporated into this document and/or posted to the NBED Portal. These achievement indicators/standards are currently under development by the Department of Education and Early Childhood Development. For draft performance standards* (applicable to grade 11 social studies courses [including Modern History]), see Appendix A.

* Performance standards for this curriculum will be informed, in part, by CAMET efforts to create a scope and sequence of social studies concepts and skills for K-12.

History and Social Studies

Historical, geographical, political, these are some of the perspectives which inform social studies education. In NB, social studies is taught throughout the elementary and middle level grades; in high school, however, courses exist representing many of the specific disciplines that comprise social studies (e.g., Law, Political Science, Geography, History).

Critical to both social studies and history education is citizenship education. Students need to be equipped with the knowledge, skills and dispositions necessary to become active citizens. Citizenship concepts are inherent in the study of history, for example the concept of dissent (and its importance within a democracy) is exemplified throughout history. If students are to

become individuals who will, in an informed way, be engaged and make a difference in their community and /or their world, they will need history instruction consistent with best practices and current research for teaching and learning e.g., historical thinking. "History [is] a discipline of inquiry, not a list of 'incontrovertible facts' to be memorized (Peck, 2009, section: Taking Risks)." Historical thinking requires students to critically examine the past – to think deeply about history. Thinking historically emphasizes both historical processes (e.g., critical analysis of evidence) and historical knowledge.

In order to meet the proposed NB 21st Century Competencies (Critical thinking and creative problem solving; Collaboration; Communication; Personal development and self-awareness; and Global citizenship)* students will need to be able to critically analyze social, political, and economic forces that have shaped the past and present and apply those understandings in planning for the future. This is why history, whether as a part of social studies, or as a separate course, is an essential part of every NB student's education.

*See Appendix B for a complete list of proposed NB 21st Century Competencies (and Essential Graduation Learnings)

The revised Modern History curricula are designed to highlight significant events in Western Modern History which are to be critically examined based upon three criteria: historical knowledge, historical thinking, and making connections.

It is impossible to engage in critical study of history without historical knowledge and to analyze history one must "think historically" (see Appendix C). For learning to be relevant, students need to understand how the past connects to the present – to real world problems of today.

Historical Thinking

Six *historical thinking concepts* have been identified by Peter Seixas through his work at the University of British Columbia's *Centre for the Study of Historical Consciousness*. "The Historical Thinking Project" is the title of the project associated with his work. These six historical thinking concepts are designed to help students think more deeply and critically about the past as well as their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the specific curriculum outcomes. A brief description of the concepts follows:

1*. Historical Significance* – looks at why an event, person, or development from the past is important. E.g., what is the significance of a particular event in history? What would have happened if this person [historical figure] had not existed?

2*. Evidence* – looks at primary and secondary sources of information e.g., what can we learn from a news article about D-Day? To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry, for example, than would be asked about an artefact.

3. *Continuity and change* – considers what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time?). Includes chronology and periodization, which are two different ways to organize

time and which help students to understand that "things happen" between the marks on a timeline.

4. *Cause and Consequence* – examines why an event unfolded the way it did and asks if there is more than one reason for this (there always is). Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., how has the exchange of technologies over time changed the traditions of a culture?) This concept includes the question of "agency", that is, who (what individual or groups) caused things to happen the way they did?

5. *Historical Perspective* – any historical event involves people who may have held very different perspectives on the event. For example, how can a place be found or "discovered" if people already live there? Perspective taking is about trying to understand a person's mind set at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.

6. *Ethical Dimension* – assists in making ethical judgments about past events after objective study. We learn from the past in order to face the issues of today. For example, the Canadian government issuing reparations and an apology concerning Residential Schools. The formal apology issued in 2006 by the Canadian government to the Chinese Canadian community for the use of a head tax and the exclusion of Chinese immigrants to Canada: "we fully accept the moral responsibility to acknowledge these shameful policies of our past." – Prime Minister Stephen Harper. Perspective taking and moral judgement are difficult concepts because both require suspending our present day understandings/context.

(Seixas, 2006)

Note: It is important to acknowledge that while this framework for teaching historical thinking is relatively new, excellent teachers of history have always engaged students in critical analysis of the past. For more detailed information on historical thinking please see Appendix C

Historical Literacy

Critical literacy, when informed by the six historical thinking concepts, becomes "historical literacy." According to the *Centre for Study of Historical Consciousness*:

> In this case, "historical literacy" means gaining a deep understanding of historical events through active engagement with historical texts. Historically literate citizens can assess claims that there was no Holocaust, that slavery wasn't so bad for African-Americans, that aboriginal rights have a historical basis, and that the Russian experience in Afghanistan serves as a warning to our mission there. They have thoughtful ways to tackle these debates. They can assess historical sources. They know that a historical film can look "realistic" without being accurate. They understand the value of a footnote. In short, they can detect the differences, as Margaret MacMillan phrases it … between the uses and abuses of history. "Historical thinking" only becomes possible in relation to substantive

content. These concepts are not abstract "skills." Rather, they provide the structure that shapes the practice of history (Centre for the Study of Historical Consciousness, n.d., section: Concepts).

Benefits and examples of critical literacy within history education include:

- Learners examine, compose and decode spoken, written and visual texts to aid in their understanding of content and concepts

- Learners understand different perspectives on key democratic struggles, learning how to investigate current issues, and to participate creatively and critically in problem-solving and decision-making

- Learners develop awareness of stereotyping, cultural bias, authors' intents, hidden agendas, silent voices, and omissions

- Learners comprehend texts at a deeper level, for example, by viewing content and concepts from a variety of perspectives

- Strategies that promote literacy through historical study include helping learners comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes (such as writing, debating, persuading, and explaining) and in a variety of mediums (such as the artistic and technological). In the history classroom, all literacy strands are significant: reading, writing, speaking, listening, viewing, and representing.

Technology

Digital technology has become a valuable classroom tool for the acquisition, analysis, presentation and communication of information, often in ways that allow students to become more active participants in research and learning. To list relevant technology, however, is foolhardy given the constant evolution of technology. Today's listing may well be dated in a matter of months. Regardless of the type of technology utilized, it is important to recognize technology as a tool – an effective tool that aids teaching and learning. Technology provides increased access to information, a variety of communication options, varied presentation formats, and new ways to interpret data (e.g., GIS and GPS software in relation to interpreting mapping data). It is important, however, to keep in mind that with increased access to information, critical literacy and research skills are vital. Questions of validity, accuracy, bias and interpretation must be applied to information available online.

Resource-based Learning

Resource-based learning supports students as they develop information literacy: accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and

through a variety of media technologies and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves. In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning and how to access these. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources, with due crediting of sources and respect for intellectual property. The development of critical skills needed for these tasks is essential to the social studies processes. The range of possible resources includes, but is not limited to:

- print – books, magazines, newspapers, documents, and publications
- visuals – maps, illustrations, photographs
- artefacts – will vary
- individuals and community – interviews, museums, field trips
- multimedia – audio, and video (digital or otherwise)
- information technology – will vary
- communication technology – will vary

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students to determine approaches best suited to the circumstance. In this regard, students will be introduced to the constructivist approach to learning where student knowledge is built upon so that students can derive answers to inquiry questions based upon prior and new knowledge. Teachers will lead students so that students can question and then search for answers as they move through the curriculum. While students need a background to understand new ideas, they should also be given many opportunities to construct new meaning.

Universal Design for Learning

The New Brunswick Department of Education and Early Childhood Development's definition of inclusion states that every child has the right to expect that … his or her learning outcomes, instruction, assessment, interventions, accommodations, modifications, supports, adaptations, additional resources and learning environment will be designed to respect his or her learning style, needs and strengths.

Universal Design for Learning is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged." It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient" (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula is created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- **Multiple means of representation:** provide diverse learners options for acquiring information and knowledge
- **Multiple means of action and expression:** provide learners options for demonstrating what they know
- **Multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at http://www.cast.org/.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analysing patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions. An integral part of the planned instructional cycle is the evaluation *of* learning and evaluation *for* learning (see *Evaluation*).

The quality of assessment and evaluation has a link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Assessment

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

- formal and informal observations
- interviews
- work samples
- rubrics
- anecdotal records
- simulations
- conferences
- checklists

- teacher-made and other tests questionnaires
- portfolios
- oral presentations
- learning journals
- role play questioning
- debates
- essay writing
- performance assessments
- case studies
- peer and self-assessments
- panel discussions
- multimedia presentations
- graphic representations

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course or is there need for remediation? Teacher-developed assessments and the evaluations based on them have a variety of uses:

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

(See appendix D)

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative – depending on the purpose. Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going.* It identifies a student's strengths or weaknesses with respect to curriculum outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This is used in order to report the degree to which curriculum outcomes have been achieved.

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

*Principles for Fair Student Assessment Practices for Education in Canada (1993)** articulate five basic assessment principles:

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

These principles highlight the need for assessment that ensures:

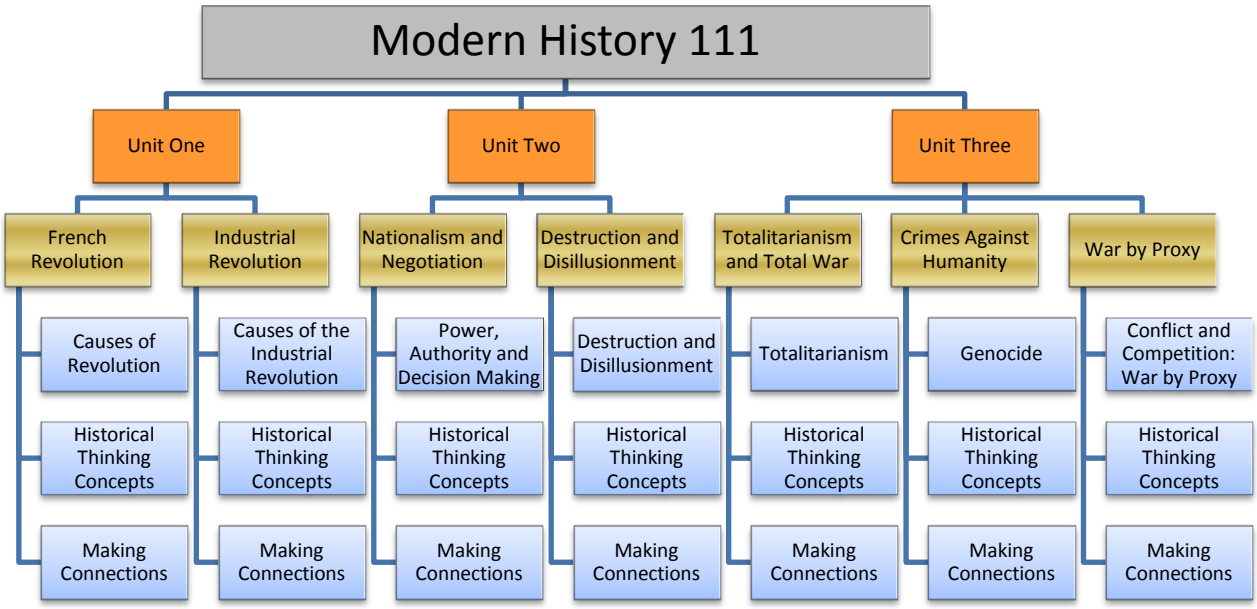
- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

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

**The Principles for Fair Student Assessment Practices for Education in Canada* document was developed by a Working Group guided by a Joint Advisory Committee representing national educational organizations including (but not limited too): *Canadian Teachers' Federation*, *Canadian Council for Exceptional Children*, Provincial and Territorial Ministries and Departments of Education. While there has not been a revision of the Principles since the original date of publication, the Principles are considered current by educational stakeholders and have been published in assessment documents with copyright dates of 2009. These Principles are informing best practice in the 21st century, e.g., the Principles are the foundation of the *Student Evaluation Standards* published in the United States by Corwin Press in 2003 and are referenced in the Alberta government's student assessment study (2009), to name but two examples. The Principles continue to be cited as their accompanying guidelines are timely and sound (Rogers, 2009).

Modern History 111 Curriculum

Curriculum Overview and Suggested Time Lines



This timeline is offered only as a guide as to how outcomes may be covered in one semester:

Week 1:
1. Course Introduction
2. Introduction to History
3. Causes of Revolution
*

Week 2:
1. Enlightenment
2. Enlightenment
3. Social Conflict in France
4. Social Conflict in France
5. Government in France

Week 3:
1. Economic Conditions
2. Economic Conditions
3. Course of the Revolution
4. HT Concept Significance
5. Assess the Revolution

Week 4:
1. Connect the Revolution
2. Connect the Revolution
3. Industrial Revolution Ideas
4. Social Conflict & Change

Week 5:
1. Response to Industrialism
2. Response to Industrialism
3. Economics of Industrialism
4. Economics of Industrialism
5. HT Concept Cause & Consequence

Week 6:
1. Workers' Rights
2. Workers' Rights
3. Connect the Ind Rev
4. Connect the Ind Rev
5. Connect the Ind Rev

Week 7:
1. Power Relationships
2. Power relationships
3. Exercise of Power
*

Week 8:
1. Power Potential
2. Historical Perspectives
3. Historical Perspectives
*

Week 9:
1. Modern Nationalism & War
2. Modern Nationalism & War
3. Industrialized Warfare
4. Industrialized Warfare

Week 10:
1. Industrialized Warfare
2. War & Individuals
3. War & Societies
4. HT Perspective-Taking
5. Treaty of Versailles

Week 11:
1. Treaty of Versailles
2. Connecting the Treaty
3. Connecting the Treaty
4. Ideology: Fascism

Week 12:
1. Ideology: Communism
2. Rise of Totalitarianism
3. Rise of Totalitarianism
4. Rise of Totalitarianism
5. Effects of Totalitarianism

Week 13:
1. Total War
2. Causes of Second War
3. Causes of Second War
4. HT Concept Cause & Consequence

Week 14:
1. Cause & Consequence
2. Canada and the War
3. Genocide
*

Week 15:
1. Genocide
2. HT Concept Evidence
3. HT Concept Evidence
4. Post-War Genocides
5 Cold War & Containment

Week 16:
1. Berlin Blockade
2. Nuclear Threat
3. Cuban Missile Crisis
4. McCarthyism

Week 17:
Note: Please work these days into the schedule (as required to represent topics, assessment, exam review etc.)*

Week 18:
Note: Please work these days into the schedule (as required to represent topics, assessment, exam review etc.)*

Week 19:
Exam Week

History 111

In all levels of history, the goal is to have students equipped with the knowledge and skills necessary to think critically about history. The 111 Modern History course is not different in outcomes or volume of information than the 112 Modern History course. There are, however, increased expectations for 111 students in terms of depth of understanding, students' efficacy in historical thinking, and the overall rigour of the course work.

Teachers of 111 Modern History should not add outcomes to the course, or assume that 111 students need to cover more historical content than is specified in the provincial curriculum. Instead, teachers should provide more opportunities for 111 students to participate in higher order thinking activities (such as decision making, problem solving, critical inquiry, analyzing perspectives, debating, Socratic circles etc.) Students should be involved in more self-directed learning, and engage in more scholarly research with higher expectations. 111 students must demonstrate increased quality and originality in their work. Their ability to challenge assumptions and think independently will be evident.

Unlike 112 Modern History, where students are gradually introduced to the concepts of historical thinking, 111 students must develop competence in the six concepts in the beginning of the course. While their engagement with the concepts will progress over the semester, they need an initial exposure to what the six concepts are (see Appendix C). Students' efficacy in historical thinking should be evident, always present, and communicated often. The teacher should continuously challenge students to demonstrate their understanding of history with increasing expectations of depth and sophistication, to the point of fluency, in the six concepts. As the year progresses, teachers should no longer need to remind students of the historical thinking concepts, as evidence of students' understanding of them will be clearly identifiable in their written work and conversation in class.

One way a teacher may facilitate learning is to support students as they work through contentious periods or events in history, allowing for authentic debate in the classroom. Examples may include, but are certainly not limited to: a student appropriately verbalizing various perspectives of the use of nuclear weapons during the Second World War. What is appropriate in total war? What action is reasonable when you are fighting for your survival as a nation? Are there rules in war? What should the rules for war be? Further examples may include an analysis of continuity and change through an examination of the lives of women during the early 20th Century. In terms of significance, students may be asked, for example, which of the world wars was most significant for Canada.

The opportunities for 111 students to demonstrate mastery of the outcomes should occur often and vary in type. Rather than relying on traditional tests as the primary means of assessment of student learning, a variety of instruments should be utilized, including (but not limited to) research essays, scored conversations, presentations, projects (of varying scope and length) and individual interviews with students. When traditional "question and answer" tests are used they should focus on extended responses that require critical thinking and analysis.

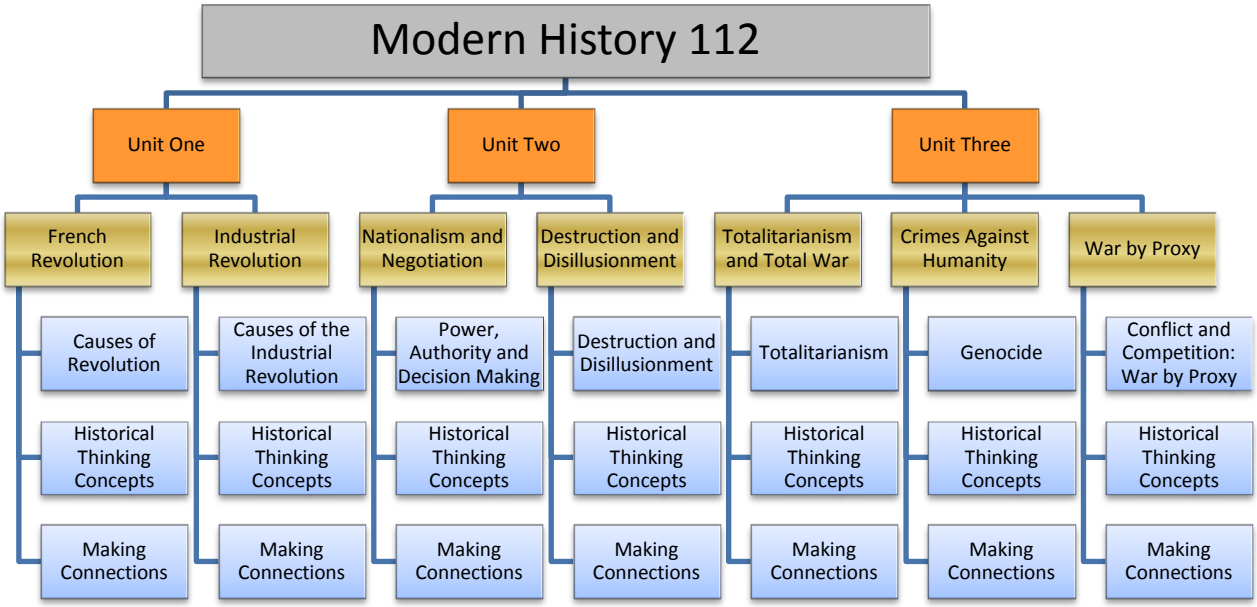
Student involvement in designing learning tasks and the assessment of learning outcomes is strongly encouraged. Students can play a part in assessment, including designing the evaluation instrument used to evaluate student learning. These can be as simple or complex as is appropriate to the learning context. Peer assessment and self-assessment are also encouraged as on-going methods (at appropriate times) for evaluating student learning – however, to be effective in promoting students' evaluation of their own learning, the evaluation instrument must be clear, structured and meaningful.

Taking an increased responsibility for their own learning is appropriate and expected for students taking 111 Modern History. Students are expected to do more work on their own, in particular outside of class time. Student engagement in the learning process will mean less time spent on direct-teaching or information-transmission activities.

The sample suggested learning and assessment strategies included in this document for Modern History 112 are appropriate for 111 students with an expectation of greater depth in terms of student answers/products. The suggestions for teaching included in this document are not intended to be comprehensive as it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

Modern History 112 Curriculum

Curriculum Overview and Suggested Time Lines



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Week 19:
Exam Week

Modern History 112 Specific Curriculum Outcomes:

Unit One: Rights and Revolution

French Revolution

1.1 Causes of Revolutions

Students will:

1.1.1 Identify and understand the general causes of revolutions: new ideas, social conflict, political factors, and economic conditions.

1.1.2 Know, understand and be able to explain the new ideas of The Enlightenment.

1.1.3 Analyze elements of social conflict in 18th century France.

1.1.4 Understand, and be able to explain, how and why France's Absolute Government functioned without the consent of the governed.

1.1.5 Comprehend the severity of economic conditions as contributing factors to the revolution.

1.2 Historical Thinking Concepts

Students will:

1.2.1 Understand historians' criteria for measuring historical significance

1.2.2 Critically assess the significance of the French Revolution

1.3 Making Connections

Students will:

1.3.1 Make connections to allow comparison of the French Revolution to other modern events in the context of rights and freedoms.

Industrial Revolution

2.1 Causes of the Industrial Revolution

Students will:

2.1.1. Know, understand and be able to explain the new ideas and innovations which led to the Industrial Revolution.

2.1.2. Analyze elements of social change/conflict during the Industrial period.

2.1.3. Understand, and be able to explain, how governments and workers responded to issues of industrialization.

2.1.4. Comprehend the economic conditions which led to industrialization and furthered its development.

2.2 Historical Thinking Concepts

Students will:

2.2.1 Demonstrate their understanding of the immediate and long term impact of urbanization on society during the Industrial period.

2.2.2 Be able to explain the evolution of worker's rights, and the implications of these rights, for workers then and now.

2.3 Making Connections

Students will:

2.3.1 Compare and contrast one aspect of the Industrial period with a modern, evolving industrialized society.

Unit Two: War and Violence

Nationalism and Negotiation

3.1 Power, Authority and Decision Making

Students will:

3.1.1 Know, understand and be able to express examples of power relationships and rivalries between European nations, as causes of the First World War (1860s to 1914).

