



This document represents an updating of the 1997 IRP. This updating has been undertaken for the purpose of

- clarifying the Prescribed Learning Outcomes
- introducing Suggested Achievement Indicators
- addressing content overload

Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section in this IRP for additional information.)

HISTORY 12

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This document has been updated from the 1997 IRP to include Suggested Achievement Indicators, a more clear and succinct set of Prescribed Learning Outcomes, a snapshot of the course's Key Elements, and other minor refinements, while maintaining the original intent and essence of the 1997 curricular content.

Many people contributed their expertise to the History 12 IRP. The Project Manager (2005-2006) was Dr. Adrienne Gnidec of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process, including the teams of educators who developed the 1997 History 12 IRP, and the following individuals who contributed to the 2005-2006 updating of this document:

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement History 12. This document supersedes the *History 12 Integrated Resource Package* (1997).

The information contained in this document is also available on the Internet at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about History 12, including special features and requirements.

Included in this section are

- a rationale for teaching History 12 in BC schools
- information about graduation program requirements
- descriptions of the curriculum organizers – groupings for Prescribed Learning Outcomes that share a common focus
- a suggested timeframe for the course

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

PRESCRIBED LEARNING OUTCOMES

This section contains the Prescribed Learning Outcomes, the legally required content standards for the provincial education system. The learning outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of the course.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Also included in this section are Key Elements – descriptions of content that help determine the intended depth and breadth of the Prescribed Learning Outcomes.

CLASSROOM ASSESSMENT MODEL

This section contains a series of classroom units that address clusters of learning outcomes organized by topic or theme. The units, developed by BC educators, are designed to support classroom assessment. These units are suggestions only – teachers may use or modify the units to assist them as they plan for the implementation of this curriculum.

LEARNING RESOURCES

This section contains general information on learning resources, and provides an Internet link to titles, descriptions, and ordering information for the recommended learning resources in the History 12 Grade Collection.



INTRODUCTION

History 12

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for History 12. The development of the IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes, Suggested Achievement Indicators, and Classroom Assessment Model.

This document represents an updating of the 1997 IRP. This updating has been undertaken for the purpose of

- clarifying the Prescribed Learning Outcomes
- introducing Suggested Achievement Indicators
- addressing content overload
- providing teachers with additional support for classroom-based assessment

Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. (See the Learning Resources section later in this IRP for additional information.)

History 12, in draft form, was available for public review and response from November to December, 2005. Feedback from educators, students, parents, and other educational partners informed the development of this updated IRP.

RATIONALE

The History 12 curriculum is designed to give students a range of experiences and opportunities to develop skills that will prepare them for further study in history and related disciplines. History 12 requires students to conduct historical inquiries, to think through cause-effect relationships, and to reach sound historical interpretations. It requires

students to use historical evidence and fact to analyse and construct arguments, and to be aware of the subjective nature of historical narrative. The study of history trains students to recognize bias, weigh evidence, and evaluate arguments, thus preparing them to make informed, independent judgments.

Comprehending history requires that students develop an understanding of historical perspective, the ability to describe the past on its own terms, and empathy for the experiences and points of view of people of different backgrounds and with different roles in events. The study of the history of the 20th century opens to students events of particular relevance and immediacy in their lives. By examining the choices and decisions of the 20th century, students can evaluate current events and challenges with a deeper awareness of alternatives.

REQUIREMENTS AND GRADUATION CREDITS

History 12 is designated as a four-credit course, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for this course. It is not possible to obtain partial credit for the course.

The course code for History 12 is HI 12. The course is also available in French (Histoire 12; course code HIF 12).

GRADUATION PROGRAM EXAMINATION

History 12 has an optional Graduation Program examination, worth 40% of the final course mark for students who choose to write it. Although students are not required to take this exam to receive credit for the course, they should be advised that some post-secondary institutions require Grade 12 exams to meet entrance requirements, and that writing Grade 12 exams also provides opportunities for provincial scholarships.

For more information, refer to the Ministry of Education examinations web site:

www.bced.gov.bc.ca/exams/

| History 12 | | | | | |
|----------------------|---|---------------------------------|--------------------------------|---------------------------------------|-------------------------------------|
| The Study of History | Conflict and Challenge: The World of 1919 | Promise and Collapse: 1919–1933 | Turmoil and Tragedy: 1933–1945 | Transformation and Tension: 1945–1963 | Progress and Uncertainty: 1963–1991 |

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. The Prescribed Learning Outcomes for History 12 are grouped under six curriculum organizers. These organizers have been identified to help clarify the scope of the course and are not intended to suggest a linear delivery of course material.

The Study of History is an overarching category of outcomes that applies across the curriculum. The remaining five organizers are based on historical periods in the 20th century, each of which reflects the major events, concerns, and developments of that period. These periods represent the continuous evolution of events that transformed the world during the 20th century; no period should be considered as independent from the one preceding or following. Although this chronological organization of the History 12 curriculum may prove useful in planning for instruction, it is not intended to limit or direct teachers.

The Study of History

The learning outcomes in this organizer are a continuation of the skills and processes developed in Social Studies K to 10, Social Studies 11, and Civic Studies 11. Beyond the skills of conducting research, students must, for example, be able to analyse the relevance of historical documents and records, develop interpretations of the documents they select, and demonstrate a sound grasp of the historical chronology and context in which the events took place. They are meant to be applied, where appropriate, throughout the course.

Conflict and Challenge: The World of 1919

This period introduces students to the concepts of nationalism and imperialism, and how the Paris Peace Conferences shaped societies, economies, and politics following World War I.

Promise and Collapse: 1919–1933

In studying this period, students examine the establishment of fascism and communism in Europe and the important influence of economic factors on events, especially in the United States. This period also introduces the growing movement toward national self-determination in Palestine and the Indian sub-continent.

Turmoil and Tragedy: 1933–1945

This period introduces students to the causes of World War II, especially the influence of the Great Depression on the growth of totalitarian regimes, as well as the characteristics of democratic systems. Students also examine a number of major developments of this period, including new weapons technology, the concept of “total war,” and the use of mass communications.

Transformation and Tension: 1945–1963

In studying this period, students explore the far-reaching effects of the Cold War, including the emergence of new economic and political alliances, and the growing strength of independence movements in the colonial territories. Students also examine the struggle for individual rights and the new imperative for international co-operation that accompanied the nuclear age. Significant events of this period include the struggles for new national status in India, Africa, the Middle East, and

Southeast Asia; the spread of communism; and the buildup of confrontation between the two superpowers that culminated in the Cuban Missile Crisis of 1962.

Progress and Uncertainty: 1963-1991

As they study this period, students examine conflicts in Asia and the Middle East and their effects both on domestic events in the USA and USSR and on the international balance of power. Students also explore the rise of popular movements seeking new rights and freedoms. Students examine the ongoing impact of the most significant developments of this period: the ending of the Cold War, the breakup of the USSR, and the resurgence of nationalism.

SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

History 12 requires approximately 90 to 110 hours of instructional time. Although a four-credit course is typically equivalent to 120 hours, this timeframe allows for flexibility to address local needs.



CONSIDERATIONS FOR PROGRAM DELIVERY

History 12

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- confidentiality
- inclusion, equity, and accessibility for all learners
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- debate
- media analysis

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to History 12.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow

students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL CONTEXTS

History 12 includes opportunities for individual teacher and student choice in the selection of topics to meet certain learning outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the learning outcomes, the intent is that these important issues will be addressed by all students. Issues of interest to individual school communities may also be addressed in addition to these prescribed topics.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the History 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

Some of the topics dealt with in studying history may prove sensitive for some students or parents, and may elicit conflicting opinions among particular individuals or in particular communities. It is highly recommended that schools inform parents and guardians about the History 12 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course

- responding to parent and guardian requests to discuss the course, unit plans, and learning resources

At the same time, being aware of experiences, views, or feelings within the community prior to teaching the course will enable teachers to make appropriate decisions about how to address the topic.

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including History 12.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the History 12 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.

- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of History 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the History 12 classroom.

School and district-wide programs and community organizations may support and extend learning in History 12 through the provision of locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to diverse points of view, providing opportunities for discussion and debate, providing a departure point for writing and other activities, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

To help achieve a successful guest speaker activity, consider the following:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure that guest speakers are clear about their purpose, the structure, and the time allotted. The content of the presentation should directly relate to the Prescribed Learning Outcomes. Review any materials speakers may use, especially any handouts, for appropriateness.
- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in History 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
 - photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
 - show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use
- (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
 - show videorecordings at schools that are not cleared for public performance
 - perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
 - copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to www.cmec.ca/copyright/indexe.stm

DEBATE

Formal debate is one of the fundamental activities of democracy and, through various international organizations such as the United Nations, is also a tool for resolution of global problems and issues. Debate provides opportunities for students to integrate knowledge and communication skills, and allows for critical examination of differing viewpoints. Debate can be used at the beginning of a unit of study on a particular topic (to explore students' pre-existing knowledge and attitudes on the issue), and/or at the end of a unit of study (to summarize and represent learning).

Various forms and forums of debate are appropriate in History 12 classes. Examples of relevant debate forms include

- informal classroom debate
- formal debate styles (e.g., Oxford, Lincoln-Douglas, Cross-Examination)
- model parliaments, model UN
- round table discussions
- mock trials
- town hall forums
- online forums

MEDIA ANALYSIS

Much of the information that the public receives about issues and events is received through media messages – in newspapers and magazines, on television and radio, and on the Internet. Analysis of media messages is a valuable component of History 12, and allows students to think critically and independently about issues that affect them.

The following concepts of media education are examples of the ways in which teachers and students can examine a range of media messages relevant to History 12:

- *Purpose:* People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.
- *Values:* Media messages communicate explicit and implicit values.
- *Representation:* Media messages are constructed; they are only representations of real or imaginary worlds.
- *Codes, Conventions, and Characteristics:* Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.
- *Production:* People who understand the media are better able to make purposeful media messages.
- *Interpretation:* Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.
- *Influence of Media on Audience:* Media messages can influence people's attitudes, behaviours, and values.
- *Influence of Audience on Media:* People can influence media institutions and the messages they produce and transmit.
- *Control:* People who control a society's dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.
- *Scope:* Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.



PRESCRIBED LEARNING OUTCOMES

History 12

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

UNDERSTANDING THE PREScribed LEARNING OUTCOMES

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for History 12 are presented by curriculum organizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

Wording of the Prescribed Learning Outcomes

All learning outcomes complete the stem, “It is expected that students will....”

When used in a Prescribed Learning Outcome, the word “**including**” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Table provided in the Classroom Assessment Model. In addition, domains of learning and, particularly, cognitive levels, inform the design and development of the optional Graduation Program examination for this course.

Prescribed Learning Outcomes: History 12

It is expected that students will:

THE STUDY OF HISTORY

- A1 analyse primary and secondary sources (historical evidence) with reference to
 - reliability
 - bias and point of view
 - corroborating and conflicting evidence
- A2 assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors
- A3 demonstrate historical empathy

CONFLICT AND CHALLENGE: THE WORLD OF 1919

- B1 explain the significance of nationalism and imperialism in the world of 1919 with reference to
 - the changed map of Europe and the Middle East
 - the Mandate system
- B2 evaluate the Paris Peace Conference in terms of
 - contributions and positions of participants
 - outcomes

PROMISE AND COLLAPSE: 1919–1933

- C1 compare the basic features of
 - fascism
 - communism
 - democracy
- C2 describe circumstances that led to the rise of the fascists in Italy, including
 - social and economic turmoil
 - Mussolini’s actions and policies
- C3 explain the rise to power of Hitler and National Socialism in Germany, with reference to
 - conditions that generated support for Nazism
 - Hitler’s actions and policies
- C4 evaluate ways in which Lenin and Stalin transformed the USSR, with reference to
 - the Russian revolutions
 - the Russian Civil War
 - the New Economic Policy
 - “socialism in one country”
- C5 describe the relationship between colonial rule and emerging nationalism in Palestine and the Indian subcontinent
- C6 describe social, economic, and political developments in the United States in the 1920s, including
 - prohibition; the changing role of women
 - urbanization, mass production, and consumerism
 - isolationism and laissez-faire policies

Prescribed Learning Outcomes: History 12

TURMOIL AND TRAGEDY: 1933–1945

- D1 assess the causes of and responses to the Great Depression
- D2 evaluate the circumstances and events that led to World War II in Europe and the Asia-Pacific region, including
 - failures of collective security
 - appeasement
 - Japanese imperialism
- D3 explain the significance of key developments in World War II, including
 - military battles and campaigns
 - total war
 - technological advances
- D4 analyse the significance of the Holocaust
- D5 explain how World War II resulted in a realignment of world power

TRANSFORMATION AND TENSION: 1945–1963

- E1 assess critical developments of the Cold War, including
 - division of Germany
 - American policy of containment
 - Soviet sphere of influence
 - Korean War
 - Cuban Missile Crisis
- E2 describe the emergence of China in world affairs
- E3 describe relations between Israel and the Arab world, with reference to
 - territorial changes
 - Arab nationalism
 - Suez Crisis
- E4 explain the role of nationalism in the post-1945 decolonization of India and Indochina
- E5 explain key developments in the struggle for human rights in South Africa and the United States

PROGRESS AND UNCERTAINTY: 1963–1991

- F1 explain the significance of conflicts in Vietnam and the Middle East
- F2 analyse changes in Chinese communism, with reference to
 - the Cultural Revolution
 - the changing relationship with the West
 - Deng Xiaoping’s policies
- F3 analyse the late stages of the Cold War with reference to
 - the US/USSR relationship
 - the decline of communism in Eastern Europe
 - the dissolution of the Soviet Union



STUDENT ACHIEVEMENT

History 12

This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome. Also included in this section are Key Elements – descriptions of content that help determine the intended depth and breadth of Prescribed Learning Outcomes.

UNDERSTANDING THE KEY ELEMENTS

Key Elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the Prescribed Learning Outcomes.

UNDERSTANDING THE ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome. The achievement indicators are arranged by curriculum organizer; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, debate, poster, letter, or model; a particular skill demonstrated such as questioning).

Achievement indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Achievement indicators may be useful to provincial examination development teams and inform the development of exam items. However, examination questions, item formats, exemplars, rubrics, or scoring guides will not necessarily be limited to the achievement indicators as outlined in the Integrated Resource Packages.

Specifications for provincial examinations are available online at www.bced.gov.bc.ca/exams/specs/

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction to support student achievement.

- Assessment **for** learning is assessment for the purpose of greater learning achievement.
- Assessment **as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment **of** learning is assessment for the purpose of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards. The large-scale provincial assessment for History 12 is the optional Graduation Program examination, worth 40% of the final course mark for students who choose to write it.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at www.wncp.ca/

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

| Assessment <i>for</i> Learning | Assessment <i>as</i> Learning | Assessment <i>of</i> Learning |
|--|---|---|
| <p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment | <p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings | <p>Summative assessment occurs at end of year or at key stages</p> <ul style="list-style-type: none"> • teacher assessment • may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards |

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- | | |
|----------------|--|
| Step 1 | Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment. |
| Step 2 | Establish criteria. When appropriate, involve students in establishing criteria. |
| Step 3 | Plan learning activities that will help students gain the knowledge, skills, and attitudes outlined in the criteria. |
| Step 4 | Prior to the learning activity, inform students of the criteria against which their work will be evaluated. |
| Step 5 | Provide examples of the desired levels of performance. |
| Step 6 | Conduct the learning activities. |
| Step 7 | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| Step 8 | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria. |
| Step 9 | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met. |
| Step 10 | Communicate the results of the assessment and evaluation to students and parents/guardians. |

Key Elements: History 12

| | |
|--|---|
| <p>The Study of History</p> <ul style="list-style-type: none"> • research, using print, non-print, and electronic resources • primary and secondary sources (historical evidence) • using and analysing maps and illustrations • reliability of evidence • bias and point of view • corroborating and conflicting evidence • cause and effect • logical argument and supporting a thesis • formulating and responding to questions • historical empathy | <p>Conflict and Challenge: The World of 1919</p> <ul style="list-style-type: none"> • creation of successor states • reallocation of territories • significance of nationalism and imperialism • Paris Peace Conference (participants and outcomes) • Paris peace treaties • Mandate system |
| <p>Promise and Collapse: 1919–1933</p> <ul style="list-style-type: none"> • conditions that led to the rise of Mussolini and fascism • key events and methods that solidified Mussolini's power • factors that led to the rise of Hitler and the Nazis • key features of Nazism • key events and methods that allowed Hitler to establish a dictatorship • events associated with the Russian revolutions (revolutions in March and November 1917, Russian Civil War, Treaty of Brest-Litovsk) • key events and methods that allowed Stalin to gain and maintain control • Stalin's policies • responses to colonialism in Palestine and the Indian subcontinent • key social and economic developments in the United States during the 1920s • America's policy of isolationism | <p>Turmoil and Tragedy: 1933–1945</p> <ul style="list-style-type: none"> • conditions that led to the Great Depression • responses to the Great Depression • fascism, communism, and democracy • economic policies and distribution of wealth • failures to achieve collective security during the pre-war period • appeasement • Japanese imperialism in the Asia-Pacific region • military events in Europe, North Africa, and in the Asia-Pacific • total war and its impact • significance of technology developed prior to and during World War II • Nazi implementation of racial policies • the Holocaust • Allied war-time conferences • post-war realignment of world power |
| <p>Transformation and Tension: 1945–1963</p> <ul style="list-style-type: none"> • superpower competition (Cold War) • division of Germany • Soviet sphere of influence and American policy of containment • key events of the Cold War (Korean War, U2 incident, Cuban Missile Crisis) • emergence of the People's Republic of China • changing relationship between China and the USSR and the United States • territorial changes in the Middle East • Arab nationalism • Suez Crisis • independence movement and partition of the Indian subcontinent • partition of Vietnam • human rights in South Africa • civil rights in the United States | <p>Progress and Uncertainty: 1963–1991</p> <ul style="list-style-type: none"> • Vietnam War • conflicts in the Middle East (Six-Day War, Yom Kippur War, Iranian Revolution, First Gulf War) • Soviet involvement in Afghanistan and US involvement in Vietnam • China's changing relationship with the West • the Cultural Revolution • China under Deng Xiaoping • détente • decline of communism in Eastern Europe • dissolution of the Soviet Union |

THE STUDY OF HISTORY

In relation to the organizer, it is expected that students will demonstrate the skills and processes needed in History 12, including historical empathy, research skills, and the ability to read, think, and write critically about historical events.

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| A1 analyse primary and secondary sources (historical evidence) with reference to <ul style="list-style-type: none"> – reliability – bias and point of view – corroborating and conflicting evidence | <ul style="list-style-type: none"> <input type="checkbox"/> determine reliability of primary and secondary sources, considering <ul style="list-style-type: none"> – bias and point of view – context (e.g., information on the author, audience, situation, date) – language (e.g., use of emotional rhetoric) – supporting details and arguments <input type="checkbox"/> conduct research using a range of print, non-print, and electronic resources <input type="checkbox"/> use and analyse maps and illustrations |
| A2 assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors | <ul style="list-style-type: none"> <input type="checkbox"/> formulate and respond to questions about events from 1919 to 1991 using relevant examples <input type="checkbox"/> relate historical events or developments to one or more of the following themes or factors: <ul style="list-style-type: none"> – social change – political events – economic developments – technological progress – ideologies – geography <input type="checkbox"/> identify, develop, and present logical arguments to support a thesis (draw conclusions) <input type="checkbox"/> relate multiple causes and effects to a range of historical events and assess the relative importance of each |
| A3 demonstrate historical empathy | <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate the ability to understand the motives, intentions, hopes, and fears of people in other times and situations (e.g., peace conference role play, journal writing from the point of view of an individual during the Great Depression) <input type="checkbox"/> express a point of view of an historical person |

CONFLICT AND CHALLENGE: THE WORLD OF 1919

In relation to the organizer, it is expected that students will explain, with reference to imperialism and nationalism, how the Paris peace conferences shaped societies, economies, and politics in the post-war world.

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| B1 explain the significance of nationalism and imperialism in the world of 1919 with reference to <ul style="list-style-type: none"> – the changed map of Europe and the Middle East – the Mandate system | <ul style="list-style-type: none"> <input type="checkbox"/> define <i>nationalism</i> and <i>imperialism</i> <input type="checkbox"/> identify new nations on a map of Europe <input type="checkbox"/> identify mandates in the Middle East <input type="checkbox"/> relate nationalism to <ul style="list-style-type: none"> – the establishment of successor states – reallocation of territories (e.g., Polish Corridor, Alsace Lorraine, Germany's loss of territory) <input type="checkbox"/> describe changes in the nature of imperialism (e.g., the Mandate system) |
| B2 evaluate the Paris Peace Conference in terms of <ul style="list-style-type: none"> – contributions and positions of participants – outcomes | <ul style="list-style-type: none"> <input type="checkbox"/> identify the key participants (e.g., Lloyd George, Wilson, Clémenceau, Orlando) in the Paris Peace Conference and explain their positions <input type="checkbox"/> summarize the terms of the Paris peace treaties (e.g., Treaty of Versailles) with reference to <ul style="list-style-type: none"> – the status of Germany and Austria (Anschluss) – demilitarization – war guilt and reparations – League of Nations – self-determination <input type="checkbox"/> formulate and defend a position on the outcomes of the Paris Peace Conference |

PROMISE AND COLLAPSE: 1919–1933

In relation to the organizer, it is expected that students will explain developments in the US in the 1920s, the rise of fascism and communism in Europe, and the relationship between colonialism and emerging nationalism in India and the Middle East.