3.2 Historical Thinking Concepts

Students will:

3.2.1 Be able to express how power is typically exercised on a continuum and that the exercise of power can have both intended and unintended consequences.

3.2.2 Analyze the ingredients of power potential.

3.2.3 Examine historical perspectives to explain the concept of ethnic nationalism and the role it played in the exercise of power by European nations from 1860 to 1945.

3.3 Making Connections

Students will:

3.3.1 Examine the role nationalism plays in a modern society involved in conflict.

Destruction and Disillusionment

4.1 Destruction and Disillusionment

Students will:

4.1.1 Know and understand that mechanized/industrialized warfare led to an increased level of destruction.

4.1.2. Comprehend the effects of war on individuals and societies.

4.2 Historical Thinking Concepts

Students will:

4.2.1 Understand and be able to explain the points of view of those negotiating the treaties to end the Great War in 1919.

4.2.2 Demonstrate how the articles of the Treaty of Versailles were at odds with the stated goal of achieving collective security.

4.3 Making Connections

Students will:

4.3.1. Compare and contrast the quest for collective security in 1919 with that of modern day efforts.

Unit Three: Triumph and Tragedy

Totalitarianism and Total War (The Second World War)

5.1 Totalitarianism

Students will:

5.1.1 Know, understand and be able to explain the differences between the political ideologies of the interwar period.

5.1.2 Understand and be able to express why some European governments failed during the 1920's and 1930's.

5.1.3 Analyze and be able to explain the effects of totalitarian governance on social, political and economic life.

5.2 Historical Thinking Concepts

Students will:

5.2.1 Understand and be able to explain the concept of Total War.

5.2.2 Recognize and be able to explain the general causes of the Second World War

5.2.3 Evaluate and compare the consequences of the First World War and the Second World War.

5.3 Making Connections:

Students will:

5.3.1 Analyze and explain which World War was more significant for Canada.

Crimes Against Humanity

6.1 Genocide

Students will:

6.1.1 Define: anti-Semitism

6.1.2 Know, understand and be able to explain the progression of the Holocaust from 1933 until 1945

6.1.3 Examine international response to Jewish refugees during and after the Second World War

6.1.4 Identify international action and human rights legislation resulting from this period

6.2 Historical Thinking Concepts

Students will:

6.2.1 Investigate the Holocaust by examining and utilizing primary and secondary sources

6.3 Making Connections

Students will:

6.3.1 Understand and be able to explain that genocide is not restricted to the Holocaust

War by Proxy

7.1 Conflict and Competition: War by proxy

Students will:

7.1.1 Understand and be able to explain the concepts of Cold War and Containment as well as the concept of arms race (in the context of the Cold War).

7.1.2 Know, understand and be able to demonstrate how the nuclear threat was the defining element of the Cold War

7.1.3 Understand western society's response to the nuclear threat

7.1.4 Know, understand and be able to explain the growth of the anti-nuclear/peace movement that developed after 1945

7.2 Historical Thinking Concepts

Students will:

7.2.1 Know and understand why the Cuban Missile Crisis was a significant Cold War event.

7.3. Making connections

Students will:

7.3.1 Examine anti-communism (McCarthyism) as a Western phenomenon and its impact on societies

7.3.2 Compare McCarthyism in the US with the modern day "war on terror"

7.3.3 Understand that the nuclear threat did not disappear with the end of the Cold War

Unit One:
Rights and Revolution

Outcomes and Elaborations

Unit One: Rights and Revolution

French Revolution

1.1 Causes of Revolutions

Students will:

1.1.1 Identify and understand the general causes of revolutions: new ideas, social conflict, political factors, and economic conditions.

1.1.2 Know, understand and be able to explain the new ideas of The Enlightenment.

1.1.3 Analyze elements of social conflict in 18th century France.

1.1.4 Understand, and be able to explain, how and why France's Absolute government functioned without the consent of the governed.

1.1.5 Comprehend the severity of economic conditions as contributing factors to revolution.

Elaboration (1.1.):

The intent is for students to have a general understanding of the causes of revolutions (new ideas, social conflict, political factors, and economic conditions) and apply these to the first of two case studies: The French Revolution. The first of these, "new ideas" will be identified by a cursory examination of the Enlightenment limited to key individuals and philosophy: Locke, Rousseau, Montesquieu, Hobbes, and Voltaire. Locke is the father of Liberalism and the Social Contract. Rousseau believed in justice for every man, Montesquieu and Voltaire believed in freedom but mistrusted democracy. Hobbes believed in an authoritarian government, a strong benevolent dictator. These ideas did not lead to revolution on their own, as the Enlightenment was a movement restricted to the educated. In time, however, these ideas along with other factors would result in revolution.

A second contributor is that of social conflict: French society during the 18th century was divided into three Estates beneath the King (approximately 96% comprised the peasantry [including an emerging middle class]; the second tier - nobility [0.5%] and upper clergy represented the third tier [3.5%]). The emphasis needs to be on inequality.

In examining political factors, the emphasis should be on Absolutism and the absence of government accountability to the people. Economic factors contributing to the revolution need focus on the financial crisis of the late 18th century in France (including an examination of unfair taxes, royal court extravagance, mandatory tithing, and costly wars).

Teachers, in the interest of time, are encouraged to focus attention on events and individuals that support an understanding of the concept of revolution, rather than on a detailed analysis of each event.

Suggested Learning and Assessment Strategies (1.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (1.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 1.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Define revolution. Determining students' prior knowledge is fundamental for moving their thinking forward. Activate students' prior knowledge by brainstorming the concept of revolution. Teachers may wish to encourage students to use a graphic organizer or mind map.

2. Compare the ideas of the philosophers: Locke, Rousseau, Montesquieu, Hobbes, and Voltaire. Students are asked to read a selection of text (primary source evidence) from each of the philosophers and complete a chart with the following headings: *Beliefs* (what did they think?), Evidence (how do we know?), and *Values* (what did they care most about?) See Appendix G for a reproducible student chart. *Note: Chart instructions (wording) and text selection are left to teacher discretion.* Using the completed chart students will then compare and contrast these philosophers, enabling them to explain the news ideas of the Enlightenment. For links to primary source evidence please see Appendix I.

3. Social conflict in 18th century France. Divide the class into first, second and third estate representatives as study begins. Throughout the course of study, call upon students to react to specific events or developments (e.g., Tennis Court Oath, Execution of the King). *Note:* Student responses may take a variety of formats including journal writing, class discussion, dramatization etc.

4. Absolutism. An exercise in "continuity and change" is to examine a Canadian coin. Ask students to take a coin and examine the back of the coin. What do you see? "D.G. Regina" appears on the back of most Canadian coins and refers to "Dei Gratia" or "By the Grace of God." Discuss with students the element of *continuity* (some countries are still monarchies and reference God) and the element of *change* (that existing Monarchs today do not have the "divine" authority that was afforded a King or Queen during 18th century France).

5. Economic conditions

What does this primary source document tell you about economic conditions in 18th century France? *Note:* To further this as an evidence activity, use several images and documents. Divide students into groups and have them determine what the economic situation was on the eve of revolution. *Note*: Understanding images may be difficult for some students. The *Picturing Modern America* website provides supported structure for understanding images, which teachers may wish to have students examine: http://cct2.edc.org/PMA/ (English only site – see "Image Detective" section).

Suggestions for Teaching and Learning Resources: Please see Appendix I

1.2 Historical Thinking Concepts

Students will:

1.2.1 Understand historians' criteria for measuring historical significance

1.2.2 Critically assess the significance of the French Revolution

Elaboration (1.2):

The idea of significance underpins this outcome and therefore needs to be defined for students as a concept of historical thinking (see Appendix C for more on historical thinking concepts). Essentially an event is significant for historians when it has prominence in its own time period, has deep importance for many people over time, and is revealing (tells us something about life then and/or today that we would not know but for its occurrence). The significance of the French Revolution rests mainly with the evolution of rights and citizenship; rights are not gifts

from the state but instead are taken by the people and are inherent to dignity. Teachers should emphasize that rights were a radical concept at this time and that the struggle to be treated with dignity has been, and continues to be, an on-going theme for humanity.

Suggested Learning and Assessment Strategies (1.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (1.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 1.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Understanding criteria for significance. Students will indicate three significant events in their life. Discuss what criteria they used to choose these events, as a springboard for discussion of what criteria historians use to evaluate significance (see Appendix C). *Note:* "indicate" is used as students may wish to list, voice, or draw the events.

2. Significance of the French Revolution. Does the French Revolution meet the criteria for historical significance? Suggestions for differentiation: Allow students to respond in a variety of ways e.g., digital slides, photo story, visual representation, music and art, formal essay, etc.

Suggestions for Teaching and Learning Resources: Please see Appendix I

1.3 Making Connections

Students will:

1.3.1 Make connections to allow comparison of the French Revolution to other modern events in the context of rights and freedoms.

Elaboration (1.3):

The intent behind making connections is to allow comparison of the French Revolution to other historical events as well as modern events. Teachers may, therefore, have opportunity to address other historical thinking concepts (see Appendix C) e.g., Continuity and Change. In essence, Continuity and Change recognizes that change and continuity are on-going and ever present, occur at different rates and may be both positive and/or negative. Discussions could include a question such as: How far are democracies prepared to go to defend the freedom of their citizens? Students may analyze and construct an argument comparing The Reign of Terror to another event in history in which democratic freedoms were restricted in an effort to protect the state (recognizing that the context of the events will differ). Specific examples may include comparing The Reign of Terror of Robespierre and the Jacobins to Canada's use of the War Measures Act in 1970, or compulsory military service in democracies, and/or 21st century efforts to defend democracy against acts of terrorism. The latter are cases in which the rights of citizens have been restricted for the stated purpose of protecting the state.

Suggested Learning and Assessment Strategies (1.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (1.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 1.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Purposeful discussion: Hold a Socratic Circle around the question: How far is too far? To what lengths should a democracy go to defend the state? Related questions may include:
    - May a society take extreme measures?
    - Which is more important, the individual or the collective?
    - Is torture ever justified in a democratic society?

Reminder: For a Socratic Circle to be successful, students must have knowledge of the events being discussed. Purposeful discussion can only occur following a period of study and reflection. "Circle" refers to the seating pattern during discussion but for more information on Socratic Seminars please see Appendix I.

2. Illustrating human rights: Have students review the *Declaration of the Rights of Man and of the Citizen* and the United Nations' *Universal Declaration of Human Rights* (UDHR). Each student will choose one of the rights declared in the UDHR and will illustrate the meaning of this right, and explain if/how the right can be traced back to the *Declaration of the Rights of Man and of the Citizen*.

    Suggestion for differentiation:

    - Have students match selected rights chosen from the two documents.
    - Have students compare rights of the UDHR with other rights documents e.g., *Magna Carta*, *American Bill of Rights*, *Canadian Charter of Rights and Freedoms* etc.
    - From the *Universal Declaration of Human Rights* students will identify 3 articles they think are important to them and explain the articles in their own words. Students should then review current news headlines and choose news stories reporting actions or events, related to the rights they have chosen to explain, which violate or protect those human rights around the world.

3. Olympe de Gouges' *Declaration of the Rights of Women and Female Citizen*: Have students review de Gouges' document, written in 1791, as an answer to the *Declaration of the Rights of Man and of the Citizen* which excluded women. Compare with other examples illustrating women's struggle for rights e.g.,: Famous Five (The Persons' Case), Afghan women's struggle for rights, etc.

Suggestions for Teaching and Learning Resources: Please see Appendix I.

Industrial Revolution

2.1 Causes of the Industrial Revolution

Students will:

2.1.1 Know, understand and be able to explain the new ideas and innovations which led to the Industrial Revolution.

2.1.2 Analyze elements of social change/conflict during the Industrial period.

2.1.3 Understand, and be able to explain, how governments and workers responded to issues of industrialization.

2.1.4 Comprehend the economic conditions which led to industrialization and furthered its development.

Elaboration (2.1)

These outcomes highlight the second of two case studies (see 1.1) meant to illustrate the general causes which led to the Industrial Revolution. The focus should be on the political and social change of the Industrial Revolution rather than only on technological change. New ideas and innovations led to the Industrial Revolution. Among these ideas and innovations, are the concept of rights and industrial mechanization. Marxism, Socialism, Liberalism, and The Concept of Property should all be highlighted to broaden students' understanding of the period. The connection between urbanization and class conflict should be introduced; however, this will be elaborated within the next outcome (2.2). Political factors will be further established by focusing on Trade Unionism and Government Regulation – worker and government responses to industrialization. When addressing economic contributors, the concept of Laissez-Faire capitalism must be examined, along with global domination by Europe (colonialism and mercantilism) during this time period.

Suggested Learning and Assessment Strategies (2.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (2.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 2.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Connect the idea of individual political rights to the new economic liberalism.
   Compare completed Unit 1 chart (see Appendix G) with emerging economic ideas of the Industrial Revolution. Move the discussion from political liberalism (rights of the individual) to the question of economic rights – does a European citizen in the 19th century have the right to own property?

2. Illustrating an innovation: Each student will prepare a short presentation that illustrates one innovation of the 19th century and its significance – economic or otherwise. *Note:* the innovation may be significant in that it led to future innovations in terms of long lasting impact.

3. Create a chart of continuity and changes in society resulting from the Industrial Revolution. What has changed? For example the concept of "childhood", "farming", "leisure time", and innovations such as the assembly line, mass transportation etc. What has remained unchanged? Progress or Decline (or both)? *Note:* This may be best achieved as a class activity over the course of study (of the unit). Alternatively, the focus of the chart could be cause and consequence re: industrialization.

4. Primary source analysis. A selected passage (see Appendix E) of "Frederick Engels, The Condition of the Working Class in England in 1844," may be used as a primary source of evidence to be analyzed by students. Teachers are advised to use more than one primary source (e.g., Karl Marx) and to prepare their own questions for critical analysis by students. *Note:* Primary source documents may be found on-line to support discussion of additional topics e.g., early legislation for the protection of workers, children's aid societies, mandatory schooling, and environmental protection.

5. Document-Based Assessment: Comprehending economic conditions. Students are asked to take on the role of a person living in Britain in 1840 and complete a writing task (e.g., letter, journal entry) related to which economic philosophy they would support. Primary sources will supplement this study e.g., "A New View of Society" by Robert Owen (1816). *Note:* To account for individual differences, some students may need to convey their support through an alternative means (versus a writing task) e.g., visually, orally.

Suggestions for Teaching and Learning Resources: Please see Appendix I

2.2 Historical Thinking Concepts

Students will:

2.2.1 Demonstrate their understanding of the immediate and long term impact of urbanization on society during the Industrial period.

2.2.2 Be able to explain the evolution of worker's rights, and the implications of these rights, for workers then and now.

Elaboration (2.2)

The key factors: urbanization, and workers' rights serve to highlight that events in history often reflect elements of continuity (e.g., urbanization is a reality in the world today) and change,

albeit at times slow change (e.g., worker rights continues to be a modern issue: wage parity, exploitation of children). The reverberations of industrialization and urbanization continue to echo as this was a period of dramatic and long-lasting change. Urbanization, which saw thousands move from a rural existence to a new life in the cities of Europe, was not only very significant at the time, but has had a lasting effect on the world as we know it (consequences). It exacerbated class conflict, poverty and created a movement of reformers who attempted to address the problems created by the changing society. Finally, it is essential to highlight the improvements in terms of workers' rights and working conditions in this time period. This recognition of rights, and changes which supported it, were momentous at the time and continue to impact workers today.

Suggested Learning and Assessment Strategies (2.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (2.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 2.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students will brainstorm a list of problems facing 19th century urban spaces. Students will be assigned the role of a worker, factory owner, or municipal government representative and then, working in small groups, will act as "urban planners" to design a plan (drawing or 3D model, or written plan) to address the problems of urbanization (e.g., provide solutions to questions such as "Where will we put our garbage?" "How can we afford housing?"). *Note:* Historical perspective-taking is informed by evidence. Students will need to conduct research in order to accomplish this task.

2. Workers' Rights. Students will compare and contrast one aspect of worker's rights (between modern Western society and 19th century industrialized society): e.g., at what age may a child work?

Suggestions for Teaching and Learning Resources: Please see Appendix I.

2.3 Making Connections

Students will:

2.3.1 Compare and contrast one aspect of the Industrial period with a modern, evolving industrialized society.

Elaboration (2.3):

As with 1.3, the intent is to allow comparison of the revolutions (in this case Industrial Revolution) with other historical events as well as modern events. Teachers may, therefore, have opportunity to address other historical thinking concepts (see Appendix C) e.g., Cause and Consequence. Possible comparisons include contrasting the Industrial period's impact on

the environment with the ecological footprint of industry today. In terms of this suggestion, teachers are advised to limit their study to specific questions e.g., *was there an environmental movement during the Industrial revolution as exists today? How has the ecological footprint of a household changed from the Industrial period to today? Was there a concern for public (urban) green space during the Industrial Period and how is that similar to the balance modern society is seeking between green space and the economy?* In examining a different aspect, the Industrial Revolution could be compared with The Information Age (comparing technological revolutions), and industry in the 21st century could be compared with that of the Industrial period e.g., 21st century out-sourcing may be compared with practices of past colonizers.

Suggested Learning and Assessment Strategies (2.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (2.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 2.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Using a Venn diagram, students will compare and contrast one aspect of the Industrial period with a modern, evolving industrialized society (e.g., 21st century out-sourcing, environmental protection, working conditions etc.). Suggestion for differentiation: Students may use digital slides or another means to accomplish this task.

2. Case study: Fort McMurray. Compare the modern day evolving industrialized society of Fort McMurray with 19th London during the Industrial Revolution. *Note:* Other 19th century cities may be substituted e.g., Manchester.

3. Information Age: Students will answer the question: *Is the Information Age the next phase of the Industrial Revolution*? Answer format may vary.

Suggestions for Teaching and Learning Resources: Please see Appendix I.

Unit Two:
War and Violence

Outcomes and Elaborations

Unit Two: War and Violence

Nationalism and Negotiation

3.1 Power, Authority and Decision Making

Students will:

3.1.1 Know, understand and be able to express examples of power relationships and rivalries between European nations, as causes of the First World War (1860s to 1914).

Elaboration (3.1):

The focus of study for this outcome is to examine the general exercise of power in its many forms and the specific ways it was exercised in Europe from the Unification of Germany in the 1860s to the outbreak of the First World War. In examining the wars of the 20th Century, some time should be spent investigating the causes and consequences of foreign policy decisions of the European powers e.g., the wars of German unification, foreign policy goals of Otto Von Bismarck, the Balkan crisis, the Moroccan crisis, and the July crisis of 1914. Teachers will cover the foreign policy decisions of the European powers in varying detail due to time restrictions, focusing on the exercise of power versus a detailed examination of events.

Suggested Learning and Assessment Strategies (3.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (3.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 3.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students are assigned to small groups representing countries with a vested interest in preventing (or initiating) the First World War. Each group receives the following telegram:


BRITISH WIRELESS MARINE SERVICE.

Joint Service Department of The Marconi International Marine Communication Co. Ltd. Radio Communication Co. Ltd. and Marconi Sounding Device Co. Ltd.
MARCONI OFFICES, ELECTRA HOUSE VICTORIA EMBANKMENT, LONDON, W.C.2.

You can send MARCONI-GRAMS from this ship ALL PARTS OF T WORLD.

Reserve your HOT ACCOMMODATION advance by Wirel FREE OF CHARGE. particulars see back Marconigram Accept form.

When on shore rou your foreign telegra "VIA MARCONI."

There are also LETT TELEGRAM services av able at specially L

SHIP TO SHIP

MARCONIGRAM

SHORE TO SHIP

Valentia R.S.

3 SEP 1939

8 SEP 1939

2210

THIS FORM SHOULD ACCOMPANY ANY ENQUIRY RESPECTING THIS MARCONIGRAM.

To

RECEIVED: 30, JULY, 1914

THE NATIONS OF EUROPE ARE ON THE VERGE OF WAR STOP WE URGE ALL DELEGATIONS TO ATTEND THE PEACE CONFERENCE CONVENING IN BRUSSELS STOP IT IS IMPERATIVE THAT YOU PREPARE THE FOLLOWING PRESENTATION FOR THE OTHER DELEGATES STOP

1. BACKGROUND INFORMATION ABOUT YOUR COUNTRY INCLUDING A MAP, PERTINENT HISTORY, AND ALLIANCES STOP
2. WHAT ARE YOUR NATION'S LONG TERM OBJECTIVES (INCLUDING GREIVANCES) STOP
3. EVENTS IN THE PAST MONTH THAT YOU FEEL ARE AFFECTING YOUR NATIONAL INTEREST STOP

Once presentations have concluded, students will participate in a mock peace conference in an attempt to negotiate a peace agreement.

2. M.A.I.N. The acronym "M.A.I.N." stands for "Militarism", "Alliances", "Imperialism", and "Nationalism." Students will examine a variety of scenarios and make an argument for which concept[s] are the underlying cause. Examples include "Moroccan Crisis description," "Zimmerman telegram," "Schlieffen Plan," "Plan 17." *Note:* A variety of formats may be used e.g., newspaper articles, primary documents, political cartoons, text summaries etc..

Suggestions for Teaching and Learning Resources: Please see Appendix J.

3.2 Historical Thinking Concepts

Students will:

3.2.1 Be able to express how power is typically exercised on a continuum and that the exercise of power can have both intended and unintended consequences.

3.2.2 Analyze the ingredients of power potential.

3.2.3 Examine historical perspectives to explain the concept of ethnic nationalism and the role it played in the exercise of power by European nations from 1860 to 1945.

Elaboration (3.2):

One of the historical thinking concepts that underlie this section is Historical Perspective-Taking (see Appendix C). In essence Historical Perspective-taking is concerned with understanding the prevailing norms of the time more than adopting a particular point of view, as there are diverse historical perspectives on any given event in the past. In adopting an historical perspective "presentism" – examining the past through a 21st century lens - must be avoided. Taking the perspective of historical figures requires both the use of evidence and the suspension of judgment (which are both historical thinking concepts).

Power is typically exercised on a continuum, which runs the gamut from "asking nicely" to military action. Examples of an elevation of power, with increasing consequences, can be made clearer for students by way of a continuum example, e.g.: Ask nicely, positive sanctions (tit for tat), negative sanctions (if you don't give me what I want I am going to take away something that you need), diplomatic sanctions (we are going to ignore you), threat of force (e.g., ultimatum), military action. Students need to be made aware that the progression through this continuum can be either lengthy or quick. Students will understand that moving along the continuum toward the use of military action is more likely to produce unintended consequences. Examples include the Treaty of Versailles (intended to create peace, but a catalyst for war), the Cuban Missile Crisis (Russian intention to achieve tactical parity led to the brink of nuclear war).

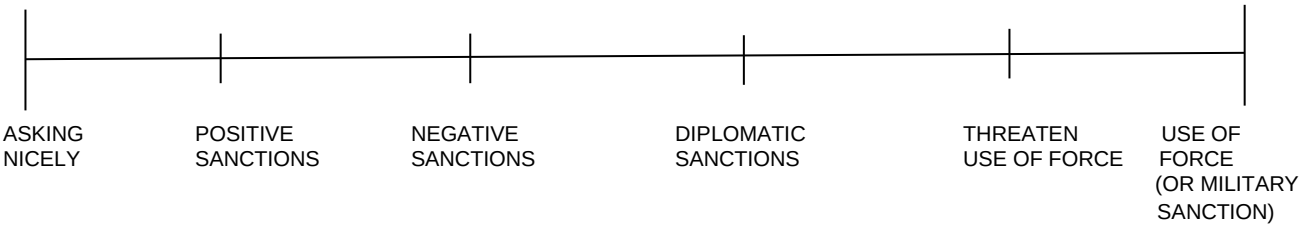
The ingredients of power potential are not limited to military might. Geographic factors, natural resources, alliances, national borders, industry, and socio-psychological factors all contribute to power potential. Students will understand that these factors were of even greater importance during the period 1860 to 1945 than today in light of technological advancement. Power potential explains, for example, in part - how the country of Britain was able to withstand two World Wars.

Ethnic nationalism is a concept likely less familiar to today's New Brunswick student, given the changing nature of citizenship and how citizens identify with the state. Students need to understand that ethnic nationalism fed a mind-set during the period of European history from 1860 to 1945 that saw citizens enthusiastic and supportive of the collective vision of the state. For example: In the Balkans the struggle for independence was fuelled by the nationalistic belief that Balkan people were oppressed by the Austrians. Other examples include Germany looking for "a place in the sun," and the British Empire on which the "sun never set" (which refers to British colonization efforts to rule the world).

Suggested Learning and Assessment Strategies (3.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (3.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 3.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Using a timeline of a modern event (e.g., War in Afghanistan), students will enter information on a generic use of force continuum. Below is an example of a generic use of force continuum:



2. Using Great Britain as an example, students will examine the power potential of this nation, then (1914) and now. The ingredients of power potential are not limited to military might. Geographic factors, natural resources, alliances, national borders, industry, and socio-psychological factors all contribute to power potential.

3. Students will participate in a an exercise examining the partition of Africa by European nations from differing viewpoints. (See Appendix H for supporting primary evidence) Students will prepare a thesis statement (only) for an essay from the point of view of both an imperialist and an anti-imperialist.

Suggestions for Teaching and Learning Resources: Please see Appendix J

3.3 Making Connections

Students will …

3.3.1 Examine the role nationalism plays in a modern society involved in conflict.

Elaboration (3.3)

Ethnic nationalism is less of a factor in the Western world after 1945. Nationalism, however, continues to play a role in modern societies. This making connections outcome examines the role nationalism plays in a modern society involved in conflict of any sort – foreign or domestic - e.g., military conflict, trade issues, international security, and/or boundary disputes, etc. Teachers may wish to use Canada as an example by focusing on a conflict in which Canada is presently involved e.g., Arctic sovereignty, nationalism in Quebec, struggle for Aboriginal self-determination. Discussion questions could include: "How has nationalism manifested itself in relation to this issue in Canada and other places in the world?", "At what point does nationalism cease to be positive?" "How does nationalism affect international relations?"

Suggested Learning and Assessment Strategies (3.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (3.3), but rather to provide suggestions and springboards to further discussion and study. These

suggestions address only parts of the outcomes associated with 3.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Have students compare and contrast the competing claims of Canada and the United States to resources in the Arctic Ocean and access to the Northwest Passage.

Suggestions for Teaching and Learning Resources: Please see Appendix J

Destruction and Disillusionment

4.1 Destruction and Disillusionment

Students will:

4.1.1 Know and understand that mechanized/industrialized warfare led to an increased level of destruction.

4.1.2. Comprehend the effects of war on individuals and societies.

Elaboration (4.1)

The focus of this section is awareness of how warfare changed from the 19th century through the First World War, especially in terms of destruction potential, and the effect of war on individuals and societies. The Industrial Revolution had a significant impact on the development of mechanized warfare and in turn the level of destruction possible. The focus of this section is less on the specifics of how weaponry changed and instead on the impact of these changes, and war in general, on warring parties. Attention may include Trench Warfare, and the resulting supporting technology e.g., the machine gun, the tank and poison gas. It is necessary to examine the impact of war on all persons involved in the First World War. Examples may include civilian casualties, disillusionment, and the psyche of soldiers (e.g., shell shock). Larger societal impacts include displaced persons, refugees, economic impact, immigration, orphans, propaganda, and changing gender roles.

Suggested Learning and Assessment Strategies (4.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (4.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 4.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students will create and complete a three column chart with the headings: Tactics/Technology, Short-Term Results and Long-Term Implications. This chart will be used to highlight the increased level of destruction during the First World War. *Note:* This chart can be created in any format – digital or otherwise.

2. Students will examine life in the trenches from various perspectives and then write a letter home from the perspective of a soldier in the trenches. Without evidence this will only be an exercise in creative writing, therefore, evidence might include: passages from “All Quiet on the Western Front”, primary source documents (e.g., sections from soldiers’ diaries, paintings and photographs). To make life in the trenches come alive for students, in a small way, provide students with “hardtack” bread and/or beef jerky (available at most grocery stores) as evidence of soldier’s typical diet. *Note:* If writing a letter will prove difficult for some students, suggest alternatives such as a radio broadcast (interviewing a solder in the trenches) or a dramatization. An extension of this exercise

will be to have students exchange letters and create a reply from a perspective of the Home Front (e.g., a wife working in a munitions factory, a mother working on a farm).

3. Have students examine the painting "Canada's Answer" by Norman Wilkinson and compare it with Fred Varley's "For What", painted at the end of the war. How did the perception of the war change? *Note:* Both paintings were created at the end of the war; however, Wilkinson's depicts the first deployment of Canadian troops in October 1914 versus Varley's depiction of the end of the war. Paintings can be found online (see Appendix J).

4. Students will discuss the impact of the First World War on the status of women. What lasting results occurred in women's rights and what were the temporary results. Possible formats for discussion include: debate, Socratic Circle …

Suggestions for Teaching and Learning Resources: Please see Appendix J

4.2 Historical Thinking Concepts

Students will:

4.2.1 Understand and be able to explain the points of view of those negotiating the treaties to end the Great War in 1919.

4.2.2 Demonstrate how the articles of the Treaty of Versailles were at odds with the stated goal of achieving collective security.

Elaboration (4.2):

Perspective taking (see Appendix C) is an important aspect of thinking historically. It is important when students are studying an historic event to understand all perspectives associated with that event and what informs these perspectives. The focus of this study is on the peace treaties negotiated in Paris in 1919, of which the Treaty of Versailles was the major document. Rather than focusing only on the details of the treaty, time should be spent on the mindset of the leaders going into negotiations, the pressures they were under from their populations, and what they most wanted to achieve. Time should also be spent considering how the treaty was arrived at, the role the German delegation played, and whether or not each nation achieved their goals.

These treaties were supposed to lead to collective security for Europeans, but the peace-makers took a two-sided approach: on the one hand they opted for the creation of a *League of Nations* whose mandate was to prevent war from occurring in the future, and on the other hand they punished Germany quite severely, creating conditions which contributed to putting their own future security at risk. The questions of what to do with Germany and her ambitions, and how to avoid repeating the destruction witnessed in the First World War, were not answered.

Perspective taking may also include the positions of those not negotiating the treaty (e.g., artists and writers of the time [journalists; novelists]). Discussion questions may include: Does the First World War really end? Are both world wars more properly viewed as one war, separated by a 20-year interval of re-building and preparing for war by one side, and a false sense of security held by others?

Suggested Learning and Assessment Strategies (4.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (4.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 4.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Simulation: Divide the class into groups, each representing a country involved in the negotiations at the Treaty of Versailles (e.g., 8 countries with 3-4 representatives). Within each group students can take on the role of the leader of the country, foreign minister, military advisory etc. As a group they will research their nation's needs/position, agree on a strategy for peace negotiation and come to the table prepared to bargain.

2. Use a graphic organizer to compare "Actions & Intentions" with "Short & Long-term Consequences" of the Treaty of Versailles.

Suggestions for Teaching and Learning Resources: Please see Appendix J

4.3 Making Connections

Students will:

4.3.1 Compare and contrast the quest for collective security in 1919 with that of modern day efforts.

Elaboration (4.3)

The focus of study for this outcome is to compare and contrast modern and past efforts for collective security. Modern examples of efforts to maintain peace and security include: UN Weapons Inspections, Strategic Arms Reduction Limitation Treaties, the World Trade Organization (WTO), and modern day anti-terrorism campaigns. Discussion questions may include: How far are nations willing to go and what actions are they prepared to take to ensure collective security? How are modern efforts for collective security different from those employed during the negotiations of the Treaty of Versailles?

Suggested Learning and Assessment Strategies (4.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (4.3), but rather to provide suggestions and springboards to further discussion and study. These

suggestions address only parts of the outcomes associated with 4.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students will search the United Nations (UN) website to determine issues of concern. In particular, what issues are being dealt with by the Security Council? Have students search news sites (e.g., cbc.ca/news, bbc.co.uk, cnn.com) to determine if these issues are being reported and compare these collective security issues with those of 1919.

Suggestions for Teaching and Learning Resources: Please see Appendix J

Unit Three:
Triumph and Tragedy

Outcomes and Elaborations

Unit Three: Triumph and Tragedy

Totalitarianism and Total War (The Second World War)

5.1 Totalitarianism

Students will:

5.1.1 Know, understand and be able to explain the differences between the political ideologies of the interwar period.

5.1.2 Understand and be able to express why some European governments failed during the 1920's and 1930's.

5.1.3 Analyze and be able to explain the effects of totalitarian governance on social, political and economic life.

Elaboration (5.1)

Study of this outcome will require that students understand the different political ideologies of the time period leading up to the Second World War: Communism, Stalinism, Fascism, National Socialism, Democracy and Totalitarianism. The focus of this section is the development of totalitarian states in Europe during the 20th Century.

A democracy is characterized by much more than a free election and free market economy. Democracies are complex. After the First World War Russia, Poland, Romania, Yugoslavia, Austria, Hungary, Italy, and Germany all made radical changes to their political arrangements to be more representative of the wishes of their citizens. Why, then, were nearly all of these attempts unsuccessful? Without a history of democracy to build on, economic chaos and reactionary political pressures, along with the differences specific to each country's context, led to failure. In some cases, the electorates willingly chose to be ruled by individuals and/or groups with authoritarian tendencies – or were powerless to prevent their seizure of power.

What effect does the totalitarian form of government have on the social, political, economic and daily life of a society? Examples may include the following pre-Second World War societies: Italy, Germany and/or Soviet Russia.

Suggested Learning and Assessment Strategies (5.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (5.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 5.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Use a graphic organizer to compare the different political ideologies of the interwar period (e.g., a multiple Venn Diagram).

2. The Weimar Republic: Students will research and create a newspaper article addressing the following questions: Why was the Weimar Republic formed? What were its strengths and weaknesses? *Note:* Students may be grouped and responsible for creating a full newspaper page (on paper or digitally [representing a publishing date of their choice]).

3. If you were a German citizen: Students will react as if they were a German citizen in the 1930's to the following questions: What options would you have for expressing opposition to the government? How would your options differ from options Canadian citizens have today?

Suggestions for Teaching and Learning Resources: Please see Appendix K

5.2 Historical Thinking Concepts

Students will:

5.2.1 Understand and be able to explain the concept of Total War.

5.2.2 Recognize and be able to explain the general causes of the Second World War

5.2.3 Evaluate and compare the consequences of the First World War and the Second World War.

Elaboration (5.2):

Cause and Consequence: Events have a myriad of causes, both obvious and underlying, and actions may have unintended consequences. This is true of the end of the First World War which, although it did not cause the Second World War, did create circumstances which allowed other events to occur. Many view the period of 1914 to 1945 as one long period of European civil war, one with global consequences. Some view the World Wars as one war, with a twenty year break or armistice. Regardless of how it is perceived, the Second World War has become known as a "Total War" – a war in which every aspect of society is mobilized in an effort to win the war. While the First World War was a Total War in its own right, it was not until the Second World War that industrialized warfare became the norm.

The general causes of the Second World War include the issues left unresolved by the Treaty of Versailles, the Great Depression (economic conditions), territorial disputes, German expansionism, and Appeasement (of Germany). While the causes of both World Wars are similar (how to address German expansion, nationalism, and economic rivalry), the consequences of the two World Wars are very different. Among the consequences of the Second World War: United States becomes a superpower, the founding of the *United Nations*, the Cold War, and the Atomic Bomb.

Suggested Learning and Assessment Strategies (5.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (5.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 5.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Total War: Use examples and non-examples of Total War to shape students' understanding of the concept of Total War. Compare and contrast Canada's role in the World Wars with our role in Afghanistan, particularly the role of society at large and the relationship between the citizen and the state.

2. Time line: Students will trace a time line of the territorial contraction and expansion of Germany from 1918-1939. This timeline may be digital and/or appear as a series of maps. Students will assess the information and offer interpretations based upon the evidence (e.g., Britain, as an island, had a geographic advantage during the war).

3. Was appeasement a mistake? Create a large T-chart with the headings "For Appeasement" and "Against Appeasement" and display for the class. Group students into ten small groups. Use the list of arguments for and against provided (Appendix F) to distribute one argument per group of students. Students will discuss and determine which side of the chart their argument belongs to, and place their argument in the appropriate column. Class discussion will center on the choices made by groups. *Note*: An extension activity will be to have students write short speeches from the point of view of Neville Chamberlain and Winston Churchill. A further extension is to have students write an opinion piece (one paragraph) outlining whether they believe appeasement made sense in 1938 or was a predictable mistake.

4. Compare and contrast the economic, social and political condition of Germany at the end of both World Wars: 1918 and 1945.

Suggestions for Teaching and Learning Resources: Please see Appendix K

5.3 Making Connections:

Students will:

5.3.1 Analyze and explain which World War was more significant for Canada.

Elaboration (5.3)

In discussing which World War was more significant for Canada, the following may be considered: Vimy Ridge as a nation-building event (Canada no longer perceived as a British Dominion), Canada is given a seat on the Imperial War Cabinet in 1916, Women's Suffrage, and Canada's involvement in the Treaty of Versailles as indicative of its growing international reputation. The Second World War: Significant increase in Canadian military power and

contribution to the war effort, Canadian soldiers liberated German occupied countries, Japanese Internment (to be compared with Ukranian internment during the First World War), and Canada as one of first countries to join the United Nations (UN). The former examples (for both World Wars) are only suggestions and teachers may wish to highlight other elements for comparison and consideration. Additionally, teachers may wish to open this question to further analysis by asking which war and/or conflict has been most significant for Canada (e.g., Korean Conflict, Peacekeeping missions, Afghanistan …) *Note:* The Korean Conflict is not officially over, an armistice agreement has ended fighting; a formal peace treaty has never been signed.

Suggested Learning and Assessment Strategies (5.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (5.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 5.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Using the criteria for historical thinking, write a persuasive essay to argue which World War was more significant for Canada

Suggestions for Teaching and Learning Resources: Please see Appendix K

Crimes Against Humanity

6.1 Genocide

Students will:

6.1.1 Define: anti-Semitism

6.1.2 Know, understand and be able to explain the progression of the Holocaust from 1933 until 1945

6.1.3 Examine international response to Jewish refugees during and after the Second World War

6.1.4 Identify international action and human rights legislation resulting from this period

Elaboration (6.1)

Holocaust is the term used to refer to the systemic, state-sponsored persecution and annihilation of European Jews by the Nazis and their collaborators between 1933 and 1945. The Holocaust forced a fundamental reconsideration of people's capacity for inhumanity and this section is designed to give students an overall understanding of the progression of the Holocaust. The term anti-Semitism refers to hostility towards or discrimination against Jewish people. It is necessary to note that there is some discrepancy within academic circles, as to the spelling of anti-Semitism and the meaning of both spellings.

In addressing the progression of the Holocaust from 1933 until 1945 the following need be considered: German restriction of the rights of Jewish citizens', the Nuremberg Laws, Kristallnacht, the ghettos, concentration camps, the Wanssee Conference (the Final Solution), and extermination camps. The actions of the Nazis led to a large number of Jewish refugees before, during and after the Second World War. A study of the international response to this situation may include an examination of Canada's closed-door policy including the incident of the "SS St. Louis," and consideration of the statement "None is too many." The study of history should include "the good, the bad, and the ugly." While Canada and other nations were not accepting Jewish refugees at this time, Canada has acknowledged the harm caused by these actions and, for example, has awarded posthumously Honorary Canadian Citizenship to Raoul Wallenberg (a Swedish humanitarian who secretly rescued Hungarian Jews during the war).

International action following the Holocaust include: the War Crimes Trials (the Nuremberg Trials), creation of the UN (United Nations), and UDHR (Universal Declaration of Human Rights, drafted by Eleanor Roosevelt and Hampton, New Brunswick resident J.P. Humphrey).

Suggested Learning and Assessment Strategies (6.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (6.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 6.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Analyse and discuss a primary source document from a Nazi perspective (e.g., Hitler's speech in the Reichstag on January 30, 1939; the Wannsee Protocol; a selection from Mein Kampf, the Nuremberg Laws). Write one or two paragraphs on how the Jewish population was portrayed by the Nazis. Note: The purpose of this exercise in historical perspective taking, is to enable students to understand how the average German citizen could support the Nazi party in this context.

2. As a class, create a timeline of the events of the Holocaust. Have each student research and create a visual representation of one event of the Holocaust, accompanied by a short descriptor, and display these.

3. SS St. Louis: Explore the voyage, and return to Europe, of the *SS St. Louis* with students. How did Canada and the US respond to the refugee crisis and why? What made it difficult for refugees to escape from the Nazis?

4. Distribute a copy of the Universal Declaration of Human Rights and have students choose 3 articles they think are important to them and explain the articles in their own words. Students should then review current news headlines and choose news stories reporting actions or events which violate or protect human rights around the world.

Suggestions for Teaching and Learning Resources: Please see Appendix K

6.2 Historical Thinking Concepts

Students will:

6.2.1 Investigate the Holocaust by examining and utilizing primary and secondary sources

Elaboration (6.2)

Historical evidence is not the same as information. The intent of this outcome is to have students explore both primary and secondary sources of evidence related to the Holocaust. It is sometimes difficult to differentiate between primary and secondary sources as defining each depends upon how the source is being used. A primary source is original or first-hand (in terms of time and access to the event). A secondary source is one that has been informed by other sources of evidence (it is second-hand and it is not direct in its access to the past).

Suggested Learning and Assessment Strategies (6.2.)

Note: This list is not intended to be a comprehensive guide for teaching this section (6.2.), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 6.2; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Using examples of letters from survivors of the Holocaust discuss the Jewish experience. *Note:* The *Historical Thinking Project* website contains a lesson complete with primary documents, created by Hampton teacher Mark Perry entitled:

"Reconstructing a Survivor's Life After Genocide." Teachers may wish to use the searchable data base to access this suggested lesson.

Suggestions for Teaching and Learning Resources: Please see Appendix K

6.3 Making Connections

Students will:

6.3.1 Understand and be able to explain that genocide is not restricted to the Holocaust.

Elaboration (6.3)

This outcome, as in previous sections, makes a connection between historical and modern events. The Holocaust is a significant example of genocide and the level of inhumanity that is possible. Following the Second World War, Prime Minister Winston Churchill called the Holocaust "a crime that has no name". Later, the term genocide gained widespread use and in 1948 the United Nations developed a convention defining and criminalizing genocide. Despite the UN's efforts, history has witnessed numerous genocides including: Cambodian "killing fields" 1975-1979, Bosnian "ethnic cleansing" of 1995, the Rwandan genocide of 1994, and the crisis in Darfur in the early 21st century. A case study based on one of the aforementioned genocides may be used to compare and contrast with the Holocaust. *Note:* As an example of genocide, teachers may wish to consider the emerging argument of genocide of Canada's Aboriginal people.

Suggested Learning and Assessment Strategies (6.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (6.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 6.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students will research and present (in a format of their choice) an example of genocide, including the short and long term consequences.

2. Compare and contrast. Throughout history, what motives have led people to commit genocide? Compare and contrast motives by way of graphic organizer, chart, or alternative means (digital being an option in each case). Genocide examples to consider include: genocide of Aboriginal people; Armenian genocide, The Holocaust, Rwanda, and Darfur.

Suggestions for Teaching and Learning Resources: Please see Appendix K

War by Proxy

7.1 Conflict and Competition: War by proxy

Students will:

7.1.1 Understand and be able to explain the concepts of Cold War and Containment as well as the concept of arms race (in the context of the Cold War).