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| C1 compare the basic features of <ul style="list-style-type: none"> – fascism – communism – democracy | <input type="checkbox"/> define <i>totalitarianism</i> and <i>democracy</i> <input type="checkbox"/> compare fascism, communism, and democracy, with reference to <ul style="list-style-type: none"> – basic freedoms and the role of the individual – power of the state – economic policies and distribution of wealth |
| C2 describe circumstances that led to the rise of the fascists in Italy, including <ul style="list-style-type: none"> – social and economic turmoil – Mussolini's actions and policies | <input type="checkbox"/> define <i>fascism</i> <input type="checkbox"/> identify conditions that led to the rise of Mussolini and fascism, including <ul style="list-style-type: none"> – economic depression – class division and labour strife – anger over the Paris peace treaties – unstable governments <input type="checkbox"/> describe key events and methods that solidified Mussolini's power (e.g., Black Shirts, March on Rome, OVRA, Acerbo Act, Lateran Agreements) |
| C3 explain the rise to power of Hitler and National Socialism in Germany, with reference to <ul style="list-style-type: none"> – conditions that generated support for Nazism – Hitler's actions and policies | <input type="checkbox"/> describe factors that led to the rise of Hitler and the Nazis, including <ul style="list-style-type: none"> – weaknesses of the Weimar Republic (e.g., series of minority and coalition governments, war guilt) – occupation of the Ruhr and hyper-inflation – Munich Putsch – optimism of the Stresemann era ended by the Great Depression <input type="checkbox"/> identify key features of Nazism (e.g., racial policies, anti-communism, aggressive nationalism, <i>lebensraum</i> , undoing the terms of Versailles, autarky, propaganda) <input type="checkbox"/> describe key events and methods that allowed Hitler to establish a dictatorship (e.g., Hitler Youth, Reichstag fire, Gestapo, <i>Enabling Act</i> , Night of the Long Knives, oath of army loyalty, becomes <i>Fuehrer</i>) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p>C4 evaluate ways in which Lenin and Stalin transformed the USSR, with reference to</p> <ul style="list-style-type: none"> – the Russian revolutions – the Russian Civil War – the New Economic Policy – “socialism in one country” | <ul style="list-style-type: none"> <input type="checkbox"/> define <i>communism</i> <input type="checkbox"/> summarize events associated with the Russian revolutions, including <ul style="list-style-type: none"> – March Revolution – failure of provisional government – “peace, bread, land” – November Revolution – Constituent Assembly of 1918 – Treaty of Brest-Litovsk – Russian Civil War and War Communism – Comintern <input type="checkbox"/> describe key events and methods that allowed Stalin to gain and maintain control, including <ul style="list-style-type: none"> – effects of Lenin’s New Economic Policy (NEP) – power struggle with Trotsky – secret police (e.g., NKVD) – purges and show trials – cult of personality <input type="checkbox"/> explain how Stalin used “socialism in one country” to change the USSR by <ul style="list-style-type: none"> – introducing collectivization (e.g., elimination of Kulaks) – implementing Five Year Plans |
| <p>C5 describe the relationship between colonial rule and emerging nationalism in Palestine and the Indian subcontinent</p> | <ul style="list-style-type: none"> <input type="checkbox"/> define <i>colonial rule</i> <input type="checkbox"/> describe responses to colonialism in Palestine and the Indian subcontinent, including <ul style="list-style-type: none"> – Hindu and Muslim nationalism – Gandhi’s civil disobedience campaign – Zionism |
| <p>C6 describe social, economic, and political developments in the United States in the 1920s, including</p> <ul style="list-style-type: none"> – prohibition; the changing role of women – urbanization, mass production, and consumerism – isolationism and laissez-faire policies | <ul style="list-style-type: none"> <input type="checkbox"/> define <i>isolationism</i>, <i>laissez-faire</i>, and <i>capitalism</i> <input type="checkbox"/> identify key social and economic developments in the United States during the 1920s, including <ul style="list-style-type: none"> – prohibition – changing role of women – urbanization – mass production (e.g., automobile assembly line) – consumerism – laissez-faire policies <input type="checkbox"/> describe America’s policy of isolationism with reference to <ul style="list-style-type: none"> – Dawes and Young Plans – Washington Naval Agreements – tariffs (e.g., Fordney-McCumber, Hawley-Smoot) – immigration acts |

TURMOIL AND TRAGEDY: 1933–1945

In relation to the organizer, it is expected that students will assess the causes, major developments, and outcomes of the Great Depression and World War II, and evaluate the significance of the Holocaust.

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| D1 assess the causes of and responses to the Great Depression | <ul style="list-style-type: none"> <input type="checkbox"/> identify a range of conditions that led to the Great Depression, such as <ul style="list-style-type: none"> – over-production – stock market speculation and collapse – buying on margin – unregulated banking practices – tariffs <input type="checkbox"/> compare responses to the Great Depression in <ul style="list-style-type: none"> – Japan (e.g., imperialism) – Germany (e.g., support for extremist political parties; re-armament) – United States (e.g., Herbert Hoover, Franklin Delano Roosevelt's New Deal) |
| D2 evaluate the circumstances and events that led to World War II in Europe and the Asia-Pacific region, including <ul style="list-style-type: none"> – failures of collective security – appeasement – Japanese imperialism | <ul style="list-style-type: none"> <input type="checkbox"/> describe the failures to achieve collective security during the pre-war period, with reference to <ul style="list-style-type: none"> – League of Nations – Locarno Pact – Kellogg-Briand Pact – Stresa Front, Rome-Berlin Axis, and the Anglo-German naval agreement – invasion of Manchuria – Italian invasion of Abyssinia (Ethiopia) <input type="checkbox"/> explain how the failures to achieve collective security relate to WWII <input type="checkbox"/> evaluate appeasement, with reference to <ul style="list-style-type: none"> – German rearmament and remilitarization of the Rhineland – the Spanish Civil War – <i>Anschluss</i> – the Munich Crisis and Czechoslovakia – the Nazi-Soviet Non-Aggression Pact – the invasion of Poland <input type="checkbox"/> describe the growth of Japanese imperialism in the Asia-Pacific region with reference to <ul style="list-style-type: none"> – the Greater East Asia Co-Prosperity Sphere – increasing tension between US and Japan (e.g., oil embargo and freezing assets) |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p>D3 explain the significance of key developments in World War II, including</p> <ul style="list-style-type: none"> – military battles and campaigns – total war – technological advances | <ul style="list-style-type: none"> □ explain the importance of the following military events: <ul style="list-style-type: none"> – in Europe and North Africa (e.g., Dunkirk and the fall of France, Battle of Britain, Battle of the Atlantic, El Alamein, Barbarossa, Stalingrad, Normandy landings) – in the Asia-Pacific region (e.g., invasion of mainland China, Pearl Harbor, Battle of Midway, bombing of Hiroshima and Nagasaki) □ define <i>total war</i> and describe its impact with reference to <ul style="list-style-type: none"> – civilian casualties (e.g., Rape of Nanking, the Blitz in London, bombing of Dresden and Tokyo) – the home front (e.g., mobilization of human and industrial resources, role of women, conditions in occupied countries, propaganda and mass communications) □ relate military strategies used in World War II to advances in technology (e.g., Blitzkrieg, radar, rockets, Manhattan Project, Enigma, air power, aircraft carriers) |
| <p>D4 analyse the significance of the Holocaust</p> | <ul style="list-style-type: none"> □ describe how the Nazis systematically implemented their anti-Semitic policies, with reference to <ul style="list-style-type: none"> – Nuremberg Laws – <i>Kristallnacht</i> – ghettos – concentration camps – Wannsee Conference and Final Solution – death camps □ identify other groups targeted by the Nazis (e.g., political opponents, Romany, homosexuals) □ explain the extent to which the Holocaust gave rise to the following: <ul style="list-style-type: none"> – Nuremberg Trials and war crimes – <i>Universal Declaration of Human Rights</i> – establishment of Israel |
| <p>D5 explain how World War II resulted in a realignment of world power</p> | <ul style="list-style-type: none"> □ explain the impact of Allied war-time conferences, including <ul style="list-style-type: none"> – Atlantic Charter – Tehran – Yalta – Potsdam □ describe the realignment of world power (e.g., emergence of superpowers, acceleration of decolonization, establishment of the United Nations and the Security Council) |

TRANSFORMATION AND TENSION: 1945–1963

In relation to the organizer, it is expected that students will explain the changes and challenges of the post-World War II era, with emphasis on the development of the Cold War and on the struggles associated with nationalism, decolonization, and the assertion of collective rights.