7.1.2 Know, understand and be able to demonstrate how the nuclear threat was the defining element of the Cold War

7.1.3 Understand western society's response to the nuclear threat

7.1.4 Know, understand and be able to explain the growth of the anti-nuclear/peace movement that developed after 1945

Elaboration (7.1)

Study is designed to provide students with an understanding of the concept of war by proxy, through examination of Cold War events. Teachers are cautioned, in the interest of time, not to treat this examination as expansive. While students need to understand the concept of Cold War (war by proxy) and Containment (the Truman Doctrine designed to contain Communism), it is not advisable to spend copious amounts of time on the origins of the Cold War but rather to highlight that the United States and the Soviet Union emerged as rival superpowers at the end of the Second World War. The early years of the Cold War period were a time of tension, a period of time when the threat of nuclear war was real and present as evidenced by the "Duck and Cover" exercises practiced in many North American schools.

It is suggested that teachers use the Berlin Blockade as the focal example. Students will examine the tension between East and West and the various ways it manifested itself, e.g., how nuclear proliferation can destabilize international relations.

Beyond studying Berlin as a microcosm of the Cold War, the focus is on examining international perspectives during the 1950's and early 1960's, including measures taken by the international community to prevent the increase/spread and use of nuclear weapons. Study will include the concepts of Mutual Assured Destruction (MAD), Peaceful Coexistence, and Détente.

Suggested Learning and Assessment Strategies (7.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (7.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 7.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Examine the Truman Doctrine of rolling back communism and how/ why Truman created this doctrine. In terms of perspective-taking, students will take on the role of a Truman

advisor and will outline what American foreign policy will be for this time period. *Note:* For this to happen, students will need to understand the "big picture" of communist expansion in Europe and Asia.

2. Berlin Blockade: Students will construct a timeline for the city of West-Berlin, from 1945-1965 covering significant events in the life of the city. As an extension have students write a journal as a West-Berliner detailing their thoughts on the events of this period in multiple journal entries (the end of the war, the Berlin Blockade, the Berlin Wall, JFK's speech "Ich bin ein Berliner"etc.). *Note*: Alternatively, students may wish to present their information in a different format – student creativity should be accommodated when possible.

3. View the video "Duck and Cover" and using the norms and knowledge of that time period; determine why this was considered a proper response to the nuclear threat. *Note:* This video can be readily found on online (see "Suggestions for Teaching and Learning Resources").

4. Investigate and trace the evolution of the peace movement, looking at the various ways that it manifested itself (from isolated dissent to the mainstream) since 1945.

Suggestions for Teaching and Learning Resources: Please see Appendix K

7.2 Historical Thinking Concepts

Students will:

7.2.1 Know and understand why the Cuban Missile Crisis was a significant Cold War event.

Elaboration (7.2)

The idea of significance underpins this outcome and therefore needs to be reviewed with students (see Appendix C). Essentially an event is significant for historians when it has prominence in its own time period, has deep importance for many people over time, and is revealing (tells us something about life then and/or today that we would not know but for its occurrence). The focal point of this outcome is the Cuban Missile Crisis and the significance of this event.

Suggested Learning and Assessment Strategies (7.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (7.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 7.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Does the Cuban Missile Crisis meet the criteria for historical significance*?* Suggestions for differentiation: Allow students to respond in a variety of ways e.g., digital slides, photo story, visual representation, music and art, formal essay, etc.

Suggestions for Teaching and Learning Resources: Please see Appendix K

7.3. Making connections

Students will:

7.3.1 Examine anti-communism (McCarthyism) as a Western phenomenon and its impact on societies

7.3.2 Compare McCarthyism in the US with the modern day "war on terror"

7.3.3 Understand that the nuclear threat did not disappear with the end of the Cold War

Elaboration (7.3)

This outcome, as in previous sections, makes a connection between historical and modern events. Comparisons should be drawn between efforts to search out and eradicate communism in the US during the McCarthy era and terrorism in the post-9/11 world. It is also important that students know that the nuclear threat did not end with the Cold War and that there are still many countries with stockpiles of nuclear weapons and/or nuclear capabilities.

Suggested Learning and Assessment Strategies (7.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (7.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 7.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students will examine the "Gouzenko affair" and its impact on Canadian attitudes and perceptions during the Cold War. Extension exercise: Compare this with American treatment of suspected Cold War spies.

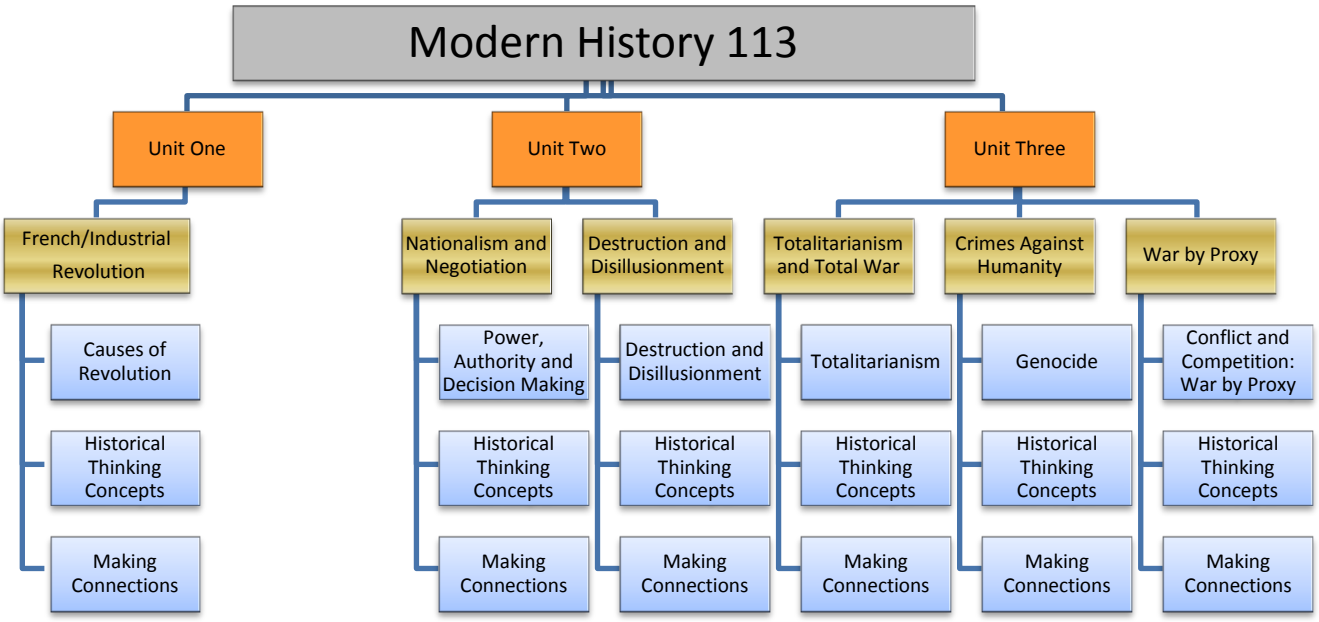
2. Compare and contrast the way that communists were discussed during the Cold War with the way terrorists are discussed in the 21st century. *Note:* Particular attention must be paid to differing contexts.

3. Research how many members of the "nuclear club" are card carrying members since the end of the cold war (since 1990) in order to demonstrate the continuing nuclear threat. Examples of nuclear tension post 1990 include Iraq, North Korea, etc.

Suggestions for Teaching and Learning Resources: Please see Appendix K

Modern History 113 Curriculum

Curriculum Overview and Suggested Time Lines



Note: The only change to this graphic (versus 111/112) is the combining of the French and Industrial Revolution into one section. In terms of a timeline, outcomes have been redesigned and consequently teachers will have the equivalent of approximately three classes per outcome.

Modern History 113 Specific Curriculum Outcomes:

Unit One: Rights and Revolution

French and Industrial Revolutions

1.1 Evolution of Rights

Students will:

1.1.1 Understand the concept of rights.

1.1.2 Understand, and be able to explain, how a lack of political rights led to conflict (French Revolution)

1.1.3 Analyze elements of social change/conflict during the Industrial period that lead to social/labour rights.

1.1.4 Understand, and be able to explain, how governments and workers responded to social change/conflict during the Industrial period.

1.2 Historical Thinking Concepts

Students will:

1.2.1 Understand historians‘ criteria for measuring historical significance

1.2.2 Demonstrate their understanding of the immediate and long term impact of urbanization on society during the Industrial period.

1.2.3 Be able to explain the evolution of workers’ rights, and the implications of these rights, for workers then and now.

1.3 Making Connections

Students will:

1.3.1 Make connections to allow comparison of the French Revolution or the Industrial Revolution to other modern events in the context of rights and freedoms.

Unit Two: War and Violence

Nationalism and Negotiation

2.1 Power, Authority and Decision Making

Students will:

2.1.1 Know, understand and be able to express the causes of the First World War (1860s to 1914).

2.2 Historical Thinking Concepts

Students will:

2.2.1. Understand that war is one of many options available to countries and that it can have both intended and unintended consequences.

2.2.2 Analyze the various characteristics that make a country powerful.

2.3 Making Connections

Students will:

2.3.1 Examine the role alliances play in modern society.

Destruction and Disillusionment

3.1 Destruction and Disillusionment

Students will:

3.1.1 Know and understand that mechanized/industrialized warfare led to an increased level of destruction.

3.1.2. Comprehend the effects of war on individuals and societies.

3.2 Historical Thinking Concepts

Students will:

3.2.1 Understand and be able to explain the points of view of those negotiating the treaties to end the Great War in 1919 and how the articles of the Treaty of Versailles were at odds with the stated goal of achieving long-term peace.

3.3 Making Connections

Students will:

3.3.1. Compare and contrast the effects of war on individuals and societies during the Great War with that of a modern society.

Unit Three: Triumph and Tragedy

Totalitarianism and Total War (The Second World War)

4.1 Totalitarianism

Students will:

4.1.1 Know, understand and be able to explain the concept of totalitarianism.

4.1.2 Analyze and be able to explain the effects of totalitarian governance on social, political and economic life.

4.2 Historical Thinking Concepts

Students will:

4.2.1 Understand and be able to explain the concept of Total War, in particular what actions were taken by governments and military forces to fight and win war.

4.2.2 Recognize and be able to explain the general causes of the Second World War

4.3 Making Connections:

Students will:

4.3.1 Analyze and explain which World War was more significant for Canada.

Crimes Against Humanity

5.1 Genocide

Students will:

5.1.1 Define: anti-Semitism

5.1.2 Know, understand and be able to explain the progression of the Holocaust from 1933 until 1945

5.1.3 Examine international response to Jewish refugees during and after the Second World War

5.1.4 Identify international action and human rights legislation resulting from this period

5.2 Historical Thinking Concepts

Students will:

5.2.1 Investigate the Holocaust by examining and utilizing primary and secondary sources

5.3 Making Connections

Students will:

5.3.1 Understand and be able to explain that genocide is not restricted to the Holocaust

War by Proxy

6.1 Conflict and Competition: War by proxy

Students will:

6.1.1 Understand and be able to explain the concepts of Cold War and Containment as well as the concept of arms race (in the context of the Cold War).

6.1.2 Know, understand and be able to demonstrate, how the nuclear threat was the defining element of the Cold War and how western society responded to the threat.

6.1.3 Know, understand and be able to explain the growth of the anti-nuclear/peace movement that developed after 1945

6.2 Historical Thinking Concepts

Students will:

6.2.1 Know and understand why the Cuban Missile Crisis was a significant Cold War event.

6.3. Making connections

Students will:

6.3.1 Understand that the nuclear threat did not disappear with the end of the Cold War.

Modern History 113 Outcomes and Elaborations

Unit One: Rights and Revolution

French and Industrial Revolutions

1.1 Evolution of Rights

Students will:

1.1.1 Understand the concept of rights.

1.1.2 Understand, and be able to explain, how a lack of political rights led to conflict (French Revolution).

1.1.3 Analyze elements of social change/conflict during the Industrial period that lead to social/labour rights.

1.1.4 Understand, and be able to explain, how governments and workers responded to social change/conflict during the Industrial period.

Elaboration (1.1)

To begin the study, the concept of rights must be examined: What are rights? Where do they come from? What does it mean to have and to not have rights? The intent is for students to have a general understanding of the evolution of rights that were born out of the French and Industrial Revolutions. These are primarily political, social and labour rights, and this is where the focus should remain in this brief unit.

This unit is NOT intended to be a detailed examination of the events of the French Revolution nor of the inventions of the Industrial Revolution. Students should come to understand that rights evolved slowly over time and are not "gifts" from the State, but are claimed by citizens. This evolutionary process occurred at different rates in different countries. In examining how a lack of political rights led to conflict (French Revolution), Absolutism needs to be examined in the context of France in the 18th century. The emphasis should be on the absence of government accountability to the people. The social conflict that this caused was rooted in the three-Estate system that categorized and divided the people of France beneath the King (approximately 96% was comprised of the peasantry [including the emerging middle class], while 3.5% were wealthy nobles who owned most of the land and held the most prominent positions in government and society, and 0.5% were members of the Clergy). The emphasis needs to be on the inequality of the system. Extreme economic mismanagement (unfair taxes, royal court extravagance, mandatory tithing, and costly wars) led to a financial crisis which began the revolution.

Using Great Britain in the late 1700s and through the Victorian era, as a second example, the teacher can lead students to an understanding of the elements of social change/conflict during the

Industrial period that led to social/labour rights. An examination of working and living conditions and the manner in which governments responded to the issues that arose will highlight life in the coal mines and slums, working conditions in factories and the lack of environmental concern on the part of industry. This will help students to understand the demand for change. Note: There is an opportunity to examine primary source documents that will support understanding. The various laws passed over time will show a slow but steady evolution in the concern for the welfare of workers.

Suggested Learning and Assessment Strategies (1.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (1.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 1.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Social conflict in 18th century France. Divide the class into first, second and third estate representatives as study begins. As the inequality of the three-Estate system is examined, call upon students to react to specific events or developments discussed. *Note:* Student responses may take a variety of formats including journal writing, class discussion, etc.

2. Absolutism. An exercise in "continuity and change" is to examine a Canadian coin. Ask students to take a coin and examine the back of the coin. What do you see? "D.G. Regina" appears on the back of most Canadian coins and refers to "Dei Gratia" or "By the Grace of God." Discuss with students the element of *continuity* (some countries are still monarchies and reference God) and the element of *change* (that existing Monarchs today do not have the "divine" authority that was afforded a King or Queen during 18th century France).

3. Economic conditions

What does this primary source document tell you about economic conditions in 18th century France? *Note:* To further this as an evidence activity, use several images and documents. Divide students into groups and have them determine what the economic situation was on the eve of revolution. *Note*: Understanding images may be difficult for some students. The *Picturing Modern America* website provides supported structure for understanding images, which teachers may wish to have students examine: http://cct2.edc.org/PMA/ (English only site – see "Image Detective" section).

4. Create a chart of continuity and changes in society resulting from the Industrial Revolution. What has changed? For example the concept of "childhood", "farming", "leisure time", and innovations such as the assembly line, mass transportation etc. What has remained unchanged? Progress or Decline (or both)? *Note:* This may be best achieved as a class activity. Alternatively the focus of the chart could be cause and consequence re: industrialization.

Suggestions for Teaching and Learning Resources: Please see Appendix I

1.2 Historical Thinking Concepts

Students will:

1.2.1 Understand historians' criteria for measuring historical significance

1.2.2 Demonstrate their understanding of the immediate and long term impact of urbanization on society during the Industrial period.

1.2.3 Be able to explain the evolution of worker's rights, and the implications of these rights, for workers then and now.

ELABORATION (1.2)

All students can learn to think critically about history. The ideas of historical significance, continuity and change over time, and cause and consequence are important concepts for students to learn. These act as a lens through which history can be viewed and understood (see Appendix C for more on historical thinking concepts). Essentially, an event is significant for historians when it has prominence in its own time period, has deep importance for many people over time and is revealing (tells us something about life then and/or today that we would not know but for its occurrence).

The significance of the French Revolution rests mainly with the evolution of political rights while the Industrial Revolution is mainly a revolution in social and labour rights. Rights are not gifts of the State but instead are taken by the people and are inherent to dignity. Teachers should emphasize that rights were a radical concept at this time and that the struggle to be treated with dignity has been, and continues to be, an on-going theme for humanity.

The effects on individuals and society of industrialization and urbanization – both short and long term - should be another focal point. The desperate living and working conditions of the urban slums should be highlighted. Further, the implications of industrialization and urbanization for the environment, and the environmental concerns that grew out of the industrial revolution, may be examined e.g., lack of clean water, clean air and public green space.

The concepts of cause and consequence and continuity and change are fundamental to understanding history. While the focus is often on change over time, it is important to also consider what has not changed over a period of time and the rate at which change occurs. When one examines a long period of time, they will see that what was thought to be a dramatic change is really the latest in a series of ongoing changes e.g., the French and Industrial Revolution. During the Industrial Revolution labour rights were slow coming and of little effect at first, but there was a steady evolution of these rights. However, even when we examine the working conditions of the late industrial period they would seem very harsh compared to those of today.

Suggested Learning and Assessment Strategies (1.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (1.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 1.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Understanding criteria for significance. Students will indicate three significant events in their life. Discuss what criteria they used to choose these events, as a springboard for discussion of what criteria historians use to evaluate significance (see Appendix C). *Note:* "indicate" is used as students may wish to list, voice, or draw the events.

2. Workers' Rights. Students will compare and contrast one aspect of worker's rights (between modern Western society and 19th century industrialized society): e.g., at what age may a child work?

Suggestions for Teaching and Learning Resources: Please see Appendix I

1.3 Making Connections

Students will:

1.3.1 Make connections to allow comparison of the French Revolution or the Industrial Revolution to other modern events in the context of rights and freedoms.

ELABORATION (1.3):

This outcome is intended to make the material more relevant to student's lives. By making an appropriate comparison to relevant modern events – or even drawing comparisons with their own lives – students will gain a richer understanding. The demand for and acquisition of political and social rights and responsibilities by people who had been previously denied them is not an uncommon theme in our world, and one that will resonate with many teenagers.

Examples of comparisons with modern events might include: an examination of the Reign of Terror (French Revolution) with Canada's use of the War Measures Act in 1970, or modern 21st century effort to defend democracy against acts of terrorism. These are modern examples of the rights of citizens being restricted or suspended for the stated purpose of protecting the state.

Suggested Learning and Assessment Strategies (1.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (1.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 1.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Illustrating human rights: Have students review the *Declaration of the Rights of Man and of the Citizen* and the United Nations' *Universal Declaration of Human Rights* (UDHR). Each student will choose one of the rights declared in the UDHR and will illustrate the meaning of this right, and explain if/how the right can be traced back to the *Declaration of the Rights of Man and of the Citizen*.

   Suggestion for differentiation:

   - Have students match selected rights chosen from the two documents.
   - Have students compare rights of the UDHR with other rights documents e.g. *Magna Carta*, *American Bill of Rights*, *Canadian Charter of Rights and Freedoms* etc.
   - From the *Universal Declaration of Human Rights* students will identify 3 articles they think are important to them and explain the articles in their own words. Students should then review current news headlines and choose news stories reporting actions or events which violate or protect human rights around the world.

Suggestions for Teaching and Learning Resources: Please see Appendix I.

Unit Two: War and Violence

Nationalism and Negotiation

2.1 Power, Authority and Decision Making

Students will:

2.1.1 Know, understand and be able to express the causes of the First World War (1860s to 1914).

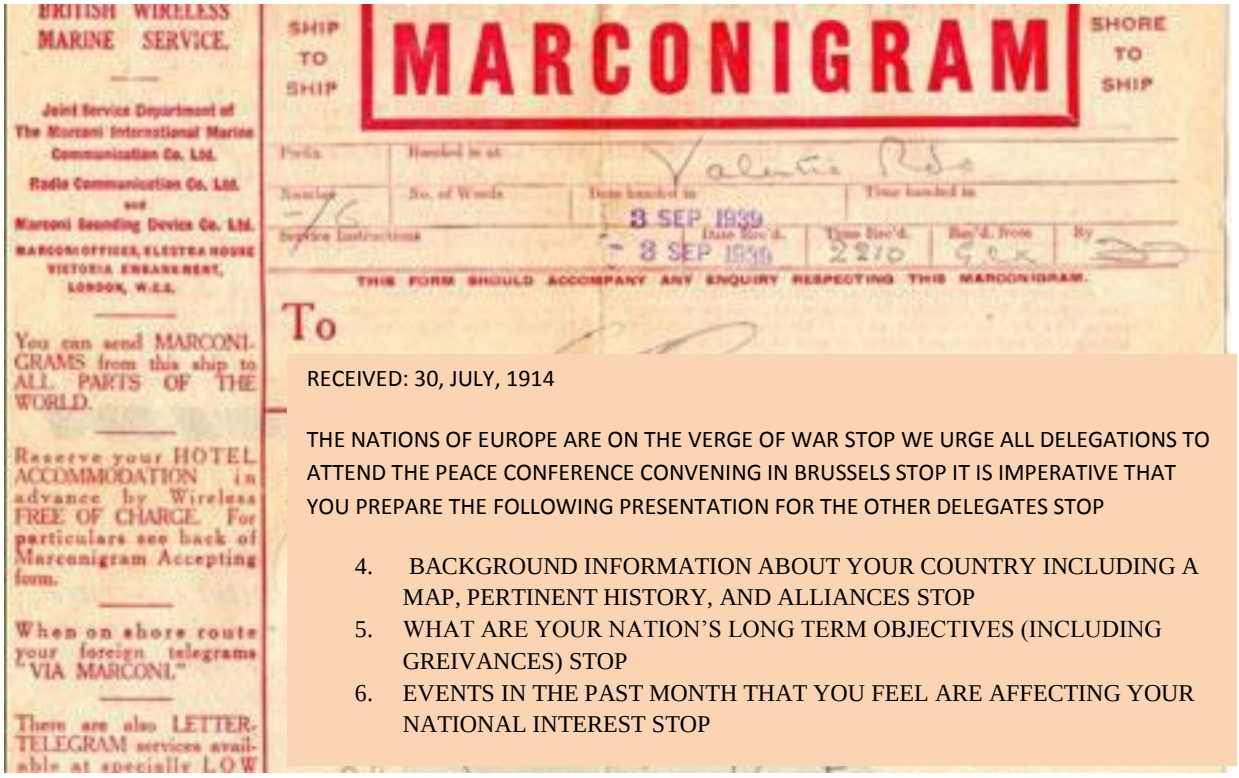
Elaboration (2.1)

The focus of study for this outcome is to examine the main causes of the Great War from the 1860s to the outbreak of the First World War. Some time should be spent investigating the various factors that led to war e.g., militarism, alliances, imperialism, nationalism, European conflict and the July crisis of 1914.

Suggested Learning and Assessment Strategies (2.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (2.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 2.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students are assigned to small groups representing countries with a vested interest in preventing (or initiating) the First World War. Each group receives the following telegram:


BRITISH WIRELESS MARINE SERVICE.

Joint Service Department of The Marconi International Marine Communication Co. Ltd. Radio Communication Co. Ltd. and Marconi Sounding Device Co. Ltd. MARCONI OFFICES, ELECTRA HOUSE VICTORIA EMBANKMENT, LONDON, W.C.2.

You can send MARCONIGRAMS from this ship to ALL PARTS OF THE WORLD.

Reserve your HOTEL ACCOMMODATION in advance by Wireless FREE OF CHARGE. For particulars see back of Marconigram Accepting form.

When on shore route your foreign telegrams "VIA MARCONI."

There are also LETTER-TELEGRAM services available at specially LOW

SHIP TO SHIP

MARCONIGRAM

SHORE TO SHIP

Valentia R/S

3 SEP 1939

8 SEP 1939

2210

THIS FORM SHOULD ACCOMPANY ANY ENQUIRY RESPECTING THIS MARCONIGRAM.

To

RECEIVED: 30, JULY, 1914

THE NATIONS OF EUROPE ARE ON THE VERGE OF WAR STOP WE URGE ALL DELEGATIONS TO ATTEND THE PEACE CONFERENCE CONVENING IN BRUSSELS STOP IT IS IMPERATIVE THAT YOU PREPARE THE FOLLOWING PRESENTATION FOR THE OTHER DELEGATES STOP

4. BACKGROUND INFORMATION ABOUT YOUR COUNTRY INCLUDING A MAP, PERTINENT HISTORY, AND ALLIANCES STOP
5. WHAT ARE YOUR NATION'S LONG TERM OBJECTIVES (INCLUDING GREIVANCES) STOP
6. EVENTS IN THE PAST MONTH THAT YOU FEEL ARE AFFECTING YOUR NATIONAL INTEREST STOP

Once presentations have concluded, students will participate in a mock peace conference in an attempt to negotiate a peace agreement.

2. M.A.I.N. The acronym "M.A.I.N." stands for "Militarism", "Alliances", "Imperialism", and "Nationalism." Students will examine a variety of scenarios and make an argument for which concept[s] are the underlying cause. Examples include "Moroccan Crisis description," "Zimmerman telegram," "Schlieffen Plan," "Plan 17." *Note:* A variety of formats may be used e.g., newspaper articles, primary documents, political cartoons, text summaries etc..

Suggestions for Teaching and Learning Resources: Please see Appendix J

2.2 Historical Thinking Concepts

Students will:

2.2.1. Understand that war is one of many options available to countries and it can have both intended and unintended consequences.

Elaboration (2.2):

One of the historical thinking concepts that underlie this section is Historical Perspective-taking (see Appendix C). In essence Historical Perspective-taking is concerned with understanding the prevailing norms of the time more than adopting a particular point of view, as there are diverse

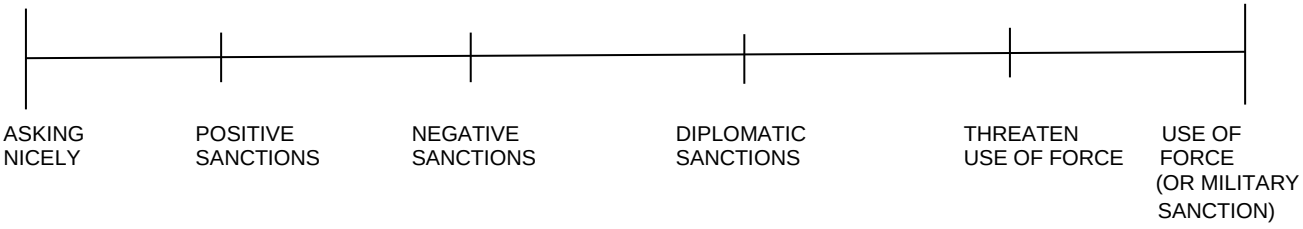
historical perspectives on any given event in the past. Students need to consider the perspective of each country that chose to fight in the Great War. Students must avoid "presentism", which is examining the past through a 21st century lens.

The decision to go to war does not just happen. It is a decision made as an exercise of power, and after other options have been considered. Generally, a country will have moved towards war through decisions with increasingly serious consequences e.g.,: Ask nicely, positive sanctions (tit for tat), negative sanctions (if you don't give me what I want I am going to take away something that you need), diplomatic sanctions (we are going to ignore you), threat of force (e.g., ultimatum), military action. Students need to be made aware that the progression through this continuum can be either lengthy or quick. Students will understand that moving along the continuum toward the use of military action is more likely to produce unintended consequences e.g., the Treaty of Versailles (intended to create peace, but a catalyst for war).

Suggested Learning and Assessment Strategies (2.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (2.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 2.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Using a timeline of a modern event (e.g., War in Afghanistan), students will enter information on a generic use of force continuum. Below is an example of a generic use of force continuum:



Suggestions for Teaching and Learning Resources: Please see Appendix J

2.3 Making Connections

Students will:

2.3.1 Examine the role alliances play in modern society.

Elaboration (2.3):

Alliances have played a key factor in international relations since long before the Great War and continue to play a role in modern societies. This making connections outcome examines the role alliances play in a modern society involved in conflict of any sort – foreign or domestic - e.g., military conflict, trade issues, international security, and/or boundary disputes, etc. Teachers may wish to use NATO or the G8 as examples of modern day alliances and have students investigate how these alliances work and what role Canada plays in international conflict because of these alliances.

Suggested Learning and Assessment Strategies (2.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (2.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 2.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Compare modern day alliances, with the alliances of the First World War.. Students may wish to use a graphic organizer to do this (e.g., Venn Diagram). Possible comparison points: Who belonged then versus now? Is the focus today on the same areas as in the past? What has changed?

Suggestions for Teaching and Learning Resources: Please see Appendix J

Destruction and Disillusionment

3.1 Destruction and Disillusionment

Students will:

3.1.1 Know and understand that mechanized/industrialized warfare led to an increased level of destruction.

3.1.2. Comprehend the effects of war on individuals and societies.

Elaboration (3.1)

The focus of this section is awareness of how warfare changed from the 19th century through the First World War, especially in terms of destruction potential, and the effect of war on individuals and societies. The Industrial Revolution had a significant impact on the development of mechanized warfare and in turn the level of destruction possible. The focus of this section is less on the specifics of how weaponry changed and instead on the impact of these changes, and war in general, on warring parties. Attention may include Trench Warfare, and the resulting supporting technology e.g., the machine gun, the tank and poison gas. Teachers may want to choose key battles to illustrate the impact of the new methods of combat on those who fought and on the course of the war. It is necessary to examine the impact of war on all persons involved in the First World War. Examples may include civilian casualties, disillusionment, and the psyche of soldiers (e.g., shell shock). Larger societal impacts include displaced persons, refugees, economic impact, immigration, orphans, propaganda, and changing gender roles.

Suggested Learning and Assessment Strategies (3.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (3.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 3.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students will create and complete a three column chart with the headings: Tactics/Technology, Short-Term Results and Long-Term Implications. This chart will be used to highlight the increased level of destruction during the First World War. *Note:* This chart can be created in any format – digital or otherwise.

2. Students will examine life in the trenches from various perspectives and then write a letter home from the perspective of a soldier in the trenches. Without evidence this will only be an exercise in creative writing, therefore, evidence might include: passages from “All Quiet on the Western Front”, primary source documents (e.g., sections from soldiers’ diaries, paintings and photographs). To make life in the trenches come alive for students, in a small way, provide students with “hardtack” bread and/or beef jerky (available at most grocery

stores) as evidence of soldier's typical diet. *Note:* If writing a letter will prove difficult for some students, suggest alternatives such as a radio broadcast (interviewing a solder in the trenches) or a dramatization. An extension of this exercise will be to have students exchange letters and create a reply from a perspective of the Home Front (e.g., a wife working in a munitions factory, a mother working on a farm).

Suggestions for Teaching and Learning Resources: Please see Appendix J

3.2 Historical Thinking Concepts

Students will:

3.2.1 Understand and be able to explain the points of view of those negotiating the treaties to end the Great War in 1919 and how the articles of the Treaty of Versailles were at odds with the stated goal of achieving long-term peace.

Elaboration (3.2):

Perspective-taking (see Appendix C) is an important aspect of thinking historically. It is important when students are studying an historic event to understand all perspectives associated with that event and what informs these perspectives. The focus of this study is on the peace treaties negotiated in Paris in 1919, of which the Treaty of Versailles was the major document. Rather than focusing only on the details of the treaty, time should be spent on the mindset of the leaders going into negotiations, the pressures they were under from their populations, and what they most wanted to achieve. Time should also be spent considering how the treaty was arrived at, the role the German delegation played, and whether or not each nation achieved their goals.

These treaties were supposed to lead to collective security and lasting peace for Europeans, but the peace-makers took a two-sided approach: on the one hand they opted for the creation of a *League of Nations* whose mandate was to prevent war from occurring in the future, and on the other hand they punished Germany quite severely, creating conditions which contributed to putting their own future security at risk. The questions of what to do with Germany and her ambitions, and how to avoid repeating the destruction witnessed in the First World War, were not answered.

Perspective-taking may also include the positions of those not negotiating the treaty (e.g., artists and writers of the time [journalists; novelists]). Discussion questions may include: Does the First World War really end? Are both wars more properly viewed as one war, separated by a 20-year interval of re-building and preparing for war by one side, and a false sense of security held by others?

Suggested Learning and Assessment Strategies (3.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (3.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 3.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Use a graphic organizer to compare "Actions & Intentions" with "Short & Long-term Consequences" of the Treaty of Versailles.

Suggestions for Teaching and Learning Resources: Please see Appendix J

3.3 Making Connections

Students will:

1.3.1. Compare and contrast the effects of war on individuals and societies during the Great War with that of a modern society.

Elaboration (3.3)

The focus of study for this outcome is to compare and contrast the impact of the Great War and modern warfare on both the participants and observers. Discussion questions may include: How has the role of the soldier changed since the end of WWI? How has the media changed our access to, and our view of, war?

Suggested Learning and Assessment Strategies (3.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (3.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 3.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Case Study: Canada. Compare the effects of war on contemporary Canadian society with that of Canadian society during the First World War. For example: Provide students with news articles from WWI and from the war in Afghanistan. Have students compare language, tone, coverage, and depth of information shared, etc.

Suggestions for Teaching and Learning Resources: Please see Appendix J

Unit Three: Triumph and Tragedy

Totalitarianism and Total War (The Second World War)

4.1 Totalitarianism

Students will:

4.1.1 Know, understand and be able to explain the concept of totalitarianism.

4.1.2 Analyze and be able to explain the effects of totalitarian governance on social, political and economic life.

Elaboration (4.1)

The focus of this section is the development of totalitarian states in Europe during the 20th Century. In some cases, the electorates willingly chose to be ruled by individuals and/or groups with authoritarian tendencies – or were powerless to prevent their seizure of power. Students should be able to explain the concept of totalitarianism and what effect a totalitarian form of government has on the social, political, economic and daily life of a society. Examples may include the following pre-Second World War societies: Italy, Germany and/or Soviet Russia.

Suggested Learning and Assessment Strategies (4.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (4.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 4.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students research the Hitler Youth Movement and explain how this organization supported totalitarianism (how it assisted the Nazi party in controlling German society).

2. If you were a German citizen: Students will react as if they were a German citizen in the 1930's to the following questions: What options would you have for expressing opposition to the government? How would your options differ from options Canadian citizens have today?

Suggestions for Teaching and Learning Resources: Please see Appendix K

4.2 Historical Thinking Concepts

Students will:

4.2.1 Recognize and be able to explain the general causes of the Second World War

4.2.2 Understand and be able to explain the concept of Total War, in particular what actions were taken by governments and military forces to fight and win the Second World War.

Elaboration (4.2)

Events have a myriad of causes, both obvious and underlying, and actions may have unintended consequences. This is true of the end of the First World War which, although it did not cause the Second World War, did create circumstances which allowed other events to occur. Simmering nationalistic tensions and resentments resulting from the First World War, left unresolved during the interwar period, and economic depression and nationalist movements in Germany; all contributed to the Second World War. Military aggression e.g., the 1939 invasion of Poland by Germany, led to an end to the this interwar period. Many view the period of 1914 to 1945 as one long period of European civil war, one with global consequences. Some view the World Wars as one war, with a twenty year break or armistice.

Regardless of how it is perceived, the Second World War has become known as a Total War– a war in which every aspect of society is mobilized in an effort to win the war. While the First World War was a Total War in its own right, it was not until the Second World War that industrialized warfare became the norm. There was little differentiation between combatants and civilian populations during the Second World War. The level of national mobilization, the huge amounts of territory impacted, conscription, the targeting of civilians and civilian property and the disregard for collateral damage made this an unprecedented conflict. Students might examine the bombings of Dresden and/or the decision to drop the atomic bomb to consider how and why such tactics were necessary (or if they were).

Suggested Learning and Assessment Strategies (4.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (4.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 4.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Total War: Have students investigate propaganda posters as an element of Total War (their use to keep the war in the minds of those on the home front). Students should chose a poster(s) and explain its intent –what is the message? How was it to influence public opinion?

Suggestions for Teaching and Learning Resources: Please see Appendix K

4.3 Making Connections:

Students will:

4.3.1 Analyze and explain which World War was more significant for Canada.

Elaboration (4.3)

In discussing which World War was more significant for Canada, the following may be considered: First World War: Vimy Ridge as a nation building event (Canada no longer perceived as a British Dominion), Canada given a seat on the Imperial War Cabinet in 1916, Women's Suffrage, and Canada's involvement in the Treaty of Versailles as indicative of its growing international reputation. The Second World War: Significant increase in Canadian military power and contribution to the war effort, Canadian soldiers liberated German occupied countries, Japanese Internment (to be compared with Ukranian internment during the First World War), and Canada as one of the first countries to join the United Nations (UN). The former examples (for both World Wars) are only suggestions and teachers may wish to highlight other elements for comparison and consideration. Additionally, teachers may wish to open this question to further analysis by asking which war and/or conflict has been most significant for Canada (e.g., Korean Conflict, Peacekeeping missions, Afghanistan …) *Note:* The Korean Conflict is not officially over, an armistice agreement has ended fighting; a formal peace treaty has never been signed.

Suggested Learning and Assessment Strategies (4.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (4.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 4.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Using the criteria for historical thinking, present an argument for which World War was more significant for Canada. Note: Students may wish to create a chart comparison or use another graphic organizer to present their argument (… other possibilities include: a written response, a dramatization etc.).

Suggestions for Teaching and Learning Resources: Please see Appendix K

Crimes Against Humanity

5.1 Genocide

Students will:

5.1.1 Define: anti-Semitism

5.1.2 Know, understand and be able to explain the progression of the Holocaust from 1933 until 1945

5.1.3 Examine international response to Jewish refugees during and after the Second World War

5.1.4 Identify international action and human rights legislation resulting from this period

Elaboration (5.1)

Holocaust is the term used to refer to the systemic, state-sponsored persecution and annihilation of European Jews by the Nazis and their collaborators between 1933 and 1945. The Holocaust forced a fundamental reconsideration of people's capacity for inhumanity and this section is designed to give students an overall understanding of the progression of the Holocaust. The term anti-Semitism refers to hostility towards or discrimination against Jewish people. It is necessary to note that there is some discrepancy within academic circles, as to the spelling of anti-Semitism and the meaning of both spellings.

In addressing the progression of the Holocaust from 1933 until 1945, the following need be considered: German restriction of the rights of Jewish citizens, the Nuremberg Laws, Kristallnacht, the ghettos, concentration camps, the Wanssee Conference (the Final Solution), and extermination camps. The actions of the Nazis led to a large number of Jewish refugees before, during and after the Second World War. A study of the international response to this situation may include an examination of Canada's closed-door policy including the incident of the SS St. Louis, and consideration of the statement "None is too many". The study of history should include "the good, the bad, and the ugly." While Canada and other nations were not accepting Jewish refugees at this time, Canada has acknowledged the harm caused by these actions and, for example, has awarded posthumously Honorary Canadian Citizenship to Raoul Wallenberg (a Swedish humanitarian who secretly rescued Hungarian Jews during the war). International action following the Holocaust include: the War Crimes Trials (the Nuremberg Trials), creation of the UN (United Nations), and UDHR (Universal Declaration of Human Rights, drafted by Eleanor Roosevelt and Hampton, New Brunswick resident J.P. Humphrey).

Suggested Learning and Assessment Strategies (5.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (5.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 5.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. As a class, create a timeline of the events of the Holocaust. Have each student research and create a visual representation of one event of the Holocaust, accompanied by a short descriptor, and display these.

2. SS St. Louis: Explore the voyage, and return to Europe, of the *SS St. Louis* with students. How did Canada and the US respond to the refugee crisis and why? What made it difficult for refugees to escape from the Nazis?

3. Distribute a copy of the Universal Declaration of Human Rights and have students choose three articles they think are important to them and explain the articles in their own words. Students should then review current news headlines and choose news stories reporting actions or events which violate or protect human rights around the world.

Suggestions for Teaching and Learning Resources: Please see Appendix K

5.2 Historical Thinking Concepts

Students will:

5.2.1 Investigate the Holocaust by examining and utilizing primary and secondary sources

Elaboration (5.2)

Historical evidence is not the same as information. The intent of this outcome is to have students explore both primary and secondary sources of evidence related to the Holocaust. It is sometimes difficult to differentiate between primary and secondary sources as defining each depends upon how the source is being used. A primary source is original or first- hand (in terms of time and access to the event). A secondary source is one that has been informed by other sources of evidence (it is second hand and it is not direct in its access to the past).

Suggested Learning and Assessment Strategies (5.2.)

Note: This list is not intended to be a comprehensive guide for teaching this section (5.2.), but rather to provide suggestions and springboards to further discussion and study. These

suggestions address only parts of the outcomes associated with 5.2; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Provide students with primary and secondary sources related to the Holocaust (but do not label each as primary or secondary). To establish that students understand the difference between the two types of sources, have students brainstorm and identify which sources they feel are primary and which are secondary. Reminder: Primary sources are first-hand accounts or an original artefact e.g., diaries, letters, official reports, videos, eyewitness accounts, paintings, artefacts uncovered in an archaeological dig etc. Secondary sources may include biographies, textbooks, essays, articles etc.

Suggestions for Teaching and Learning Resources: Please see Appendix K

5.3 Making Connections

Students will:

5.3.1 Understand and be able to explain that genocide is not restricted to the Holocaust.

Elaboration (5.3):

This outcome, as in previous sections, makes a connection between historical and modern events. The Holocaust is a significant example of genocide and the level of inhumanity that is possible. Following the Second World War, Prime Minister Winston Churchill called the Holocaust "a crime that has no name". Later, the term genocide gained widespread use and in 1948 the United Nations developed a convention defining and criminalizing genocide. Despite the UN's efforts, history has witnessed numerous genocides including: Cambodian "killing fields" 1975-1979, Bosnian "ethnic cleansing" of 1995, the Rwandan genocide of 1994, and the crisis in Darfur in the early 21st century. A case study based on one of the aforementioned genocides may be used to compare and contrast with the Holocaust. *Note:* As an example of genocide, teachers may wish to consider the emerging argument of genocide of Canada's Aboriginal people.

Suggested Learning and Assessment Strategies (5.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (5.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 5.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Students will research and present (in a format of their choice) an example of genocide, including the short and long term consequences.

2. Compare and contrast. Throughout history, what motives have led people to commit genocide? Compare and contrast motives by way of graphic organizer, chart, or alternative

means (digital being an option in each case). Genocide examples to consider include: genocide of Aboriginal people; Armenian genocide, The Holocaust, Rwanda, and Darfur.

Suggestions for Teaching and Learning Resources: Please see Appendix K

War by Proxy

6.1 Conflict and Competition: War by proxy

Students will:

6.1.1 Understand and be able to explain the concepts of Cold War and Containment as well as the concept of arms race (in the context of the Cold War).

6.1.2 Know, understand and be able to demonstrate, how the nuclear threat was the defining element of the Cold War and how western society responded to the threat.

6.1.3 Know, understand and be able to explain the growth of the anti-nuclear/peace movement that developed after 1945

Elaboration (6.1)

Study is designed to provide students with an understanding of the concept of war by proxy, through examination of Cold War events. Teachers are cautioned, in the interest of time, not to treat this examination as expansive. Students need to understand the concept of Cold War (war by proxy), Containment (the Truman Doctrine designed to contain Communism), and arms race. It is not advisable to spend copious amounts of time on the origins of the Cold War but rather to highlight that the United States and the Soviet Union emerged as rival superpowers at the end of the Second World War. The early years of the Cold War period were a time of tension, a period of time when the threat of nuclear war was real and present as evidenced by the “Duck and Cover” exercises practiced in many North American schools.