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i> <i>Students who have fully met the Prescribed Learning Outcome are able to:</i> |
| E1 assess critical developments of the Cold War, including <ul style="list-style-type: none"> – division of Germany – American policy of containment – Soviet sphere of influence – Korean War – Cuban Missile Crisis | <input type="checkbox"/> define <i>Cold War</i> and <i>Iron Curtain</i> <input type="checkbox"/> identify on a map of Europe countries on either side of the Iron Curtain <input type="checkbox"/> identify and describe various forms of superpower competition (e.g., nuclear arms race, space race, spheres of influence) <input type="checkbox"/> explain the impact of the following developments: <ul style="list-style-type: none"> – division of Germany (e.g., Berlin Blockade, Berlin Wall) – American policy of containment (e.g., NATO, Marshall Plan, Truman Doctrine, domino theory, McCarthyism) – Soviet sphere of influence (e.g., Warsaw Pact, Comecon, Poland and Hungary, Yugoslavia) – Korean War – U2 incident – Cuban Missile Crisis (e.g., Bay of Pigs, brinkmanship, quarantine, hot line, partial Test-Ban Treaty) |
| E2 describe the emergence of China in world affairs | <input type="checkbox"/> identify and describe key people and events in the emergence of the People's Republic of China, including <ul style="list-style-type: none"> – Nationalists to Taiwan (e.g., Chiang Kai-Shek) – leadership of Mao Zedong – Great Leap Forward – 100 Flowers Campaign <input type="checkbox"/> describe the changing relationship between China and <ul style="list-style-type: none"> – USSR (e.g., Sino-Soviet split) – United States (e.g., Korean War, Chinese development of the atomic bomb, recognition of Taiwan) |
| E3 describe relations between Israel and the Arab world, with reference to <ul style="list-style-type: none"> – territorial changes – Arab nationalism – Suez Crisis | <input type="checkbox"/> describe territorial changes in the Middle East associated with <ul style="list-style-type: none"> – the establishment of Israel in 1948 – the first Arab-Israeli War <input type="checkbox"/> describe the development of Arab nationalism (e.g., the Arab League, Nasser) <input type="checkbox"/> summarize the Suez Crisis with reference to international involvement (e.g., role of Britain, France, USA, USSR, Canada) |
| E4 explain the role of nationalism in the post-1945 decolonization of India and Indochina | <input type="checkbox"/> describe the independence movement and the partition of the Indian subcontinent <input type="checkbox"/> explain the significance of Dien Bien Phu and the Geneva Agreement |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p>E5 explain key developments in the struggle for human rights in South Africa and the United States</p> | <ul style="list-style-type: none"> <input type="checkbox"/> describe the system of <i>apartheid</i> <input type="checkbox"/> explain the significance of key people and events associated with the struggle for human rights in South Africa, including <ul style="list-style-type: none"> – African National Congress (ANC) – Sharpeville/Soweto – Nelson Mandela – F.W. deKlerk – role of international pressure <input type="checkbox"/> define <i>civil rights</i> <input type="checkbox"/> explain the significance of key people and events associated with the struggle for civil rights in the United States, including <ul style="list-style-type: none"> – school desegregation (e.g., Brown vs. Board of Education; integration in Little Rock, Arkansas) – Rosa Parks (Montgomery bus boycott) – Martin Luther King – Malcolm X – <i>Civil Rights Act</i> of 1964 |

PROGRESS AND UNCERTAINTY: 1963–1991

In relation to the organizer, it is expected that students will analyse conflicts in Vietnam and the Middle East, changes in China under Mao Zedong and Deng Xiaoping, and the collapse of communism in Eastern Europe and the USSR.

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|--|
| <i>It is expected that students will:</i> | <p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p> |
| F1 explain the significance of conflicts in Vietnam and the Middle East | <input type="checkbox"/> explain the importance of key events and people associated with the Vietnam War, including <ul style="list-style-type: none"> – Gulf of Tonkin and escalation (Johnson) – Tet Offensive, Viet Cong, and guerrilla warfare (Ho Chi Minh) – Vietnamization (Nixon) – counter culture and protest movement – My Lai <input type="checkbox"/> explain the importance of key events and people associated with conflicts in the Middle East, including <ul style="list-style-type: none"> – Six-Day War – Yom Kippur War and the OPEC oil embargo – PLO (Arafat) – Camp David (Carter, Begin, Sadat) – Iranian Revolution – First Gulf War, 1990-91 <input type="checkbox"/> compare Soviet involvement in Afghanistan to US involvement in Vietnam |
| F2 analyse changes in Chinese communism, with reference to <ul style="list-style-type: none"> – the Cultural Revolution – the changing relationship with the West – Deng Xiaoping's policies | <input type="checkbox"/> analyse the causes and consequences of the Cultural Revolution <input type="checkbox"/> describe China's changing relationship with the West in terms of <ul style="list-style-type: none"> – Nixon's visit (normalization) – China's permanent seat on the Security Council <input type="checkbox"/> explain political, economic, and social developments in China under Deng Xiaoping, including <ul style="list-style-type: none"> – the one-child policy – special economic zones – Tiananmen Square |

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|--|
| <p>F3 analyse the late stages of the Cold War with reference to</p> <ul style="list-style-type: none"> – the US/USSR relationship – the decline of communism in Eastern Europe – the dissolution of the Soviet Union | <ul style="list-style-type: none"> <input type="checkbox"/> describe the relationship between the US and the USSR in terms of <ul style="list-style-type: none"> – détente (1970s) – Nuclear Non-Proliferation Treaty – SALT I – Helsinki Accords – SALT II – renewed arms race and Strategic Defense Initiative (SDI) <input type="checkbox"/> create a timeline of events associated with the decline of communism in Eastern Europe, including <ul style="list-style-type: none"> – Prague Spring and the Brezhnev Doctrine – Solidarity and Lech Walesa – fall of communism in Hungary, Czechoslovakia, Romania – dismantling of the Berlin Wall – dissolution of Yugoslavia <input type="checkbox"/> analyse the dissolution of the Soviet Union, with reference to <ul style="list-style-type: none"> – economic conditions in the USSR and the US – role of mass media – ethnic nationalism – leadership (Reagan, Gorbachev) – <i>glasnost</i> and <i>perestroika</i> |



CLASSROOM ASSESSMENT MODEL

History 12

The Classroom Assessment Model outlines a series of assessment units for History 12.

These units have not been structured according to the curriculum organizers for this course, but rather in a way that balances respect for chronology (and the curriculum organizers) with a need to clarify the continuity of major topics within the course and to facilitate instruction:

- The World of 1919: Nationalism and Imperialism
- The World of 1919: The Paris Peace Conference
- The U.S. in the 1920s
- The Rise of Totalitarian Regimes
- Nationalism vs. Colonialism
- The Great Depression
- The Road to War
- World War II
- The Holocaust
- The Seeds of a New World Order
- The Cold War: 1945–1963
- A Look at Decolonization: 1945–1963
- The Human Rights Issue: 1945–1963
- China: 1945–1991
- The Limits of Superpower Influence
- The End of the Cold War
- Tension and Conflict in the Middle East: 1945–1991

UNDERSTANDING THE CLASSROOM ASSESSMENT MODEL

This organization is not intended to prescribe a particular means of course delivery. Teachers are encouraged to reorder the learning outcomes and to adapt, modify, combine, and organize the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable. (See the Learning Resources section later in this IRP for information about the recommended learning resources for this course.)

In particular, it should be noted that this Classroom Assessment Model recognizes the special significance of the learning outcomes and achievement indicators associated with the curriculum organizer, The Study of History. To give teachers some assistance in addressing them, each learning

outcome from this organizer (and its corresponding achievement indicators) has been specifically cited and supported in relation to one particular unit. At the same time, teachers are encouraged to integrate instruction and assessment related to these learning outcomes throughout the course and address them (repeatedly, if desired) in whatever units they choose.

Classroom Assessment and Evaluation in History 12

Teachers should consider using a variety of assessment techniques to assess students' abilities to meet the Prescribed Learning Outcomes. In addition to grading of students' written output (e.g., essays, tests), tools and techniques for assessment in History 12 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- video (to record and critique student demonstration)
- written tests, oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences

Assessment in History 12 can also occur while students are engaged in, and based on the product of, activities such as

- case studies and simulations
- group and class discussions
- brainstorming, clusters, webs
- research projects
- role plays
- charts and graphs
- posters, collages, models, web sites
- oral and multimedia presentations
- peer teaching

For more information about student assessment, refer to the section on Student Achievement.

CONTENTS OF THE MODEL

Assessment Overview Table

The Assessment Overview Table provides teachers with suggestions and guidelines for assessment of each aspect of the curriculum. This table identifies the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested weight for grading for each curriculum organizer.

Prescribed Learning Outcomes and Suggested Achievement Indicators

Each set of Prescribed Learning Outcomes identifies the content standards for that unit. The corresponding achievement indicators provide additional information about the expected level or degree of student performance and can be used as the basis for assessment.

Suggested Assessment Activities

Assessment activities have been included for each set of Prescribed Learning Outcomes and corresponding achievement indicators. Each assessment activity consists of two parts:

- Planning for Assessment – outlines the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies – describes the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators.

These activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the Prescribed Learning Outcomes.

Assessment Instruments

Sample assessment instruments have been included at the end of the Classroom Assessment Model, and are provided to help teachers determine the extent to which students are meeting the Prescribed Learning Outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the unit.



CLASSROOM ASSESSMENT UNITS

History 12

HISTORY 12: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative classroom-based assessment and grading.

| Curriculum Organizers | Suggested Assessment Activities | Suggested Weight for Grading | Suggested Teaching Time | Number of Outcomes | Number of Outcomes by Domain* | | |
|---|--|------------------------------|-------------------------|--------------------|-------------------------------|-----|-----|
| | | | | | K | U&A | HMP |
| THE STUDY OF HISTORY | <ul style="list-style-type: none"> issue inquiry (key inquiry) group work document analysis and critique research, presentation reportage media analysis map creation and analysis field study timeline T-chart case study role drama (POV rendering) simulation journal written test guest speaker data compilation and analysis summary debate (formal, informal) imaginative reconstruction | 20% | integrated throughout | 3 | 0 | 0 | 3 |
| CONFLICT AND CHALLENGE: THE WORLD OF 1919 | | 10% | 10% | 2 | 0 | 1 | 1 |
| PROMISE AND COLLAPSE: 1919–1933 | | 18% | 23% | 6 | 3 | 2 | 1 |
| TURMOIL AND TRAGEDY: 1933–1945 | | 12% | 17% | 5 | 0 | 2 | 3 |
| TRANSFORMATION AND TENSION: 1945–1963 | | 20% | 25% | 5 | 2 | 2 | 1 |
| PROGRESS AND UNCERTAINTY: 1963–1991 | | 20% | 25% | 3 | 0 | 0 | 3 |
| TOTALS | | 100% | 100% | 24 | 5 | 7 | 12 |

*The following abbreviations are used to represent the three levels within the cognitive domain:

K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

THE WORLD OF 1919: NATIONALISM AND IMPERIALISM

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- B1 explain the significance of nationalism and imperialism in the world of 1919 with reference to
- the changed map of Europe and the Middle East
 - the Mandate system

| Planning for Assessment | Assessment Strategies | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------------------------------|--------------------------------------|--------------------------------------|-----------------|--|--|--|-----------------|--|--|--|-------------------------|--|--|--|-------------|--|--|--|--|
| <ul style="list-style-type: none">Ask students to use a dictionary to define nationalism and imperialism. Discuss how these concepts affect modern life (i.e., pride in Canada, war in Iraq). Extend this discussion to include specific examples of nationalism and imperialism (e.g., Alsace-Lorraine, Balkan nationalism, European nationalism). | <ul style="list-style-type: none">Introductory activity – no assessment is required. | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none">Describe examples to students of how nationalism and imperialism had an effect on the redrawing of the map of Europe and the Middle East after 1919. Give students two blank maps, one of Europe and the Middle East in 1914 and another for 1919. Divide students into a number of groups to research the changes to the map of Europe as a result of World War I. Then ask students to complete a map analysis chart such as the following: <table border="1"><thead><tr><th>Region</th><th>Changes in the Map</th><th>Effects of Nationalism in the Region</th><th>Effects of Imperialism in the Region</th></tr></thead><tbody><tr><td>Polish Corridor</td><td></td><td></td><td></td></tr><tr><td>Alsace-Lorraine</td><td></td><td></td><td></td></tr><tr><td>Austro-Hungarian Empire</td><td></td><td></td><td></td></tr><tr><td>Middle East</td><td></td><td></td><td></td></tr></tbody></table> | Region | Changes in the Map | Effects of Nationalism in the Region | Effects of Imperialism in the Region | Polish Corridor | | | | Alsace-Lorraine | | | | Austro-Hungarian Empire | | | | Middle East | | | | <ul style="list-style-type: none">Assess student map analysis charts, ensuring that they have completed all the sections with appropriate information. Students should identify, with respect to all four focus areas:<ul style="list-style-type: none">all changes in the mapa range of effects of nationalisma range of effects of imperialism |
| Region | Changes in the Map | Effects of Nationalism in the Region | Effects of Imperialism in the Region | | | | | | | | | | | | | | | | | | |
| Polish Corridor | | | | | | | | | | | | | | | | | | | | | |
| Alsace-Lorraine | | | | | | | | | | | | | | | | | | | | | |
| Austro-Hungarian Empire | | | | | | | | | | | | | | | | | | | | | |
| Middle East | | | | | | | | | | | | | | | | | | | | | |

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The World of 1919: Nationalism and Imperialism (continued)

| Planning for Assessment | Assessment Strategies |
|---|---|
| <ul style="list-style-type: none"> Explain to students the mandate system, including <ul style="list-style-type: none"> the three types of mandate and examples of each how mandates were different from the old imperialism how the mandates differed from successor states <p>Then ask students to write an essay, addressing the topic: “Describe how changes in imperialism affected Europe and the Middle East after 1919.”</p> | <ul style="list-style-type: none"> When assessing student essays, ensure that papers include <ul style="list-style-type: none"> differences between pre- and post-1919 imperialism provide specific examples of the mandate system (e.g., German and Turkish losses, English and French gains) <p>Detailed evaluation of student essays can be made using the Written Response and Essay Scoring Guide supplied at the end of the Classroom Model section.</p> |

THE WORLD OF 1919: THE PARIS PEACE CONFERENCE

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- B2 evaluate the Paris Peace Conference in terms of
- contributions and positions of participants
 - outcomes
- A3 demonstrate historical empathy

| Planning for Assessment | Assessment Strategies |
|--|---|
| <ul style="list-style-type: none"> Arrange students in groups of four, in which each student represents one of the key participants in the Paris Peace Conference (i.e., Britain, France, Italy, United States). Have groups prepare for and then conduct a mock peace conference, using the Paris Peace Treaty Assignment Guide included with this unit. Monitor the actual mock conference discussions to ensure that all students have equal opportunities to present their position, comment on the presentations of others, and agree with the others on a treaty that best reflects the point of view they are representing (given a deadline). Each group is to prepare a treaty and briefly present it to the rest of the class. When they have finished presenting their treaties, introduce the actual terms of the Paris peace treaties, and conduct a class discussion focussed on comparing students' own treaties with the actual treaties. | <ul style="list-style-type: none"> Assess students' participation in the work of their group using a group self-assessment process. Combine the results of this assessment with an assessment of the group's presentations, using the Group Presentation Assessment Sheet supplied at the end of the Classroom Model section. During class examination of the terms of the actual treaty, challenge students by asking "What possible consequences (problems) might arise from this provision in the treaty?" Look for insight into which terms could lead to conflicts in the future. |
| <ul style="list-style-type: none"> Ask students to write an essay on the outcome of the Paris Peace Conference. Student essays should answer the question: "To what extent did the Paris Peace Conferences meet the goals of France?" (This question can be modified to include any one of the four countries involved.) | <ul style="list-style-type: none"> Assess student essays to ensure that they have addressed the following: <ul style="list-style-type: none"> – Anschluss – demilitarization – war guilt and reparations – League of Nations – self-determination <p>Detailed evaluation of student essays can be made using the Written Response and Essay Scoring Guide supplied at the end of the Classroom Model section.</p> |

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PARIS PEACE TREATY ASSIGNMENT GUIDE

You are either Lloyd George, Clemenceau, Wilson, or Orlando meeting in the great halls of the Palace of Versailles to decide on a peace treaty. There are several situations you need to deal with, including the extent to which Germany should be held responsible for the problems caused by the war and what to do with territory surrounding Germany.

To help you make these decisions, you will need to work as a group. Answer the first set of questions below based on building a treaty that will ensure peace in the future. Then, examine the map and develop a fair division of Europe based on the principles of peace and self-determination. Your task is to answer the questions in a way that you believe will lead to a lasting peace in Europe. Remember, World War I was supposed to be “the war to end all wars.”

Problems

1. What will you do with the German emperor (Kaiser Wilhelm I), who fled to Holland just as the war ended? Should you simply leave him there or ask Holland to return him for war crimes? Why?
2. Who should be blamed for starting the war? Germany? Austria? Russia? Why?
3. Who should pay for the war? How much should they pay?
4. What should happen to Germany's armed forces? Should Germany be forced to reduce its army, navy, and air force? If so, by how much? Remember, Germany must be allowed to keep a force capable of defending itself if attacked, but not large enough to launch an attack on Europe.

Map Questions

1. Look at the provinces of Alsace and Lorraine; they belonged to France before the war of 1870–71 when Germany took them as part of her “spoils of war.” Should they remain German or be turned over to France? Should the people of this region vote on this (hold a plebiscite)?
2. A new nation has been created to the east of Germany: Poland. However, Poland needs access to the sea. There is an area called the Polish Corridor. Should this area be turned over to Poland? After all, most of the people who live there are German. But without it, the new nation of Poland cannot hope to thrive.
3. Should East Prussia remain a part of Germany or should it become independent? If the Polish Corridor is handed over to Poland, what assurances are there that the German people in East Prussia can travel freely to and from Germany?
4. The Rhineland lies within Germany's borders. France would like to see this area turned over to her as compensation for the war damages inflicted by Germany. This would probably spark another war. What solutions can you come up with to keep Germany from launching an army or a series of air strikes against France?
5. Most of the fighting during the war took place in northern France. As a result, France's industries based in that region were destroyed. As well, the main fuel of the time was coal, and French coal fields were also destroyed. Germany has a coal producing region in the Saar. Should Germany turn the Saar over to France? Why or why not?

Remember, there are no wrong answers. You can only lose points if you do not defend your decisions well.

THE U.S. IN THE 1920s

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- C6 describe social, economic, and political developments in the United States in the 1920s, including
- prohibition; the changing role of women
 - urbanization, mass production, and consumerism
 - isolationism and laissez-faire policies
- A2 assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors

| Planning for Assessment | Assessment Strategies |
|---|--|
| <ul style="list-style-type: none"> Explain to students that in this unit they will be studying various nations during the period of the 1920s from a variety of perspectives, including <ul style="list-style-type: none"> form of government society and social policies economics international involvement <p>The first country to be examined is the United States between the period of 1919–1933. Throughout the unit, students should be assigned historical readings on the topics of study. To begin, have students in pairs brainstorm the features of the USA in 1919 as a review.</p> | <ul style="list-style-type: none"> Follow up on the brainstorming session by reviewing suggested items and encouraging students as a group to analyse the validity or likely importance of each. Consider the extent to which students emphasize points such as the following: <ul style="list-style-type: none"> did not join the League of Nations had emerged as the dominant nation in terms of world finances (e.g., New York as the new financial capital) had developed industrially as a result of war production had temporarily incorporated large numbers of women into the wartime workforce |

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The U.S. in the 1920s (continued)

| Planning for Assessment | Assessment Strategies |
|--|---|
| <ul style="list-style-type: none"> Conduct a mini-lecture on the United States in the 1920s with respect to <ul style="list-style-type: none"> the role and type of government society and social policies economics international involvement <p>Students can record key features of the lecture under the topics listed. The lecture should include the following:</p> <ul style="list-style-type: none"> role and type of government – laissez-faire economics, democracy, Republican leadership society and social policies – consumerism, urbanization, prohibition, gangsterism, WCTU, the role of women economics – mass production (automobile industry), booming economy, “roaring ’20s” international involvement – Dawes and Young Plans, isolationism, Washington Naval Agreements, Fordney-McCumber/Smoot-Hawley tariff bills, immigration restrictions | <ul style="list-style-type: none"> Give students a copy of the Written Response and Essay Scoring Guide supplied at the end of the Classroom Model section. Have them respond to one or more of the following written response questions (please note the variety of command terms in the suggested questions). Have students answer these in class, timed or un-timed, or as homework: <ul style="list-style-type: none"> Describe life during the “roaring ’20s” giving specific examples (e.g., urbanization, mass production, age of the automobile, gangsterism, consumerism, prohibition, WCTU). To what extent did the USA follow a policy of isolationism between 1919 and 1933 (e.g., failure to join League of Nations, involvement in Dawes and Young Plans, Fordney-McCumber and Smoot-Hawley Tariffs, Washington Naval Agreements, immigration acts)? Explain developments in the American economy between 1919 and 1933 (e.g., mass production, consumerism, laissez-faire economics, speculation on the stock market, buying on margin, tariffs). <p>Mark these responses, have students conduct peer evaluations, or use a combination of the two. Students should be shown examples of exceptional paragraphs.</p> |