It is suggested that teachers might use the Berlin Blockade as the focal example. Students will examine the tension between East and West and the various ways it manifested itself, e.g., how nuclear proliferation can destabilize international relations.

Beyond studying Berlin as a microcosm of the Cold War, the focus is on examining international perspectives during the 1950‘s and early 1960‘s, including measures taken by the international community to prevent the increase/spread and use of nuclear weapons. Study will include the concepts of Mutual Assured Destruction (MAD), Peaceful Coexistence, and Détente.

Suggested Learning and Assessment Strategies (6.1)

Note: This list is not intended to be a comprehensive guide for teaching this section (6.1), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 6.1.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Examine the Truman Doctrine of rolling back communism and how/ why Truman created this doctrine. In terms of perspective-taking, students will take on the role of a Truman advisor and will outline what American foreign policy will be for this time period. *Note:*

For this to happen, students will need to understand the "big picture" of communist expansion in Europe and Asia.

2. View the video "Duck and Cover" and using the norms and knowledge of that time period; determine why this was considered a proper response to the nuclear threat. *Note:* This video can be readily found on online (see "Suggestions for Teaching and Learning Resources").

3. Investigate and trace the evolution of the peace movement, looking at the various ways that it manifested itself (from isolated dissent to the mainstream) since 1945.

6.2 Historical Thinking Concepts

Students will:

6.2.1 Know and understand why the Cuban Missile Crisis was a significant Cold War event.

Elaboration (6.2)

The idea of significance underpins this outcome and therefore needs to be reviewed with students (see Appendix C). Essentially an event is significant for historians when it has prominence in its own time period, has deep importance for many people over time, and is revealing (tells us something about life then and/or today that we would not know but for its occurrence). The focal point of this outcome is the Cuban Missile Crisis and the significance of this event.

Suggested Learning and Assessment Strategies (6.2)

Note: This list is not intended to be a comprehensive guide for teaching this section (6.2), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 6.2.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Does the Cuban Missile Crisis meet the criteria for historical significance*?* Suggestions for differentiation: Allow students to respond in a variety of ways e.g., digital slides, photo story, visual representation, music and art, formal essay, etc.

Suggestions for Teaching and Learning Resources: Please see Appendix K

6.3. Making connections

Students will:

6.3.1. Understand that the nuclear threat did not disappear with the end of the Cold War.

Elaboration (6.3)

This outcome, as in previous sections, makes a connection between historical and modern events. Comparisons should be drawn between the nuclear threat of the Cold War era and terrorism in the post-9/11 world. It is also important that students know that the nuclear threat did not end with the Cold War and that there are still many countries with stockpiles of nuclear weapons and/or nuclear capabilities.

Suggested Learning and Assessment Strategies (6.3)

Note: This list is not intended to be a comprehensive guide for teaching this section (6.3), but rather to provide suggestions and springboards to further discussion and study. These suggestions address only parts of the outcomes associated with 6.3.; it is ultimately the responsibility of the teacher to create a comprehensive set of lessons to address all outcomes.

1. Research how many members of the "nuclear club" are card carrying members since the end of the Cold War (since 1990) in order to demonstrate the continuing nuclear threat. Examples of nuclear tension post 1990 include Iraq, North Korea, etc.

Suggestions for Teaching and Learning Resources: Please see Appendix K

Appendices

Appendix A: Draft Performance Standards (Grade 11)

(Back to Introduction – Purpose of Curriculum Guide)

Eventual performance standards for this history curriculum will be informed, in part, by CAMET efforts to create a scope and sequence of social studies concepts and skills for K-12. What follows are DRAFT NB standards for grade 11 social studies:

Strand: Ask questions for various purposes

Students will be able to

Formulate empathetic, insightful, and effective questions to gather information, challenge ideas and probe underlying assumptions and beliefs, including development and reformulation of questions and sub-questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion.

Criteria for empathetic, insightful and effective questions: relevant, focused, important or powerful, feasible given available resources, sensitive to a particular group's or individual's concerns, values and beliefs.

Sample question: To what extent is this argument valid?

Strand: Locate and select appropriate sources

Students will be able to

Use sophisticated textual and reference aids, including appropriate digital technologies, communication tools and networks to efficiently locate, screen and properly reference a variety of non-conventional/ non-obvious primary and secondary sources; and assess their strengths and weaknesses in light of relevance, utility, reliability and credibility.

Sample sophisticated textual and reference aids, including appropriate digital technologies, communication tools and networks: online government databases (e.g., Library and Archives); Canadian Periodical Index; local municipal archives.

Sample questions to guide selection of sources: Is there conflicting evidence that supports different conclusions than the ones presented by the author? When assessing primary sources, students consider: How will the author's social situation and beliefs influence the account? Was the author in a well-informed position to observe or experience the event?

Strand: Access ideas from oral, written, visual and statistical sources

Students will be able to

Work with discipline-specific sources to apply a comprehensive range of visual and print reading strategies and understanding of diverse text structures to locate main and subsidiary

ideas and appropriate supporting details, identify supporting and contradictory arguments and evidence, and recognize subtle conclusions.

Sample visual and print reading strategies: identify organizational patterns, use a graphic organizer to record information.

Sample diverse text structures: an NGO's website which incorporates expository text, maps, personal narratives and photographs to convey information and send a particular message; a collection of primary documents pertaining to a particular period in history which the author has presented to advance a particular argument.

Sample main idea/conclusion: This NGO's website argues that the outbreak of pandemics is directly related to global free trade agreements.

Sample obvious and less obvious inferences: How do the particular concerns of this discipline shape the treatment of the subject matter?

Strand: Uncover and interpret the ideas of others

Students will be able to

Use varied interpretative tools to work with advanced discipline-specific primary and secondary materials to construct probing, detailed, and well-supported interpretations and explanations that go beyond the obvious conclusions and are sensitive to the historical, political and geographical contexts and to the influence of the medium on the message.

Strand: Assess options and formulate reasoned opinions

Students will be able to

Consider a controversial issue with conflicting options, identify and explore possible options from various group and/or disciplinary perspectives, assess the relevance, importance and adequacy of support for each argument, and reach a fair-minded, carefully-argued conclusion, supported with multiple evidence-based arguments and counter-arguments.

Sample controversial issue with conflicting options: Weigh the arguments of those with various perspectives on the debate on global warming and determine the validity of each side's claims. Which course of action would be fair to everyone who has a stake in this enterprise?

Sample disciplinary perspectives: social, political, economic, historical, geographic.

Strand: Present ideas to others

Students will be able to

Competently apply appropriate conventions and techniques for a growing array of communications forms, including digital and multimedia, use an array of advanced preparation and presentation strategies to select and produce sustained oral, visual or written presentations

that are clear, focused, engaging and meet the intended purpose and are appropriate and effective for the intended audience.

Sample advanced preparation strategies: detailed outlines, "lesson plans" for a presentation, storyboards.

Sample advanced presentation strategies: rhetorical devices and persuasion techniques (e.g., appeal to authority/social proof, deliberate use of sentence structure at various points in the presentation/text; prognostication/prediction, hyperbole).

Sample oral presentation: panel discussion assessing historical accuracy, for example in a movie.

Sample written presentation: e-zine or print magazine, political platform, obituary.

Sample visual presentation: multiple intelligence journal, museum display, concept map.

Strand: Act cooperatively with others to promote mutual interests

Students will be able to

Collaborate in group and team settings within and outside the school community by making self-regulated use of a wide range of collaborative strategies and simple negotiating strategies and undertake detailed planning, delegation, implementation and assessment of multifaceted projects.

Sample collaborative strategies: contribute to and lead productive discussions, use language that all participants will understand, recognize and adhere to time limits.

Sample simple negotiating strategies: seek common ground, prioritize values.

Sample multifaceted projects beyond the school community: planning an event at a local elementary school to commemorate an important event or teach children about an important issue; surveying needs and attitudes of the community in order to make an informed decision about how to proceed on a plan of action.

Appendix B: Proposed NB 21st Century Competencies (and Essential Graduation Learnings)

(Back to Introduction: History and Social Studies)

Critical thinking and creative problem solving

Students will know and be able to use strategies and processes to think creatively, understand deeply, conduct meaningful reflection and solve problems. Through innovative ideas, entrepreneurship, and/or artistic expression, students will demonstrate that they:

- have learned the elements and processes associated with critical thinking and problem solving.
- have a deep understanding of complex concepts and the ability to work creatively in order to generate new ideas, theories, products and knowledge.
- have learned to think logically and to solve ill-defined problems by identifying and describing the problem, framing and testing hypothesis and by formulating creative solutions.
- are exploring and developing their creative abilities and applying them in a variety of ways.
- are able to acquire, process and interpret information critically to make informed decisions.

Collaboration

Students will be able to interact with others in generating ideas and developing products. They will use appropriate interpersonal skills within a variety of media and social contexts. Students will demonstrate that they:

- understand how to relate to other people in varying contexts, including those in which they manage or are managed by others.
- are able to collaborate across networks, using various technologies.
- are able to effectively participate as a team member and know their own capacities for filling different team roles.
- have developed proficiency in managing personal relationships.
- are able to use various means to manage conflict.
- understand the creative process through collaboration, exchange of ideas and building upon the achievement of others.
- have been sensitized to the issues and processes associated with collaborating across cultures.

Communication

Students will be able to communicate effectively using the arts, and mathematical and scientific concepts and symbols; and the listening, viewing, speaking, reading and writing modes of language(s). They will communicate using a variety of media and technologies. Students will demonstrate that they:

- think divergently and creatively through use of analogies, metaphors and visual thinking.
- create, explore, reflect on and express their own ideas, learning perceptions and feelings.
- understand ideas and relationships presented through words, actions, numbers, symbols, graphs, sound, movement, images and charts.
- have a level of proficiency in the second official language.

- manage, access, process, evaluate and present information clearly, logically, concisely, aesthetically and accurately for a variety of audiences.
- critically interpret and evaluate ideas presented through a variety of media.
- acknowledge, consider and respond to different points of view.

Personal development and self-awareness

Students will be resourceful, reliable and resilient. They will see themselves as capable learners, aware of their own potential. They will make well-informed, healthy choices that contribute to the well-being of themselves and others. Students will demonstrate that they:

- make decisions and take responsibility for those decisions.
- pursue an active, healthy lifestyle.
- have developed techniques for managing change, risk and uncertainty in a wide range of contexts.
- have persistence and determination.
- demonstrate motivation and confidence.
- acknowledge and consider different points of view.
- are able to take control of learning.
- are well positioned and prepared for post-secondary studies.
- have developed an awareness of cultural heritage.

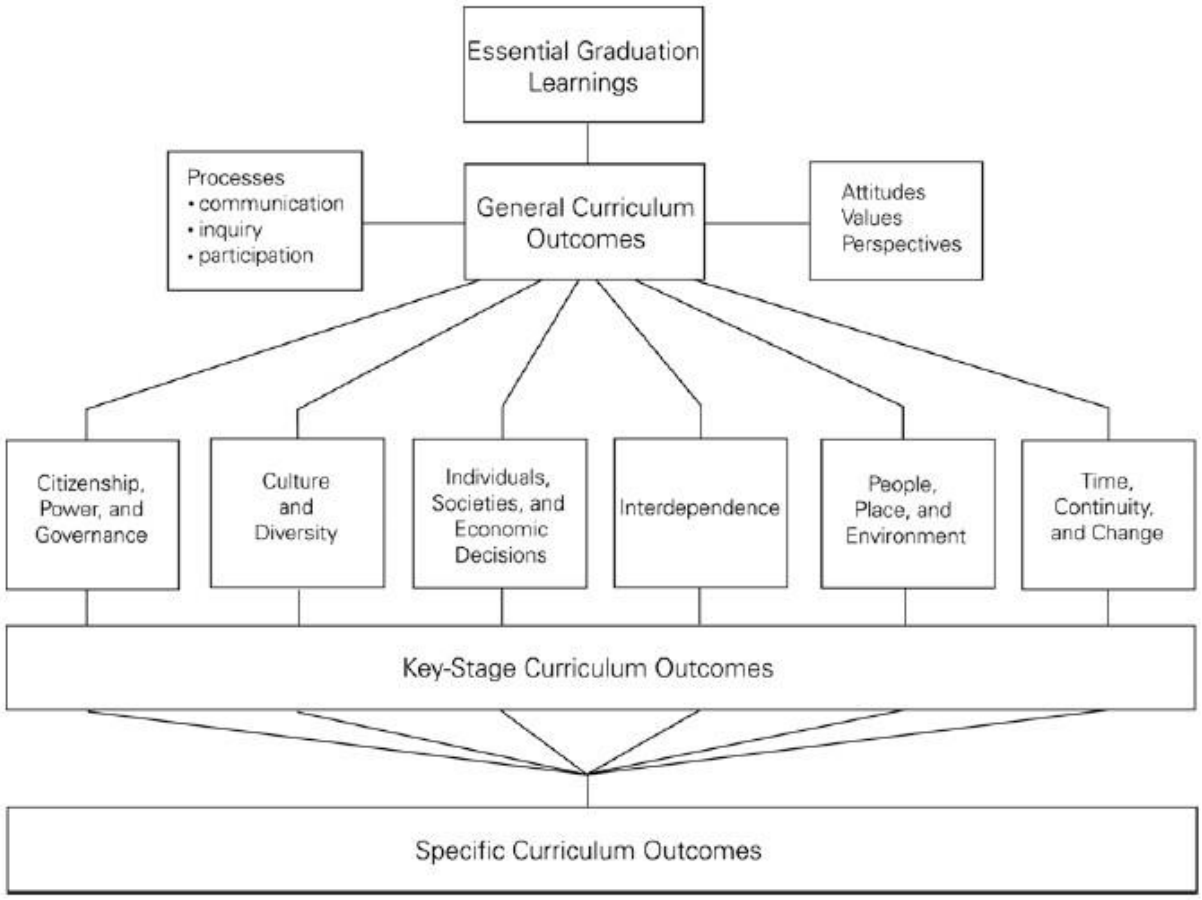
Global citizenship

Students will be able to access social, cultural, economic and environmental interdependence in a local, national and global context. Students will demonstrate that they:

- understand the dynamic interactions of Earth's systems, the dependence of our social and economic systems on these natural systems, our fundamental connection to all living things, and the impact of humans upon the environment.
- comprehend Canada's political, social and economic systems in a global context.
- are able to critically analyze the social, political, cultural and economic forces that have shaped the past and present and apply those understandings in planning for the future.
- understand key ideas and concepts related to democracy (for example: human rights).
- comprehend and appreciate cultural and societal diversity in local, national and global contexts.
- possess the dispositions and skills necessary for effective civic engagement.
- use creative and critical thinking to develop innovative solutions to complex societal and environmental problems.
- understand key ideas and concepts related to culture and human experience.

August 2011 (New Brunswick Department of Education and Early Childhood Development)

While the Modern History curriculum revision is based upon proposed NB 21st Century Competencies, it continues to reflect the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999). Specific Curriculum Outcomes (SCOs) were developed to be congruent with Key-Stage Curriculum Outcomes (KSCOs), General Curriculum Outcomes (GCOs), and Essential Graduation Learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.



In 1999 the Atlantic Provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as *Essential Graduation Learnings*: Aesthetic Expression, Citizenship, Communication, Personal Development, Problem Solving, Technological Competence. Below is an example of how Modern History outcomes (SCOs) help students move towards attainment of the EGLs (using "Citizenship" as the focus):

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

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance. (GCO) Note: This GCO for social studies is tied to the "Citizenship, Power, and Governance" conceptual strand. There are six conceptual strands related to social studies.

By the end of Grade 12, students will, in part, be expected to analyse major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national, and global context. (KSCO)

1.3.1 Students will "Make connections to allow comparison of the French Revolution to other modern events in the context of rights and freedoms." (SCO)

(*Foundation for the Atlantic Canada Social Studies Curriculum*, 1999)

Appendix C: Historical Thinking Concepts

(Back to Introduction: Best Practice)

(Back to Introduction: Historical Thinking)

Historical thinking, **the idea of having students think deeply and critically about history, is not a new concept.** In recent years however, the idea of historical thinking has been framed by six key concepts: Significance, Evidence, Cause & Consequence, Continuity & Change, Historical Perspective-Taking, and the Ethical Dimensions of History (Seixas, 2006). These historical thinking concepts provide a framework for teaching and learning history in much the same way that historians understand history:

Historical Significance: What makes an event historically significant? Because we cannot study everything that has occurred in the past, one of the jobs of historians is to decide what events, people, and ideas are most worth studying. Significance is usually said to have four criteria – deep consequences for many people over a long period of time, prominence at the time, the subsequent profile of the events in both professional and amateur history, and the revelations that come from studying it.

Historians often disagree about which events are most significant – this is not an exact science with definitive answers. The debate and argument that comes from an activity like assessing historical significance can be a powerful tool to assess the quality of student learning. A question such as – *Which World War was more significant for Canada?*, is useful because it requires a student to have knowledge about both conflicts and to understand the criteria for assessing significance. The student is required to think critically about history.

Note: It is important to remember that what is significant to one person is not necessarily significant to others. Beyond the aforementioned four criteria, an event, person or idea can be significant when it links "to larger trends and stories that reveal something important for us today. For example the story of an individual worker in Winnipeg in 1918, however insignificant in the World War II sense, may become significant [if connected to] … a larger history of workers' struggles, economic development, or post-war adjustment and discontent (Centre for the Study of Historical Consciousness, n.d., section: Historical Significance)."

Historical Evidence: Historical evidence is not the same as historical information. It is important to allow students to explore and interpret evidence. Artefacts make history more tangible for students. Important questions to ask include "What are the problems with this account?" "Is this evidence reliable and how do I know?" "What was the writer/artist trying to say?" The validity of evidence depends on its source and use. Primary sources of evidence are first-hand accounts (e.g., a diary entry, a photograph taken at the time, an artefact) whereas secondary sources analyze primary sources.

Cause & Consequence: Was the Great War caused by the assassination of Franz-Ferdinand in June 1914? Students often believe this to be true rather than seeing the assassination as the match that lit a barrel of gunpowder …. a powder keg that exploded into war. The barrel of gunpowder being the other events that were leading up to World War I. Students need to

understand that an event can have many underlying causes and students must avoid looking for the "easy" answer and must look more deeply – think more critically about historic events.

Students should develop an understanding of the following:

(a) Events can have many causes which are often unacknowledged in popular history
(b) All actions have consequences, many unforeseen, and unexpected
(c) *Post hoc ergo propter hoc** is usually the wrong approach to comprehending why events occur.
(d) Looking for long-term causes is usually more important than identifying obvious short term causes.

*Latin for "after this, therefore because of this"

It is also important to consider human agency – people (individually and within groups) causing and resisting change.

Continuity & Change: Too often we focus on the changes that have occurred over time as if all change were progress. Not all change is positive, and sometimes there is little change. The world is constantly changing, but have you ever looked at a time period and wondered what has not changed? Take the 1950's, for instance – a period often regarded as stiflingly conservative, particularly for women. It is easy to list the things that have changed in the lives of most women since the 1950's – but what has not changed? Comparisons between a period in the past and the present allow for evaluation of change over time through the lens of progress and decline (understanding that progress and decline are influenced by perspective).

Historical Perspective-Taking: Unfortunately, people often examine the past through the lens of our own time (they try to interpret the past through 21st century norms and understandings). This is referred to as "Presentism" and is to be avoided because it often leads to a failure to understand the pressures, influences and motivations of historical figures. All historical events involve people who may have held very different perspectives on the event (e.g. how can a place be "discovered" if people already live there?) Perspective-taking is about trying to understand a person's mindset at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.

The Ethical Dimension of History: This is the hardest concept for students to engage in as it requires that students possess a substantial knowledge base related to the topic and that they withhold judgment as they acquire this knowledge. Assigning blame for events is not the focus but rather critically examining the events. In the words of Peter Seixas, "When judging an individual's responsibility for an historical event, students need to consider more than whether or not the person was a cause of the action. They need to consider who had obligations or power to affect the outcome (Case, 2006, p.56)."

We learn from the past in order to face the issues of today (e.g. the Canadian government issuing reparations and an apology concerning Residential Schools). Perspective-taking and moral judgment are difficult concepts because both require suspending our present-day understandings/context. The "Ethical Dimensions" section of the Historical Thinking Project

website says it best: "We do not want to impose our own anachronistic standards on the past. At the same time, meaningful history does not treat brutal slave-holders, enthusiastic Nazis, and marauding conquistadors in a 'neutral' manner. Historians attempt to hold back on explicit ethical judgments about actors in the midst of their accounts, but, when all is said and done, if the story is meaningful, then there is an ethical judgment involved. We should expect to learn something from the past that helps us to face the ethical issues of today (Centre for the Study of Historical Consciousness, n.d., section: Ethical Dimensions)."

(Seixas, 2006; Case, 2006; Centre for the Study of Historical Consciousness, n.d.)

For **lesson plans** focused on the concepts of historical thinking, please explore the searchable data base on *The Historical Thinking Project* website:

English version: http://www.histori.ca/benchmarks/browse

French version: http://penseehistorique.ca/fr/le-projet-de-la-pensée-historique

Appendix D: Assessment Tips

(Back to Assessing and Evaluating Student Learning)

Assessment Tip:

Inquiry – More than searching for facts, students need to see the study of history as inquiry.

> Students need to appreciate that the study of history can be a genuine inquiry where their task is not merely to find out what others know (they must, of course, do this) but to reach a conclusion using this information. Even if others already know the answer, in a genuine inquiry students' task is to reach their own conclusions and not simply locate the conclusion offered by others. This feature defines an inquiry question: *it requires that students make a reasoned judgment about the most justifiable conclusion to reach.*
>
> To illustrate the difference between … questions involving mere factual retrieval and inquiry questions (requiring reasoned judgment) present students with a list of parallel questions/tasks … to discuss the differences… (Case, 2006, p. 7, 8)

Sample question involving factual retrieval	**Inquiry question and task**
List the main causes of the First World War.	Identify the most important cause of the First World War. Explain.