THE RISE OF TOTALITARIAN REGIMES

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- C1 compare the basic features of
 - fascism
 - communism
 - democracy
- C2 describe circumstances that led to the rise of the fascists in Italy, including
 - social and economic turmoil
 - Mussolini's actions and policies
- C3 explain the rise to power of Hitler and National Socialism in Germany, with reference to
 - conditions that generated support for Nazism
 - Hitler's actions and policies
- C4 evaluate ways in which Lenin and Stalin transformed the USSR, with reference to
 - the Russian revolutions
 - the Russian Civil War
 - the New Economic Policy
 - "socialism in one country"

| Planning for Assessment | Assessment Strategies |
|--|--|
| <ul style="list-style-type: none"> Review with students the political spectrum, and discuss the different features of communism, socialism, democracy, and fascism. | <ul style="list-style-type: none"> Have students create a political spectrum diagram that demonstrates their understanding of the differences among communism, socialism, democracy, and fascism. Students should receive full marks if they can define the ideologies, place them on a political spectrum, and highlight the key differences and similarities among them. |
| <ul style="list-style-type: none"> Divide the class into four groups, with each group being assigned one of the following topics: <ul style="list-style-type: none"> – Lenin and the Russian revolutions – Stalin and USSR – Mussolini and Italy – Hitler and Germany Inform groups that they will be asked to lead seminar studies of their nation. | <ul style="list-style-type: none"> Each student seminar should last one class session. Students may choose any means they wish to present their seminars, including, but not limited to, computer slide show, visuals, video, posters, and lectures. Student presentations can be evaluated using the Seminar Presentation Rubric supplied at the end of the Classroom Model section. Students watching the presentations should create a comparison chart with which to take notes. The comparison chart should include each of the three countries and the categories government, society, economics, and international involvement. |

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The Rise of Totalitarian Regimes (continued)

- | | |
|---|---|
| <ul style="list-style-type: none"> Each group should examine its country and leader, for the period 1919–1933, in terms of <ul style="list-style-type: none"> government and leadership society economics international involvement <p>Student groups may choose to divide up the content for each country. The following outlines for each country may be helpful for students to use as a guide:</p> <ul style="list-style-type: none"> Russia: March Revolution, failure of the provisional government, “peace, bread, land,” November Revolution, Constituent Assembly, Treaty of Brest-Litovsk, Russian Civil War and the Comintern, failure of the NEP, death of Lenin USSR: power struggle with Trotsky, secret police, purges and show trials, cult of the personality, collectivization, elimination of the Kulaks, Five Year Plans, socialism in one country Italy: economic depression, class division and labour strife, anger over Paris Peace Treaties, Italia Irredentia, unstable governments, Black Shirts, March on Rome, <i>Acerbo Act</i>, Lateran Agreements Germany: hyper-inflation, invasion of the Ruhr, Munich Putsch, minority and coalition governments during the Weimar Republic, War Guilt Clause and the “stab in the back,” Great Depression, state police, racial policies, aggressive nationalism, lebensraum, Treaty of Versailles, autarky, Reichstag Fire, <i>Enabling Act</i>, Night of the Long Knives, oath of army loyalty, der Fuehrer | <ul style="list-style-type: none"> Following the presentations, have students create an annotated timeline that outlines key events in the rise to power of Stalin, Hitler, and Mussolini. Assess the timelines, considering the extent to which <ul style="list-style-type: none"> key events associated with the rise of Stalin are included (i.e., death of Lenin, NEP and its failure, power struggle with Trotsky, formation of the NKVD, purges and show trials, collectivization, Socialism in One Country, Five Year Plans) key events associated with the rise of Hitler are included (i.e., hyper-inflation and the invasion of the Ruhr, Munich Putsch, successive minority and collapsed governments in the Weimar Republic, Great Depression, formation of state police, Reichstag fire, <i>Enabling Act</i>, Night of Long Knives) key events associated with the rise of Mussolini are included (i.e., economic depression, labour strife, unstable governments, formation of the Blackshirts, March on Rome, <i>Acerbo Act</i>, Lateran Agreements) events are chronologically accurate and annotations accurately explain the link between the event and the leader’s rise to power timelines are organized and designed so as to make information and supporting explanations clear and accessible |
|---|---|

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The Rise of Totalitarian Regimes (continued)

| Planning for Assessment | Assessment Strategies |
|---|--|
| <ul style="list-style-type: none"> Ask students to research one of the following major figures in history: <ul style="list-style-type: none"> Mussolini Roosevelt Hitler Stalin They will need to know the following information: <ul style="list-style-type: none"> background primary written works goals/aims for country rise to power ideological beliefs base of popularity or power (i.e., Who supports this leader?) key conflicts in which he was involved characteristics of the leader's movements political and economic policies and beliefs Students will then be required to role play their individual in an interview conducted by you, answering 5-8 questions while assuming the persona of their leader. Questions may include, but are not limited to, the following: <p>Stalin</p> <ul style="list-style-type: none"> What is your plan for modernizing Russia? How will it work? Should communism be a world venture or should it remain in one country? Who is the NKVD? What is their job? How do you feel about the Kulak? What is your plan for them? What is your goal for agriculture? How will you achieve this goal? What are your thoughts regarding communism? How do you feel about Lenin's NEP? What are your plans regarding it? What is your policy on agriculture? How do you plan to act on this? You have been quoted as saying "You cannot make a revolution with silk gloves." What do you mean by this? You have been quoted as saying, "A single death is a tragedy, millions of deaths is a statistic." What do you mean by this? Trotsky is dead. What happened to him? | <ul style="list-style-type: none"> For the interview, allow students access to a stage, a podium, and props if they wish. Consider how well the students <ul style="list-style-type: none"> demonstrate historical empathy (i.e., answer questions from the point of view of their historical figure) recall historical events and situations associated with the individual identify (e.g., mimic) characteristic patterns of expression or response associated with the individual (e.g., favourite phrases, style, mannerisms) relate the individual's words and actions to underlying motives and historical context Following the "in character" interview, ask students to step out of character and answer further questions about their chosen figure from their own point of view. Referring to answers provided while "in character," ask the student to comment on these from his or her own point of view. Consider the extent to which the student is able to <ul style="list-style-type: none"> identify bias and limitations within the point of view of the chosen character develop and present logical arguments to support personal opinions about the figure (e.g., citing further specific historical facts to support a contention) draw conclusions about the influence of individuals on historical developments The unit should be followed up with a unit test on Promise and Collapse 1919–1933. Sample multiple choice and written response questions can be taken from past provincial exams. |

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The Rise of Totalitarian Regimes (continued)

Roosevelt

- Explain your New Deal Program.
- How do you feel about government intervention in the economy?
- How do you feel about communists?
- How do you feel about Hitler's desire for lebensraum?
- What are your goals for your country?
- What is your reaction to Italy's invasion of Ethiopia? ...to Japan's invasion of Manchuria?
- Why did you choose not to enter the League of Nations?
- How does your quote "I have seen war... I hate war" relate to your foreign policy?
- You have said of America, "We must be the great arsenal of democracy." What were you referring to?

Hitler

- Who is your propagandist, and why do you feel that propaganda is necessary?
- Who are the SA, and why are they necessary?
- How do you feel about the Treaty of Versailles?
- How do you feel about the masses?
- You have been quoted as having said, "Strength lies not in defense but in attack." How does this quote apply to your plans for Europe?
- You have been quoted as saying, "The great masses of the people... will more easily fall victims to a big lie than to a small one." Explain.
- How do you feel about the Jewish people?
- Can you explain your theory of a master race?
- Who are the SS? Why are they necessary?
- What are your territorial goals for Germany?

Mussolini

- Who are the squadristi, and why are they necessary?
- What is fascism, and why is it necessary for Italy?
- What are your plans for the future of Italy?
- How do you feel about the Treaty of Versailles? Why?
- Do you believe in a socialist state? Why?
- How is a socialist state different from fascism?
- What are your territorial goals for Italy?

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The Rise of Totalitarian Regimes (continued)

| Planning for Assessment | Assessment Strategies |
|---|--|
| <ul style="list-style-type: none"> • Invite a guest speaker (e.g., a community college educator, university instructor or advanced student in history or political science) to speak about the main features and characteristics of governments found in both democratic and totalitarian societies (e.g., democracy, fascism, communism). Ensure that the guest speaker is aware of the information that students are seeking. • Following the speaker's presentation, have students work in small groups to share information and create a group chart that includes information from all students in the group. Remind students to retain their individual charts. | <ul style="list-style-type: none"> • Assess completed individual and group charts. Ensure that students have identified as many of the following elements as possible: <ul style="list-style-type: none"> – liberties and freedoms of the individual (e.g., restrictions on movement and freedom of expression, religion, mobility) – amount of involvement of the government in the society (e.g., state-controlled food distribution) – power of the state (e.g., control of media, policing, means of forming governments, use/control of the military) – economic policies (e.g., nationalization of industry) – distribution of wealth in the society – vision of the past and future (e.g., using previous perceived injustices as a rationale for current/future policies). |

NATIONALISM VS. COLONIALISM

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

C5 describe the relationship between colonial rule and emerging nationalism in Palestine and the Indian subcontinent

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Review the concept of colonial rule with students, providing a definition. Ask students to provide examples (may use think/pair/share strategy) and assess as students respond. | <ul style="list-style-type: none"> Assess the extent to which students' examples are appropriate (i.e., true examples of colonial rule, correctly identifying both the colonizer and the colonized). |
| <ul style="list-style-type: none"> Provide a definition of Zionism for students. Also, provide students with an historical background to colonialism in Palestine and the Indian subcontinent. As preparation for an in-class simulation activity on colonial rule in Palestine and the Indian subcontinent, have students examine a range of given sources including both primary and secondary sources and sources in a variety of media (e.g., cartoons, articles, video clips). Prior to presenting (or identifying) the given sources, spend time discussing the differences between different source types (definition, examples, advantages, and disadvantages). | <ul style="list-style-type: none"> Ask students to analyse the given sources, identify whether a particular source/document is primary or secondary, reliable or unreliable, and provide evidence to support their answers. Consider the extent to which students bring forward points such as whether or not <ul style="list-style-type: none"> the writer was involved in the incident studied (e.g., When was this produced/ written?) the document is a newspaper, article, cartoon, etc. the document is part of a biography or autobiography (e.g., Is the writer writing about himself or herself?) it is based on historical fact (e.g., Are there other sources that corroborate the content?) the writer is using language or images to influence the reader the writer is obviously influenced by outside forces (e.g., What do we know about the writer's nationality, political affiliation, etc.?) <p>Have students draw conclusions about what can be learned from each source or document. Assess the appropriateness of their conclusions, in light of their responses to the questions.</p> |

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Nationalism vs. Colonialism (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> From the research, have the class simulate a forum/conference on colonialism and nationalism. Divide the class into groups representing key participants to address questions such as <ul style="list-style-type: none"> What is your position on colonialism? What role does nationalism have on your movement? Why do you seek independence? Why do you think this is the “right” goal to have? How are you going to achieve this goal? <p>Possibilities for presenters for this interwar year conference include Zionist, Palestinian, British, French, Hindu, and Muslim representatives.</p> | <ul style="list-style-type: none"> Assess student participation in the simulated forum/conference by considering the extent to which students <ul style="list-style-type: none"> respond fully and clearly to the preparatory questions develop and present logical arguments draw conclusions about the influence of individuals on historical developments demonstrate historical empathy (i.e., answer questions from the point of view of their historical figure) accurately represent their assigned individual and his or her movement |

THE GREAT DEPRESSION

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

D1 assess the causes of and responses to the Great Depression

A1 analyse primary and secondary sources (historical evidence) with reference to:

- reliability
- bias and point of view
- corroborating and conflicting evidence

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Use a Think-Pair-Share activity to review the economic conditions in the USA in the 1920s. | <ul style="list-style-type: none"> Conduct a review quiz to ensure that students understand the economic conditions in the USA in the 1920s. Sample responses to questions might include <ul style="list-style-type: none"> – booming economy – speculation on the stock market – buying on margin – consumerism – laissez-faire government policies |
| <ul style="list-style-type: none"> Provide students with a variety of primary source documents, including images and letters that illustrate the effects of the Great Depression. Some examples may include <ul style="list-style-type: none"> – letters to Herbert Hoover from desperate families – drought on the prairies – breadlines or soup kitchens Ask students to jot down their impressions based on the images and in response to focus questions such as <ul style="list-style-type: none"> – What do the images/documents show? – What do they reveal about the time period and how people lived? – How do the images demonstrate a change from the previous time period? As a class, discuss student impressions, focussing on how these images are different from student perceptions of the “roaring ’20s.” In pairs, have students theorize what could have caused such a dramatic shift from the 1920s to the situation portrayed in the primary source documents. Discuss student suggestions and explanations as a class. | <ul style="list-style-type: none"> Have students write a journal entry from the perspective of an individual living in the USA during the Great Depression, based on their impressions of the Great Depression images. Students should demonstrate historical empathy in their descriptions of individuals. Detailed assessment of student journals can be made using the Response Journal Criteria Guide supplied at the end of the Classroom Model section. |

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The Great Depression (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> • Assign students reading on the causes of the Great Depression. • Show a video on the Great Depression in the USA as background to a discussion on life during the Great Depression. Video focus questions might include the following: <ul style="list-style-type: none"> – Describe the lifestyle of the consumer society of the 1920s. – List two weaknesses of the US economy that contributed to the Great Depression. – Explain how banking practices and stock market speculation led to the collapse of the stock market and the banking system. – Name two governmental Acts passed during the Roosevelt administration that changed the role of the US government. – How was the Roosevelt administration fundamentally different from the Hoover administration in its attempts to deal with the Great Depression? Explain. | <ul style="list-style-type: none"> • Have students complete a quiz on the causes of the Great Depression. Be sure to have students explain key factors that led to the Great Depression, including <ul style="list-style-type: none"> – over-production – stock market speculation and collapse – buying-on-the margin – unregulated banking practices – tariffs |

THE ROAD TO WAR

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- D2 evaluate the circumstances and events that led to World War II in Europe and the Asia-Pacific region, including
- failures of collective security
 - appeasement
 - Japanese imperialism

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> • Prepare a classroom-sized timeline (i.e., along one wall), with nothing on it except the dates 1920 to 1940 marked out in single years. Have students in groups of two or three conduct research, using both print and electronic sources, on one key development during the timeframe that shows how <i>collective security</i> failed. Ask each group to place their development on the timeline, using index cards, including the following key pieces of information: <ul style="list-style-type: none"> – the “what, when, where, who, and how” of the development – a short explanation as to how the development helps explain the demise of <i>collective security</i> during this timeframe <p>Key developments to choose from include</p> <ul style="list-style-type: none"> – League of Nations (i.e., weaknesses of) – Washington Naval Conference (1922) – Dawes Plan (1924) – Locarno Pact (1925) – Kellogg-Briand Pact (1928) – Young Plan (1930) – Manchurian crisis (1931) – invasion of Abyssinia (Ethiopia) (1935) – Stresa Front (1935) – Spanish Civil War – invasion of China (excluding Manchuria) (1937) | <ul style="list-style-type: none"> • Using a four- or five-point scale, have the students evaluate each other’s timeline contributions according to the following criteria: <ul style="list-style-type: none"> – organization and presentation – factual information provided – the ability to explain the relationship between the specific events and the overall theme of the “failure of collective security” |

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The Road to War (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Briefly discuss with students the significance of December 17, 1941 in American history (Japanese attack on Pearl Harbor). Ask students to suggest preliminary answers to the question, “Why did the Japanese forces attack the American fleet and base at Pearl Harbor?” Using the preceding question as the starting point for an inquiry process, extend student thinking beyond the military rationale for the Japanese attack, encouraging students to consider why Japan embarked upon this course of action. Have available maps of the far East and other information resources to prompt students’ thinking. Having developed a list of subordinate questions related to the situation in Japan and the Asia-Pacific region leading up to WWII, have students work in pairs to come up with the answers by conducting research using online, text, and video resources. Students are to record their answers in point form, succinctly and with a minimum of extraneous detail (e.g., set a limit on the volume of material that students are to gather in response to the questions). | <ul style="list-style-type: none"> It should be anticipated that many students will already recognize the significance of Pearl Harbor (a “watershed” event that galvanized America to enter WWII and fundamentally changed American attitudes to their country’s role in the world – a date whose significance is comparable to that of 09/11/2001). Many students should also be able to identify the military rationale for the Japanese decision (i.e., an attempt to eliminate American military capacity in the Pacific in a single attack). When prompted to consider why nations go to war, students should be able to identify economic, geographic, social, cultural, and political factors, as well as the impact of individual personalities as reasons for nations to contemplate war. They should also be able to frame these as subordinate questions to pursue the inquiry process (e.g., what geographic realities would have affected the foreign policy thinking of Japanese leaders?) Debrief students’ answers to the questions, asking students to supplement their notes (e.g., using a different ink colour) with anything that emerges during the discussion. The notes can be subsequently collected to check students’ <ul style="list-style-type: none"> completion and effort (How comprehensive was the research they conducted in pairs?) effectiveness in summarizing key points attentiveness and care in supplementing their original notes with new information that emerges from the class debrief <p>During the class debrief and when checking students’ notes, observe as well the extent to which students have been able to identify and prioritize (in some order of likely importance) a range of factors contributing to the actions of Japan’s leaders, including factors such as</p> <ul style="list-style-type: none"> lack of resources in Japan proper, especially energy and other resources needed to sustain significant industrialization (geographic/economic factor) |

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The Road to War (continued)

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| | <ul style="list-style-type: none"> – the ascendancy of military classes within Japan (social factor) and competitive rivalry between the Japanese army and navy (political factor) – awareness of racist attitudes toward Asian peoples prevalent within North America (cultural factor) – existence of racist attitudes within Japanese society with respect to other Asian peoples (cultural factor) – interpretation of American isolationism as a lack of willingness to wage protracted war (political factor) <p>Students should also have supported their assessments of the importance of these factors with reference to actual historical events, including the foundation of the Greater East Asia Co-Prosperity Sphere and the actions taken by America on the eve of war (e.g., oil embargo and freezing assets).</p> |
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WORLD WAR II

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

D3 explain the significance of key developments in World War II, including

- military battles and campaigns
- total war
- technological advances

A1 analyse primary and secondary sources (historical evidence) with reference to:

- reliability
- bias and point of view
- corroborating and conflicting evidence

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Have students, working in groups of three, imagine themselves as part of a team of war correspondents (e.g., from a major news provider) who have been given the task of covering a major battle or campaign in World War II. They are to divide up the tasks in researching and presenting the battle or campaign. Provide students with a model of a newspaper article on a foreign war (or a copy of an actual newspaper article from a WWII battle) so that they can understand the format of their writing assignment. Each group could work on a different battle or campaign from a list such as the following: <ul style="list-style-type: none"> – Japan's invasion of mainland China – German <i>Blitzkrieg</i> on Poland – German invasions of Denmark and Norway – the German <i>Blitzkrieg</i> of May 1940 – "Miracle" at Dunkirk and fall of France – the Battle of Britain – German invasion of Yugoslavia and Greece – Royal Navy sinks the <i>Bismarck</i> – Hitler launches operation <i>Barbarossa</i> – Battle of the Atlantic – Japanese attack on Pearl Harbor – Battle of Midway – Battle of Stalingrad – defeat of <i>Africa Korps</i> at El Alamein – allied landings at Normandy (D-Day) – Battle of Leyte Gulf – "Battle of the Bulge" – American forces take Iwo Jima – atomic bombing of Hiroshima and Nagasaki | <ul style="list-style-type: none"> Discuss with students the criteria for assessing their newspaper articles. Students might be required, for example, to include the following as part of their article: <ul style="list-style-type: none"> – the date(s) of the battles or campaign – the purpose of the battle (e.g., from the point of view of the Allies or the Axis powers) – key events and people associated with the battle – the significance of the battle (in terms of its impact on the course of the war) – a simple map <p>Assess the students' newspaper articles using a five-point scale. Consider such things as</p> <ul style="list-style-type: none"> – formatting consistency and appeal (Does the format help make information accessible?) – identification of causes, events, and significance – clarity and relevance of sketch map to the newspaper article – quality of expression of ideas – relevance of the quiz to the main points of the article |

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World War II (continued)

| <p>Students are also to create a simple objective quiz (10 marks) based on the information contained in their newspaper articles. When the students have finished their newspaper articles, post them around the classroom in chronological order and provide an opportunity for students to look at each other's work.</p> | <ul style="list-style-type: none"> • Use the quizzes developed by the various groups to verify overall content knowledge of all class members. Collect and mark the quizzes (or have the students self-mark them). |
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| Planning for Assessment | Assessment Strategies |
| <ul style="list-style-type: none"> • In a guided talk, help students understand <ul style="list-style-type: none"> – what an historical document is – how to assess an historical document for things such as reliability, consistency, bias, proximity, internal logic, use of rationale language, etc. – the strengths and weaknesses of an historical document <p>Have students create personal charts in which the key terms from the discussion (e.g., reliability) are placed on the left-hand column, while the right-hand column remains blank. Then hand out copies of primary source documents relating to a World War II event such as the "Rape of Nanking." These documents need not all put forward the same view of the atrocities. Have the students read their assigned document – individually at first, then with a partner. In the right-hand column of their chart, they should fill in details associating the terms to what they have read – that is, they should make an assessment of each document as to its worth as a primary source of history regarding the "Rape of Nanking."</p> | <ul style="list-style-type: none"> • Once the students have finished their chart (or charts, if they need one per document), lead a class discussion on what they have discovered and have written in their charts. Assess students' participation in this discussion with reference to criteria such as the following: <ul style="list-style-type: none"> – understanding of the issues – skill at providing examples from the document which relate to the items in the left-hand side of their chart – ability to support a position taken – demonstration of critical-thinking skills |
| <ul style="list-style-type: none"> • Place the term <i>total war</i> on the board, and draw a circle around it. From the circle, use lines to join up smaller circles. Ask students what terms or examples they can place in the smaller circles that might relate to the central term, total war. | <ul style="list-style-type: none"> • Assess students' suggestions for relevance. Ensure that the concept of civilian losses (and involvement) is included. |