Research Essays

An oft-used assignment in the grade 11 Modern History course is the "research essay." It is important when writing research essays that students are required to make reasoned judgments (to inquire). Reviewing and conferencing with students about their essay, as the students work through the assignment, enables a teacher to use both **formative** and **summative** assessment. Formative assessment throughout the assignment might involve reviewing each student: thesis statement, outline, introductory paragraph, sample argument with evidence (one paragraph), citation example(s), and conclusion. Monitoring this process will illuminate the level of students' understanding of each stage and allow for necessary intervention. This may ultimately lend itself to increased student success in terms of demonstrating their understanding of the larger concepts of historical thinking. In assessing their completed research essay, summative assessment will indicate if the student has been able to make, and support with evidence, reasoned arguments and draw justifiable conclusions.

Additionally, to encourage formative assessment, teachers may provide or collaboratively design with students (in advance) the rubric that will be used to assess their completed essay. This will enable students to monitor their own performance at each stage of the assignment.

Note: In future student work samples and assessment information (including suggested rubrics) will be posted to the NBED Portal site dedicated to Modern History (all levels).

FYI: It is important that students provide evidence to support their arguments and equally important that they credit all sources. If a teacher wishes students to use a particular citation format, this should be made clear to students, otherwise any recognized format should be accepted. Students should also be made aware that software exists (including free versions online) to enable citations to be entered, and for work cited/bibliographies to be created, automatically as the essay is created electronically.

Teachers are reminded that the NBED Portal “Research Tools Overview” section highlights various research tools available to both teachers and students.

https://portal.nbed.nb.ca/tr/rt/Pages/default.aspx.

In this section you will find links to provincially-licensed research tools and to websites that provide online reference materials and search tools. The provincially licensed research tools can be used by both teachers and students to quickly and easily find relevant, accurate information on their selected topic by accessing databases of magazines, journals, newspapers, books and transcripts as well as maps, pictures and audio/video files. These research tools are available from both home and school and allow users to customize the search to their needs by, for example, searching only Canadian resources or sorting results by reading level.

Appendix E: Frederick Engels “The Condition of the Working-Class in England in 1844 (1845)”

(Back to Elaborations Unit 1: Industrial Revolution)

The houses are packed very closely together and since the bank of the river is very steep it is possible to see a part of every house. All of them have been blackened by soot, all of them are crumbling with age and all have broken window-panes and window-frames. In the background there are old factory buildings which look like barracks. On the opposite, low-lying bank of the river, one sees a long row of houses and factories. The second house is a roofless ruin, filled with refuse, and the third is built in such a low situation that the ground floor is uninhabitable and has neither doors nor windows. In the background one sees the paupers' cemetery, and the stations of the railways to Liverpool and Leeds. Behind these buildings is situated the workhouse, Manchester's "Poor Law Bastille." The workhouse is built on a hill and from behind its high walls and battlements seems to threaten the whole adjacent working-class quarter like a fortress....

The recently constructed extension of the Leeds railway which crosses the Irk at this point has swept away some of these courts and alleys, but it has thrown open to public gaze some of the others. So it comes about that there is to be found immediately under the railway bridge a court which is even filthier and more revolting than all the others. This is simply because it was formerly so hidden and secluded that it could only be reached with considerable difficulty [but is now exposed to the human eye]. I thought I knew this district well, but even I would never have found it had not the railway viaduct made a breach in the slums at this point. One walks along a very rough path on the river bank, in between clothes-posts and washing lines, to reach a chaotic group of little, one-storied, one-roomed cabins. Most of them have earth floors, and working, living and sleeping all take place in the one room. In such a hole, barely six feet long and five feet wide, I saw two beds - and what beds and bedding! - which filled the room, except for the fireplace and the doorstep. Several of these huts, as far as I could see, were completely empty, although the door was open and the inhabitants were leaning against the door posts. In front of the doors filth and garbage abounded. I could not see the pavement, but from time to time I felt it was there because my feet scraped it. This whole collection of cattle sheds for human beings was surrounded on two sides by houses and a factory and on a third side by the river. [It was possible to get to this slum by only two routes.] One was the narrow path along the river bank, while the other was a narrow gateway which led to another human rabbit warren which was nearly as badly built and was nearly in such a bad condition as the one I have described....

(Bloy, 2010)

Appendix F: Appeasement Arguments

(Back to Elaborations Unit 3 – Totalitarianism and Total War)

Listed below are a number of arguments. Some argue that appeasement WAS a mistake and some suggest that appeasement WAS NOT a mistake. Have students sort and discuss each argument.

Germany deserved a fair deal: Germany was treated too harshly at Versailles, so were only being given their rightful land.

Fear of Communism: It was felt better to support a strong leader of Germany rather than risk Communist takeover.

The British people had to want war: In 1938, public opinion was against war – so the policy of appeasement was sensible.

Appeasement scared the USSR: When Britain and France did not stand up to Hitler, the USSR became worried about German power -and began thinking about deals with Hitler.

Fear of another war: People wanted to avoid another terrible war and did everything possible.

Britain needed time: By giving Hitler what he wanted, Britain had more time to build up her armed forces.

Germany was growing stronger: Allowing Germany to grow stronger meant it would be far more difficult to defeat.

Hitler was determined to conquer Eastern Europe: Hitler had made his plans clear - the policy of appeasement was clearly doomed from the start - Hitler just lied.

It encouraged Hitler: Giving in to Hitler only made him feel he could do what he wanted - without fear of being stopped.

Munich Agreement was a disaster: Churchill said Czechoslovakia was sacrificed for nothing - Hitler had fooled everyone.

(Field, n.d.)

Appendix G: Reproducible Student Chart

(Back to Elaborations Unit 1: French Revolution)

(Back to Elaborations Unit 1 Industrial Revolution)

	Beliefs (what did they think?)	Evidence (how do we know?)	Values (what did they care most about?)
John Locke			
Role of government			
Role of the citizen			
Jean-Jacques Rousseau			
Role of government			
Role of the citizen			

(Chart continues on next page)

	Beliefs (what did they think?)	Evidence (how do we know?)	Values (what did they care most about?)
Montesquieu			
Role of government			
Role of the citizen			
Hobbes			
Role of government			
Role of the citizen			
Voltaire			
Role of government			
Role of the citizen			

Appendix H: Partition of Africa: Primary Source Excerpts

(Back to Nationalism and Negotiation)

An excerpt from a speech entitled 'The True Imperialism' made by Lord Curzon at Birmingham Town Hall in 1907

"Wherever the Empire has extended its borders ... there misery and oppression, anarchy and destitution, superstition and bigotry, have tended to disappear, and have been replaced by peace, justice, prosperity, humanity, and freedom of thought, speech, and action.....

But there also has sprung, what I believe to be unique in the history of Empires, a passion of loyalty and enthusiasm which makes the heart of the remotest British citizen thrill at the thought of the destiny which he shares, and causes him to revere a particular piece of coloured bunting as the symbol of all that is noblest in his own nature and of best import for the good of the world.

Excerpts from Cecil Rhodes' "Confession of Faith", 1877

I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race. Just fancy those parts that are at present inhabited by the most despicable specimens of human beings what an alteration there would be if they were brought under Anglo-Saxon influence, look again at the extra employment a new country added to our dominions gives. I contend that every acre added to our territory means in the future birth to some more of the English race who otherwise would not be brought into existence. Added to this the absorption of the greater portion of the world under our rule simply means the end of all wars, at this moment had we not lost America I believe we could have stopped the Russian-Turkish war by merely refusing money and supplies.

An excerpt from “The Coming of the Pink Cheeks”
Chief Kabongo, as told to Richard St. Barbe’ Baker
It was in these days that a Pink Cheek man came one day to our Council. He came from far, from where many of these people lived in houses made of stone and where they held their own Council.

He sat in our midst and he told us of the king of the Pink Cheeks, who was a great king and lived, in a land over the seas.

“This great king is now your king," he said. "And this land is all his land, though he has said you may live on it as you are his people and he is as your father and you are as his sons.”
"This was strange news. For this land was ours. We had bought our land with cattle in the presence of the Elders and had taken the oath and it was our own. We had no king, we elected our Councils and they made our laws. A strange king could not be our king and our land was our own. We had had no battle. No one had fought us to take away our land as in the past, had sometimes been. This land we had had from our fathers and our fathers' fathers, who had bought it. How then could it belong to this king?

With patience, our leading Elder tried to tell this to the Pink Cheek and he listened. But at the end he *said, "This we* know. But in spite of this, what I have told you is a fact. You have now a king--a good and great king who loves his people, and you are among his people. In the town called Nairobi is a council or government that acts for the king. And his laws are your laws."...

Appendix I: Suggestions for Teaching and Learning Resources

Unit One: Rights and Revolution

French Revolution:

1.1 Causes of Revolution
1.2 Historical Thinking Concepts
1.3 Making Connections

Industrial Revolution

2.1 Causes of the Industrial Revolution
2.2 Historical Thinking Concepts
2.3 Making Connections

Note: Unit One: Rights and Revolution, for Modern History 113 appears as follows:

French and Industrial Revolutions:
1.1 Evolution of Rights
1.2 Historical Thinking Concepts
1.3 Making Connections

University of New Brunswick's: "History To Go"
High School teachers of History are encouraged to invite UNB Historians to visit their history classes and participate in instruction (e.g. guest lectures, Q&A re: what it means to be an Historian; acting as a resource for student debate preparation etc.). *Note*: As of 2010 the UNB participants are English language only, however, French Immersion teachers may wish to contact the co-ordinator to inquire if French speaking UNB history students are available to discuss their research and development as Historians in training. General questions may be sent to Gary Waite, Chair, Department of History, UNB (Fredericton). Email: waite@unb.ca phone 506 452 6158. **Teachers are asked, however, to contact participating faculty members directly to make arrangements (see Appendix K).** There may be participants interested from the History and Classics Departments at UNBSJ (Saint John). Contact Debra Lindsay, Chair, Department of History and Politics with inquiries: dlindsay@unbsj.ca

The Historical Thinking Project
Centre for the Study of Historical Consciousness website.
English version: http://www.histori.ca/benchmarks/
French version: http://www.histori.ca/benchmarks/fr/le-projet-rep%C3%A8res

CBC "News in Review" Historical Thinking Worksheets
Worksheets developed for "cause and consequence"; "continuity and change"; "historical significance'; "evidence."
English version: http://newsinreview.cbclearning.ca/worksheets/
.
Liberty, Equality, Fraternity: Exploring the French Revolution
Site includes an archive of documentary evidence (e.g. images, documents, political cartoons, songs) and more. "Quick Search" function provided.
English only version: http://chnm.gmu.edu/revolution/about.html

Thomas Hobbes' "The Leviathan"
This website is connected to Bill Uzgalis' Western Philosophy course website [Oregan State University])
English only version: http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html

Lecture 11 The Origins of the French Revolution – Part of "The History Guide's Lectures on Modern European Intellectual History: Abelard to Nietzsche" by professor Steven Kreis at Florida Atlantic University. *Note:* Kreis' larger site **"The History Guide"** can be found at http://www.historyguide.org/ and is designed for use by high school and undergraduate students of history. Please see the editors "Conditions of Use" section.

English only version: http://www.historyguide.org/intellect/lecture11a.html

The Universal Declaration of Human Rights
United Nations.
English version: http://www.un.org/en/documents/udhr/
French version: http://www.un.org/fr/documents/udhr/

Declaration of the Rights of Man and the Citizen (August 1789)
The History Guide (Steven Kreis, Florida Atlantic University).
English only version: http://www.historyguide.org/intellect/declaration.html

Olympe De Gouges: Declaration of the Rights of Woman and the Female Citizen
English version: http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html
French version: http://www.aidh.org/Biblio/Text_fondat/FR_03.htm

October Crisis (Canada)
CBC Digital Archives searchable data base housing information on The October Crisis of 1970. *Note:* The English language version of this site includes links to "October Crisis, 20 years later" and "Civil Liberties Suspended", to name but two examples.
English version: http://archives.cbc.ca/search?q=FLQ&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1
French version: http://archives.radio-canada.ca/guerres_conflits/desordres_civils/dossiers/81/

Canada and Afghanistan
Free resource (new as of October, 2010) that provides students with a brief history on the war in Afghanistan and focuses on the issues/complexity of the Afghan mission. Part of the Historica-Dominion Institute's "Memory Project." *Note*: This web site also provides links to other free classroom resources available related to military history (many available in both official languages).
English version: http://www.thememoryproject2.com/en/teacher-resources
French version: http://www.thememoryproject2.com/fr/teacher-resources

Socratic Seminar
There are many sites online addressing this particular instructional strategy. This website is maintained by Regina Public Schools and Saskatchewan Learning:
English only version: http://www.saskschools.ca/curr_content/bestpractice/socratic/index.html

The struggle for democracy: Citizenship 1789-1906
Web link of The National Archives (UK government's official archive). Home page:
http://www.nationalarchives.gov.uk/about/
(Citizenship 1789-1906) English only version:
http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/citizenship3.htm

The Industrial Revolution
Yale-New Haven Teachers Institute website.
English only version: http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html

Child Labor
Part of Brown University professor, George P Landow's, larger web site: "The Victorian Web"
http://www.victorianweb.org/index.html
(Child Labor) English only version: http://www.victorianweb.org/history/hist8.html

Child Labor
Web link of The National Archives (UK government's official archive). Home page:
http://www.nationalarchives.gov.uk/about/
(Child Labor) English only version:
http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/childlabour.htm

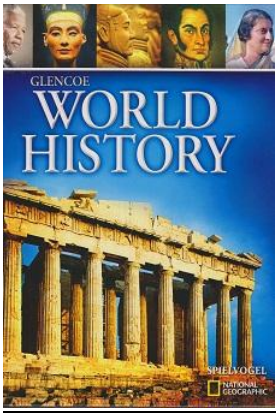
Karl Marx, 1818-1883
The History Guide (Steven Kreis, Florida Atlantic University). English only version:
http://www.historyguide.org/intellect/marx.html

Trade unionism
Web link of The National Archives (UK government's official archive). Home page:
http://www.nationalarchives.gov.uk/about/
(Trade unionism) English only version:
http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/trade_unionism.htm

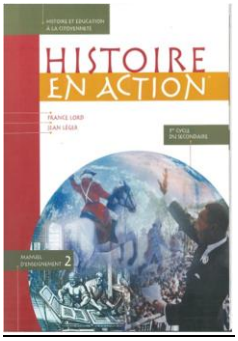
1833 Factory Act: Did it solve the problem of children in factories?
Web link of The National Archives (UK government's official archive). Home page:
http://www.nationalarchives.gov.uk/about/
(1833 Factory Act) English only version: http://www.nationalarchives.gov.uk/education/lesson13.htm
Note: The National Archives (UK) is a wealth of information for various topics of Modern History 112. See **"Topics"** page: http://www.nationalarchives.gov.uk/education/topics.htm (e.g. World War II, Cold War)

Toolkit: Decoding Political Cartoons
Library and Archives Canada
English version: http://www.collectionscanada.gc.ca/education/008-3050-e.html
French version: http://www.collectionscanada.gc.ca/education/008-3050-f.html

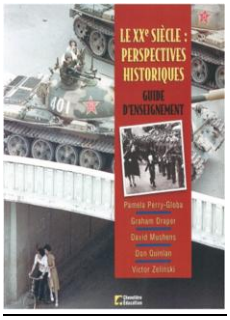
Note: Teachers have discretion when determining the plan of study and resources best used to address the outcomes of Grade 11 Modern History. Resource options include the core text: Glencoe World History. Twelve chapters of this book relate to this course (chapters 14,17,18,19,20,21,23,24,25,26,27 and 28) Below is an image of the Student Book cover:



There are two core French Immersion texts for FI Modern History 111/112:



Histoire en Action [Manuel De L'Eleve 2]



Le XXe Sicle: Perspectives Historiques

Appendix J: Suggestions for Teaching and Learning Resources

Unit Two: War and Violence

Nationalism and Negotiation

3.1 Power, Authority and Decision Making
3.2 Historical Thinking Concepts
3.3 Making Connections

Destruction and Disillusionment

4.1 Destruction and Disillusionment
4.2 Historical Thinking Concepts
4.3 Making Connections

University of New Brunswick's: "History To Go"
High School teachers of History are encouraged to invite UNB Historians to visit their history classes and participate in instruction (e.g. guest lectures, Q&A re: what it means to be an Historian; acting as a resource for student debate preparation etc.). *Note*: As of 2010 the UNB participants are English language only, however, French Immersion teachers may wish to contact the co-ordinator to inquire if French speaking UNB history students are available to discuss their research and development as Historians in training
General questions may be sent to Gary Waite, Chair, Department of History, UNB (Fredericton). Email: waite@unb.ca phone 506 452 6158. **Teachers are asked, however, to contact participating faculty members directly to make arrangements (see Appendix J).** There may be participants interested from the History and Classics Departments at UNBSJ (Saint John). Contact Debra Lindsay, Chair, Department of History and Politics with inquiries: dlindsay@unbsj.ca

The Historical Thinking Project
Centre for the Study of Historical Consciousness website.
English version: http://www.histori.ca/benchmarks/
French version: http://www.histori.ca/benchmarks/fr/le-projet-rep%C3%A8res

CBC "News in Review" Historical Thinking Worksheets
Worksheets developed for "cause and consequence"; "continuity and change"; "historical significance'; "evidence."
English version: http://newsinreview.cbclearning.ca/worksheets/

BBC World Wars in-depth: World War One
English only version: http://www.bbc.co.uk/history/worldwars/wwone/

The National Archives Experience: Docs Teach
Website encouraging teachers to use primary sources, offers interactive learning creation tools and a searchable data base of primary evidence. *Note: National Archives*, in this instance, is in reference to the United States. Site requires free registration.
English only version: http://docsteach.org/

Veterans Affairs Canada: The First World War
English version: http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/firstwar
French version: http://www.vac-acc.gc.ca/souvenir/sub.cfm?source=histoire/premiere-guerre

Library and Archives Canada: Canada and the First World War
Includes war diaries and biographies of war participants, a searchable data base and more.
English version: http://www.collectionscanada.gc.ca/firstworldwar/index-e.html
French version: http://www.collectionscanada.gc.ca/premiereguerre/index-f.html

The National Archives (US):
US National Archives, searchable data base. Example of available material:
"Teaching with Documents: The Zimmermann Telegram"
English only version: http://www.archives.gov/education/lessons/zimmermann/

BBC Bitesize: World War One …
The "Revise" link offers brief information related to a host of First World War related topics (e.g. The Schlieffen Plan).
English only version: http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/
BBC Bitesize: Germany 1918-1939
English only version: http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/

PBS WWI Casualty and Death Tables
One way to understand the increased destruction of the First World War is to examine the number of causalities and deaths (in relation to previous conflicts).
English only version: http://www.pbs.org/greatwar/resources/casdeath_pop.html

Canadian War Museum
Online Exhibits include "Canada and The First World War."
English and French version: http://www.warmuseum.ca/cwm/home/home

BBC World Wars in-depth: World War One Trench Virtual Tour
English only version: http://www.bbc.co.uk/history/worldwars/wwone/launch_vt_wwone_trench.shtml

***Canada's Answer* by Norman Wilkinson & "For What?" by Frederick Varley**
"Canada's Answer" - English marine artist's painting of Canada's First Contingent leaving in October 1914. *Note*: Part of the *Beaverbrook Collection of War Art.*
English site: http://www.warmuseum.ca/cwm/exhibitions/guerre/photo-e.aspx?PageId=2.B.5&photo=3.D.2.bc&f=%2Fcwm%2Fexhibitions%2Fguerre%2Fsea-war-e.aspx
French site: http://www.warmuseum.ca/cwm/exhibitions/guerre/photo-f.aspx?PageId=2.B.5&photo=3.D.2.bc&f=%2Fcwm%2Fexhibitions%2Fguerre%2Fsea-war-f.aspx
"For What?" – Varley painting portraying a cart filed with war casualties. *Note*: Part of the *Beaverbrook Collection of War Art.*
English site: http://www.warmuseum.ca/cwm/exhibitions/guerre/photo-e.aspx?PageId=2.F.2.a&photo=3.D.2.ck&f=%2Fcwm%2Fexhibitions%2Fguerre%2Fcost-war-e.aspx
French site: http://www.warmuseum.ca/cwm/exhibitions/guerre/photo-f.aspx?PageId=2.F.2.a&photo=3.D.2.ck&f=%2Fcwm%2Fexhibitions%2Fguerre%2Fcost-war-f.aspx

Women and War
The Canadian Encyclopedia (Historica-Dominion Institute).
English version: http://thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008679
French version: http://thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=F1ARTF0008679

The National Archives (UK): Women's rights
Includes primary sources.
English only version: http://www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/women.htm

Women's Suffrage
The Canadian Encyclopedia (Historica-Dominion Institute).
English version: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0008687
French version: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=F1ARTF0008687

CBC Digital Archives: Voting in Canada: How a Privilege Became a Right
While the topic of this web site spans 1945-2004, this link has been included as students may wish to investigate what lasting changes occurred in women's rights (following the First World War).
English version: http://archives.cbc.ca/politics/rights_freedoms/topics/1450/
Note: The French version (Radio-Canada.ca) may not list the same video clips, but information is available. Please click the Radio-Canada.ca link on the English site and use the search function.

PBS: Wilson – A Portrait / Women's Suffrage
US perspective.
English only version: http://www.pbs.org/wgbh/amex/wilson/portrait/wp_suffrage.html

UNMOVIC (United Nations Monitoring, Verification and Inspection Commission)
UN site offering information about the UNMOVIC, created in 1999 to replace the former UN Special Commission (with a continued mandate to verify Iraq's compliance with its obligation to be rid of its weapons of mass destruction …). The "Basic Facts" section offers a timeline (of sorts) of the UNMOVIC including its mandate termination in 2007.
English only site: http://www.unmovic.org/

World Trade Organization (WTO)
English version: http://www.wto.org/english/thewto_e/whatis_e/tif_e/fact1_e.htm
French version: http://www.wto.org/french/thewto_f/whatis_f/tif_f/fact1_f.htm

Russia & US Sign Nuclear Arms Reduction Pact (2010)
New York Times (online) article, April 8 2010 "Russia and U.S. Sign Nuclear Arms Reduction Pact." Excerpt: "The United States and Russia … signed an arms control treaty and presented a largely united front against Iran's nuclear program …"
English only version: http://www.nytimes.com/2010/04/09/world/europe/09prexy.html

Treaty on the Non-Proliferation of Nuclear Weapons
Foreign Affairs and International Trade Canada (2010). "NPT is an international treaty whose objective is to prevent the spread of nuclear weapons and nuclear technology, to promote cooperation in the peaceful uses of nuclear energy, and to further the goals of achieving nuclear disarmament. The NPT represents the only binding commitment to disarmament in a multilateral treaty from nuclear weapons states…"
English version: http://www.international.gc.ca/ministers-ministres/Cannon_npt-tnp-2010.aspx
French version: http://www.international.gc.ca/ministers-ministres/Cannon_npt-tnp-2010.aspx?lang=fra

Toolkit: Decoding Political Cartoons
Library and Archives Canada
English version: http://www.collectionscanada.gc.ca/education/008-3050-e.html
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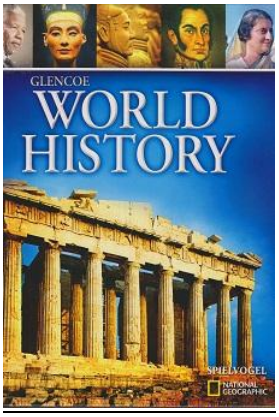

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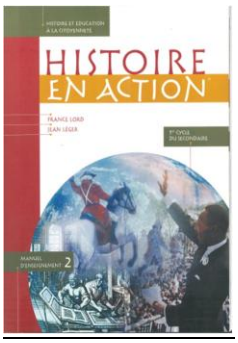
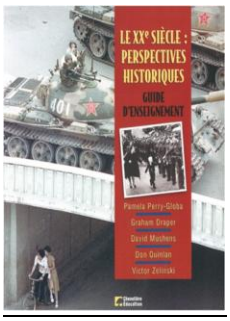


Histoire en Action [Manuel De L'Eleve 2]



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Appendix K: Suggestions for Teaching and Learning Resources

Unit Three: Triumph and Tragedy

Totalitarianism and Total War (The Second World War)

5.1 Totalitarianism
5.2 Historical Thinking Concepts
5.3 Making Connections

Crimes Against Humanity

6.1 Genocide
6.2 Historical Thinking Concepts
6.3 Making Connections

War by Proxy

7.1 Conflict and Competition: War by Proxy
7.2 Duck and Cover: The Cuban Missile Crisis
7.3 Making Connections

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French version: http://www.histori.ca/benchmarks/fr/le-projet-rep%C3%A8res

CBC "News in Review" Historical Thinking Worksheets
Worksheets developed for "cause and consequence"; "continuity and change"; "historical significance'; "evidence."
English version: http://newsinreview.cbclearning.ca/worksheets/

BBC World Wars in-depth: World War Two
English only version: http://www.bbc.co.uk/history/worldwars/wwtwo/

The Evidence Web (Searchable data base for primary sources)
Library and Archives Canada "The Evidence Web." Primary sources.
English version: http://www.collectionscanada.gc.ca/education/sources/008001-100.01-e.php
French Version: http://www.collectionscanada.gc.ca/education/sources/008001-100.01-f.php

The National Archives Experience: Docs Teach
Website encouraging teachers to use primary sources, offers interactive learning creation tools and a searchable data base of primary evidence. *Note: National Archives*, in this instance, is in reference to the United States. Site requires free registration.
English only version: http://docsteach.org/

Veterans Affairs Canada: The Second World War
Veterans Affairs Canada web site. Elaborate site containing a wealth of information. English version:
http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/secondwar
French version: http://www.vac-acc.gc.ca/souvenir/sub.cfm?source=histoire/secondeguerre

CBC Digital Archives: Second World War
English version: http://archives.cbc.ca/war_conflict/second_world_war/
French version: http://archives.radio-canada.ca/guerres_conflits/seconde_guerre_mondiale/

Historica-Dominion Institute's "Memory Project"
Canada's largest online oral history archive: Stories of the Second World War.
English version: http://www.thememoryproject.com/
French version: http://www.thememoryproject.com/?Lang=fr-CA

BBC: World Wars in-depth: A speech at the Siemens Dynamo Works in Berlin, 10 November 1933
BBC World Wars in-depth web page housing primary sources e.g. an audio clip (and clip translation from a 1933 Hitler speech [Hitler's first live broadcast on all German radio stations]).
English only version: http://www.bbc.co.uk/history/worldwars/genocide/hitler_audio.shtml

BBC World Wars in-depth: Genocide Under the Nazis
Genocide Under the Nazis (The Holocaust) includes the following sections: "Descent into Genocide", "BBC Archive: Witnessing The Holocaust", "Who Were the Guilty?", and "Debates and Denial."
English only version: http://www.bbc.co.uk/history/worldwars/genocide/

Vancouver Holocaust Education Centre
Founded in 1983 by survivors of the Holocaust, for Holocaust education. Includes survivor testimonies. *Note*: Some of the online exhibits are available in French.
English only version: http://www.vhec.org/about.html

***Open Hearts* Closed Doors**
Virtual Museum of Canada "Canadian Immigration Overview" – includes information on the *Evian Conference* and *the SS St. Louis*.
English version: http://www.virtualmuseum.ca/Exhibitions/orphans/english/themes/immigration/page3.html
French version: http://www.virtualmuseum.ca/Exhibitions/orphans/french/themes/immigration/page3.html
Note: Museum home page English: http://www.museevirtuel-virtualmuseum.ca/index-eng.jsp
Museum home page French: http://www.museevirtuel-virtualmuseum.ca/index-fra.jsp

Holocaust Survivor Memoirs Program
The Azrieli Foundation offers free copies (in both English and French) of memoirs written by Holocaust survivors. Teachers are cautioned that these books have not been vetted by the Department of Education, and contain sensitive material. The Foundation suggests reading level is intended for senior high school and adult readers.
Online order information (English): http://www.azrielifoundation.org/memoirs/books.asp?pid=27
Online order information (French):
http://www.azrielifoundation.org/memoirs/fr/books.asp

Reconstructing a Survivor's Life After Genocide
NB teacher Mark Perry (Hampton High School) contributed this primary source evidence exercise to the Historical Thinking Project site – please search the site for his lesson (and others):
English only version: http://www.histori.ca/benchmarks/lesson/343

Rwanda: How the genocide happened
BBC News online article: December 18, 2008
English only version: http://news.bbc.co.uk/2/hi/1288230.stm
Note: The BBC News "Special Reports" on Rowanda (2008) is available in English:
http://news.bbc.co.uk/2/hi/in_depth/africa/2004/rwanda/default.stm

Genocide in Rwanda
CBC Digital Archives "Genocide in Rewanda" was originally broadcast in 2003 and discusses Romeo Dallaire's experiences (viewer discretion advised).
English version: http://archives.cbc.ca/war_conflict/peacekeeping/clips/7532/
Related French content: http://archives.radio-canada.ca/recherche?q=romeo+dallaire&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1&x=12&y=8

GG apologizes for Rowandan genocide inaction
CBC News online article: April 21, 2010-10-22
English only version: http://www.cbc.ca/canada/story/2010/04/21/rwanda-governor-general-inaction.html

Truth and Reconciliation Commission of Canada
TRC is a component of the *Indian Residential Schools Settlement Agreement*.
English version: http://www.trc-cvr.ca/
French version: http://www.trc-cvr.ca/

Important: The term "Indian" is now deemed inappropriate and is restricted to certain government and legal contexts e.g. the "Indian Act." Collectively the term First Nations is used, but when speaking of a particular First Nation it is important to use the specific name of that First Nation (e.g. In NB we have the Mi'kmaq First Nation and the Wolastoqiyik First Nation). *Note*: Following contact with European settlers, *Wolastoqiyik* were renamed by the settlers as *Maliseet*, but we now use Wolastoqiyik. There are a few spellings of Wolastoqiyik (including Wolastoqew, Wolastoqewiyik, and Wolastoqey). *Wolastoqey* is often used as an adjective, but most commonly used is "Wolastoqiyik."

The term Aboriginal, when applied in the Canadian context, is used when speaking collectively of First Nations, Inuit and Métis. First Nations, Inuit and Métis are distinct peoples. Inuit and Métis are not included within the collective term "First Nations."

There is often confusion over when to write "First Nation" vs "First Nations." A general guideline is as follows: The term First Nation (without an "s") can be used to describe people, communities, governments, languages, culture or any other word that is pluralized (e.g. First Nation governments, First Nation languages). "First Nation" is also used to reference a particular government e.g. *Tobique First Nation government*. Examples of First Nations (with an "s") include "First Nations history", "First Nations way of life."

A Lost Heritage: Canada's Residential Schools: A long-awaited apology
CBC Digital Archives (lists several related topics/videos)
English only version: http://archives.cbc.ca/society/education/topics/692/
French searchable site (Les archives de Radio-Canada): http://archives.radio-canada.ca/

Canada votes 'no' as UN native rights declaration passes
CBC News online article: September 13, 2007
While the international community adopted the UN Declaration on the Rights of Indigenous Peoples, Canada, New Zealand, the US, and Australia dissented.
English only version: http://www.cbc.ca/canada/story/2007/09/13/canada-indigenous.html
Note: Australia reversed this decision in 2009: http://www.cbc.ca/world/story/2009/04/03/australia-indigenous.html

Chronology of Federal Policy Towards Aboriginal People and Education in Canada
University of British Columbia Library web link. 1600-1996 (not up to date)
English only version: http://www.library.ubc.ca/edlib/canadian/chronology.html

United Nations Declaration on the Rights of Indigenous Peoples
English only version: http://www.un.org/esa/socdev/unpfii/en/drip.html

Canadian Museum for Human Rights
Includes related topics such as the UNHR – specific to the UNHR this site contains text with accompanying icons that highlight "how the language [of the UNHR has] evolved over time", "how government policies and people's actions impacted the progress of human rights", and "connections to human rights today."
English and French language versions available at: http://humanrightsmuseum.ca/

Aboriginal Canada Portal
English version: http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/index.html
French version: http://www.autochtonesaucanada.gc.ca/acp/site.nsf/fra/index.html

Cold War
CBC Digital Archives searchable data base housing information on a wide selection of Cold War topics. *Note:* This website (English version) links to other "War & Conflict" topics such as First World War, Second World War, and Terrorism, to name but three examples. Options include "watch" and "listen."
English version: http://archives.cbc.ca/war_conflict/cold_war/
French version: http://archives.radio-canada.ca/guerres_conflits/guerre_froide/

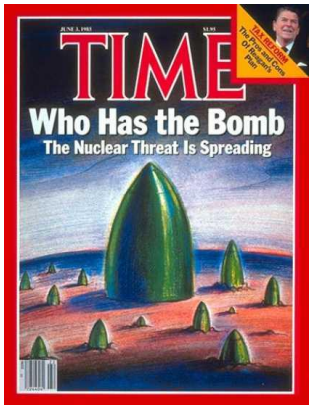
BBC World Wars in-depth: The Cold War
World Wars in-depth: Cold War contains the sections: "The Korean War 1950-1953", "Kennedy and the Cuban Missile Crisis 1962", "Weapons of the Cold War", and "The Fall of the Soviet Union 1985-1991."
English only version: http://www.bbc.co.uk/history/worldwars/coldwar/

BBC Bitesize: Cold War
The "Revise" link offers brief information related to a host of Cold War related topics (e.g. The Berlin Blockade and airlift).
English only version: http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/

Canada and the World: A History 1945-1957: A Divided World
Includes sections on "Cold War," "The Cold War Turns Hot," and "Continental Defence." Maintained by *Foreign Affairs and International Trade Canada.*

English version**:** http://www.international.gc.ca/history-histoire/world-monde/1945-1957.aspx?lang=eng
French version: http://www.international.gc.ca/history-histoire/world-monde/1945-1957.aspx?lang=fra

Cold War Culture: The Nuclear Fear of the 1950s and 1960s. CBC Digital Archives site which includes television and radio clips as well as text on subjects such as: "Bomb shelters for sale", "How to survive: Life in a fallout …", "The Cuban Missile Crisis", "Opening up the Diefenbunker", etc.
English only version: http://archives.cbc.ca/war_conflict/cold_war/topics/274-1460/
Who Has the Bomb June 03, 1985 (cover art shown below) TIME magazine article related to continuing nuclear threat. Article housed on TIME website (in association with CNN).



English only version: http://www.time.com/time/magazine/article/0,9171,957761,00.html
Iran complains to U.N. over U.S. nuclear "threat" April 14, 2010 (article image shown below)

Reuters news article – one of many examples (sources) that exist online to illustrate the significance of the nuclear threat (during the Cold War and as a contemporary threat).
English only version: http://www.reuters.com/article/idUSTRE63D0CS20100414

Cold War
Web link of The National Archives (UK government's official archive). Home page:
http://www.nationalarchives.gov.uk/about/
(Cold War) English only link:
http://www.nationalarchives.gov.uk/education/coldwar/

Cold War – PBS Video
PBS Cold War videos available for viewing (e.g. Berlin Wall, "The Wall – A World Divided")
English only version: http://video.pbs.org/feature/68//viewmode/grid

Gerald Ford: Cold War vs. War on Terror
Former US President Gerald Ford interview. Related videos are listed. Source: History.com (A&E Television)
English only version: http://www.history.com/videos/gerald-ford-cold-war-vs-war-on-terror#gerald-ford-cold-war-vs-war-on-terror

Canada and Afghanistan
Free resource (new as of October, 2010) that provides students with a brief history on the war in Afghanistan and focuses on the issues/complexity of the Afghan mission. Part of the Historica-Dominion Institute's "Memory Project." *Note*: This web site also provides links to other free classroom resources available related to military history (many available in both official languages).
English version: http://www.thememoryproject2.com/en/teacher-resources
French version: http://www.thememoryproject2.com/fr/teacher-resources

The New McCarthyism: Repeating History in the War in Terrorism
David Cole, Research Professor of Law at Georgetown University Law Centre. Article published in 2003 (38 Harv. Civil Rights Civil Liberties Law Review 1). *Note:* This essay is offered as only one perspective.
English only version: http://scholarship.law.georgetown.edu/facpub/74/

The Gouzenko Affair: Gouzenko makes the Front Page
Igor Gouzenko appears on CBC's *Front Page Challenge* in 1958. Related videos are listed.
English version: http://archives.cbc.ca/politics/national_security/topics/72/
French version: http://archives.radio-canada.ca/recherche?q=igor+gouzenko&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1
Note: The French version (Radio-Canada.ca) may not list the same video clips, but clips are provided (e.g. "La defection d'Igor Gouzenko")

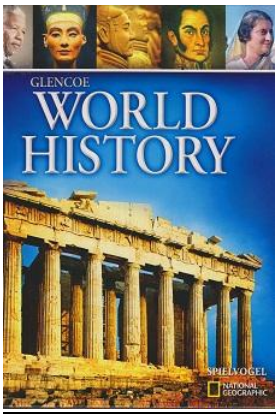
Evidence Web Educational Resources: Canada and the Cold War: The Gouzenko Affair, Appendix "Gouzenko Statement"
Library and Archives Canada "The Evidence Web." Primary source document related to the Gouzenko Affair.
English version: http://www.collectionscanada.gc.ca/education/sources/008001-4030.25-e.html
French version: http://www.collectionscanada.gc.ca/education/sources/008001-4030.25-f.html
Note: **The Evidence Web** can be searched by topic and lists related primary documents. Search page:
English version: http://www.collectionscanada.gc.ca/education/sources/008001-100.01-e.php
French Version: http://www.collectionscanada.gc.ca/education/sources/008001-100.01-f.php

Duck and Cover
US Civil Defence film (Bert the Turtle shows children what to do in case of atomic attack). Video housed on the "Internet Archive" website.
English only version: http://www.archive.org/details/DuckandC1951

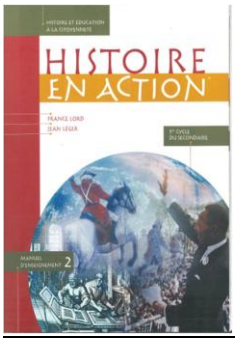
Peace Movement
The Canadian Encyclopedia (Historica-Dominion Institute)
English version: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0006163
French version: http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=F1ARTF0006163

Toolkit: Decoding Political Cartoons
Library and Archives Canada
English version: http://www.collectionscanada.gc.ca/education/008-3050-e.html
French version: http://www.collectionscanada.gc.ca/education/008-3050-f.html

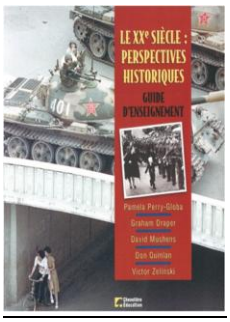
Note: Teachers have discretion when determining the plan of study and resources best used to address the outcomes of Grade 11 Modern History. Resource options include the core text: Glencoe World History. Twelve chapters of this book relate to this course (chapters 14,17,18,19,20,21,23,24,25,26,27 and 28) Below is an image of the Student Book cover:



There are two core French Immersion texts for FI Modern History 111/112:



Histoire en Action [Manuel De L'Eleve 2]



Le XXe Sicle: Perspectives Historiques

UNB *History To Go* Participants (Updated, November 2011):

Faculty Members of the Departments of History and Classics, University of New Brunswick

Phone contact: the History Department office at 453-4621; Classics at 453-4763; emails are fine for all. For more detailed descriptions and for lists of publications, see the individual faculty profiles on the History and Classics Departments' websites:

History: http://www.unbf.ca/arts/History/teach.html

Classics and Ancient History: http://www.unbf.ca/arts/CLAS/faculty.html

Jeffrey Brown PhD (Rochester), Assistant Professor; Director of Honours

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20th Century American intellectual, social, cultural and medical history; winner of the Arts Faculty Teaching Award

David Charters PhD (London), Professor; Director of Majors

charters@unb.ca

Terrorism/counter terrorism, modern warfare, intelligence, peacekeeping, special operations, covert action guerilla warfare, psychological warfare, critical infrastructure protection; also history of motorsport in Canada. Editor of *Conflict Studies*.

Wendy Churchill PhD (McMaster) Assistant Professor

wchurchi@unb.ca

Early modern British history, circa 1485-1832; social history, women's history/gender history, and medical history of early modern Britain and its empire.

David Frank PhD (Dalhousie), Professor

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Canadian history, including Canadian history on film, Atlantic Canada, the Canadian left, Canadian labour history. Former editor of *Acadiensis: Journal of the History of the Atlantic Region*. Director of the New Brunswick Labour History Project (www.lhtnb.ca)

Sean Kennedy PhD (York), Associate Professor

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Modern Europe; fascism and the far right; European dictatorships; the Holocaust; modern revolutions; international relations in the 20th century, especially the Cold War; modern French political and intellectual history. Winner of the Faculty of Arts Teaching Award.

Bill Kerr (Dept. of Classics and Ancient History) PhD (Princeton), Associate Professor

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Roman Imperial Politics, Greek and Roman Historiography, 4th-Century BC Greek History, Late Rome and the Byzantine Empire, Ancient Military History, Roman Law. Winner of the Arts Faculty Teaching Award.

Marc Milner PhD (UNB), Professor; University Research Professor (2010-2012); Director of the Milton Gregg Centre for the Study of War and Society

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Canadian military and defense history, history of war, military history, naval history, history of seapower, WWI, WWII, anti-submarine warfare, NB military history.

Erin Morton PhD (Queen's), Assistant Professor

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Visual Culture, visual and material culture as it intersects with Atlantic Canada studies and Native North American studies, 20th and 21st century Canada within the domain of Atlantic Canada studies, regional publics and public folklore in Maritime Canada.

Sasha Mullally PhD (Toronto), Assistant Professor

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Social history of 20th century rural health care in Canada and the US, Canadian public history, women's history in Atlantic Canada, women doctors in rural health care, physician immigration to Canada (1960-1975).

Maria Papaioannou (Dept. of Classics and Ancient History) Ph.D (UBC) Associate Professor , Department of Classics and Ancient

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History, Classical Archaeologist, the Art and Archaeology of Greece and Rome, the eastern Mediterranean, Roman Britain, Egypt, underwater archaeology, archaeological methods and theory (science in archaeology, identification of archaeological sites, excavation methods, etc.)

William Parenteau PhD (UNB), Professor

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Canadian history, history of natural resources, use of natural resources in New Brunswick; environmental history of North America

Gary Waite PhD (Waterloo), Professor (University Research Scholar, 2006-2008); Chair of Department

waite@unb.ca

Teaches Medieval, Renaissance, Reformation, and Early Modern European History; Includes also the history of religious radicalism and its persecution, the inquisition, the history of magic, witchcraft and the devil; and history of relations between Christians, Jews and Muslims in the 16th and 17th centuries.

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Note: Dr. Carla Peck was a teacher in the NB school system before pursuing her doctoral degree at UBC. She is now an Assistant Professor (of social studies) in the Department of Elementary Education, Faculty of Education, at the University of Alberta. She has worked closely with Dr. Peter Seixas on The Historical Thinking project.

Seixas, P. (2006). *Benchmarks of historical thinking: A framework for assessment in Canada*. UBC: Centre for the Study of Historical Consciousness.