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World War II (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> • Show students (or brainstorm as a class) examples of graphs that can be used to show various data. Then have the students select a type of graph (i.e., line, bar, compound, pie, other) that they feel they can use to show the mortality rates of both military personnel and civilians of the combatant nations during WWII. Using statistics provided by research, the students should create data graphs on the following nations: <ul style="list-style-type: none"> – <i>Allies</i>: USSR; Poland; Yugoslavia; France; Romania; Greece; Hungary; Great Britain; USA; Holland; Finland; Belgium; Canada; China – <i>Axis</i>: Germany; Austria; Czechoslovakia; Japan; Italy <p>The data should show military losses, civilian losses, total losses, and percentage of losses compared to overall population.</p> | <ul style="list-style-type: none"> • After the completion of the graphs, engage the class in a summary discussion based upon their findings, using questions such as the following: <ul style="list-style-type: none"> – In terms of total losses, which countries seemed to suffer the greatest? – Can you suggest a reason(s) why this was so? – In terms of losses, which countries seemed to suffer the least? – Can you suggest a reason(s) why this was so? – Generally speaking, did more military personnel or civilians die during the war? – Which countries seemed to suffer the greatest military losses? Which suffered the greatest civilian losses? Can you suggest reasons for this? – Overall, does your graph help you better understand the concept of <i>total war</i>? • Evaluate the extent to which students' graphs have <ul style="list-style-type: none"> – accurate titles – axes labelled – appropriate measurement units identified on the axes – complete, helpful legends and correct placement of legend style on the graph – accurate plotting of the data on the graph – clarity and effectiveness of presentation |

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World War II (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Place the following terms on the board: War Criminal, Crimes Against Humanity. Ask students to suggest words or terms that they would associate with these terms. Through class discussion, draft a valid and workable definition of these two terms. As a class select a specific military action which has been associated with the massive loss of civilians (e.g., the <i>Blitz</i>, fire-bombing of Dresden or of Tokyo, use of atomic weapons on Hiroshima or Nagasaki, siege of Leningrad, destruction of the Warsaw ghetto, the Rape of Nanking). Hold a <i>mock trial</i> prosecuting and defending the personnel involved (e.g., in terms of the firebombing of Dresden, Arthur “bomber” Harris could be charged with crimes against humanity; or in terms of the destruction of the Warsaw ghetto, Joseph Stalin could be charged as a war criminal). Have students (e.g., volunteers) act as <ul style="list-style-type: none"> accused (1) legal defense team (3) legal prosecuting team (3) witnesses (minimum three for each side) judge (1) baliff (1) jury (12) All students would be involved in initial research (both print and electronic) and in the development of arguments. Provide time for all parties to prepare their arguments (oral, pictorial, video, etc.). Review for the class the process involved in such a trial (e.g., show a clip from the movie <i>Judgment at Nuremberg</i>) or ask the Law 12 teacher to give an overview. Begin the trial process, provide the witnesses, and have the jury determine the guilt or innocence of the accused. | <ul style="list-style-type: none"> Have students conduct a self-assessment of their work on the trial, considering the extent to which they <ul style="list-style-type: none"> demonstrated effective and relevant research skills demonstrated skills of critical analysis of the issue used relevant argument and counter argument used relevant historical information and ideas expressed themselves clearly and persuasively demonstrated a basic understanding of the protocol of a legal trial |

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World War II (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Ask students what they think is the percentage of women in the workforce today? Provide the correct answer (<i>Statistics Canada</i>). Have students speculate what the percentage would have been in selected time frames: 1900 to 1939, 1939 to 1945, 1945 to 1975, etc. Ask the students if they can spot any significant “spikes” in the data, and if so, what might be the causes of these “spikes.” Help students make the connection between these data and the concept of “Total War” – specifically, the role of women in the labour force during the conflict. Using a video dealing with the “home front” during WWII (with special reference to women in industry), create and hand out a discussion sheet that contains questions such as <ul style="list-style-type: none"> What types of social and economic backgrounds did these women have? Were they similar or different? Was any particular “class” of women represented to a greater extent? What “drew” the women toward the industrial settings? What were their “motivations” for joining? What were their hopes (and their fears)? What role did “propaganda” play in their decision to “join up”? stay on the homefront? <p>After viewing the video, conduct a class discussion of students’ answers.</p> | <ul style="list-style-type: none"> Assess students’ engagement with the information in the video by considering the quality of the answers they give to discussion sheet questions. Assess, for example <ul style="list-style-type: none"> basic knowledge understanding of the issues level of support given in the answers ability to think critically about the topic |

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World War II (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Introduce the concept of interviewing by showing students copies or videos of actual interviews. Brainstorm with the class the things that they believe are necessary to conduct an effective interview. Have students (in pairs) conduct an imaginary interview with a person involved in technological innovations related to developments in World War II (e.g., radar, rockets, Manhattan Project, Enigma, air power). Student pairs should conduct research – using both print and electronic sources – on an assigned person (supply a list of significant persons) whose work contributed to technological innovation and change during the war years. The idea would be for one student to act as an interviewer (i.e., develop questions), and the other student to act as the person being interviewed (i.e., giving answers). This work should be done collaboratively. <p>Once the research is finished, and the questions and answers developed, mock interviews should be held in class (perhaps with another student as a moderator).</p> | <ul style="list-style-type: none"> Discuss the brainstorm list and prune it down to important features of effective interviewing. The list might include <ul style="list-style-type: none"> – clarity about the main reason you are interviewing this particular person – probing, information-seeking questions (i.e., developed with some sense of the content being sought) – friendly, “soft” questions, trust-building comments, and non-threatening body language designed to get a subject to “open up” (e.g., interviewer volunteers information or personal anecdotes) – follow-up editing to arrange the information given by the subject in a way that is interesting to readers or viewers Assess students’ interviews according to a four- or five-point rubric. Key criteria for assessment might include <ul style="list-style-type: none"> – quality and scope of the questions – completeness of answers – historical relevance to both questions and answers – evidence of thinking “beyond the question” or “beyond the answer” – development of personal styles for both parties – audience reaction (positive or negative) – ability to summarize key information – both as a question and as an answer |

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THE HOLOCAUST

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

D4 analyse the significance of the Holocaust

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Create a word web for <i>Holocaust</i>, adding related terms (e.g., genocide). Then brainstorm responses to the following questions: <ul style="list-style-type: none"> What are some possible causes of genocide? What are some historical examples of genocide? How are we made aware of genocide? | <ul style="list-style-type: none"> As this “clustering” is an introductory activity which draws on previous knowledge, no corresponding assessment is needed. |
| <ul style="list-style-type: none"> Have the students do an overview reading of the Holocaust from appropriate pages in their classroom text. An objective quiz will yield a quick assessment of the students’ understanding of this complex topic. Set up a jigsaw activity with the class on the topic of the Holocaust, 1933 to 1948. Divide the class into six groups to research and report on various aspects of the Holocaust. In order to guide the students’ research, you could – under each aspect – develop five or six key questions that need to be addressed by the group. Group One could research the aspect of “What were some examples of Anti-Semitism in Europe prior to 1933?” Sample questions include the following: <ul style="list-style-type: none"> How did the Christian Church foster a “hatred” towards the Jews? Give some examples of how Jews were treated as “outcasts” during the Middle Ages and modern European history. What were the historical antecedents of ghettos? What was the “blood libel” and what acts of slaughter against the Jews resulted from this false accusation? | <ul style="list-style-type: none"> Have the students self-rate themselves on the basis of their understanding of the answers to the key questions. Use a four- or five-point rubric to measure aspects such as <ul style="list-style-type: none"> “I am clear on all the terms included within the question” “I conducted thorough research in my group work” “I have included a short bibliography of the sources of information used in my research” “our group was able to identify the most relevant points associated with our aspect” “our group was able to present the information in a clear and succinct manner” |

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The Holocaust (continued)

Group Two could research the aspect of “Increasing Persecution Between 1933 to 1939.”

Sample questions could include the following:

- What were the racial beliefs of Hitler, and where did these beliefs come from?
- Why did the Nazis want to kill large numbers of innocent people?
- Identify the main restrictions found in the Nuremburg Laws (i.e., Sept. 15, 1935; Nov. 14, 1935; August 17, 1938).
- What were some of the major pieces of legislation used to restrict the freedoms and liberties of the Jews?

Group Three could research the aspect of Ghettos and the Concentration Camps, Death Camps, and “The Final Solution.” Sample questions include the following:

- What happened at the Wannsee Conference of January 20, 1942?
- Identify the key death camps that were set up after June, 1941.
- What role did Oskar Schindler play in saving the lives of Jewish prisoners-workers during WWII?
- What other forms of resistance to the “Final Solution” took place?

Group Four could research “Other Groups Targeted by the Nazis.” Sample questions include the following:

- Identify some specific groups that the Nazis targeted for extermination?
- What did the concept of “the master race” have to do with the extermination of these “targeted” groups?
- What is meant by the term “eugenics,” and how does this term help us understand the Nazi attempt to breed a pure Aryan race?
- Who were the “Rhineland bastards” and what was their fate?
- Give some examples of how the Nazis persecuted members of both the Roman Catholic and Protestant churches.
- What were the rationales behind the persecution of “homosexuals, the mentally handicapped, and Jehovah’s Witnesses”?

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The Holocaust (continued)

Group Five could research the aspect of “The Legacy of the Holocaust.” Sample questions might include the following:

- What kinds of immigration and refugee policies did the Allies have with respect to Jewish and other victims of the Nazis?
- What were some of the arguments used by leading Nazis at the Nuremburg Trials?
- What other steps were taken to pursue justice (e.g., Simon Wiesenthal)?
- What recent examples of genocide can you point to, and how did the world respond to these acts?
- To what extent were the *Universal Declaration of Human Rights* and the establishment of Israel a response to the Holocaust?

Group Six could research the topic of the “Denial of the Holocaust”:

- Distinguish between the “hard deniers” and the “soft deniers” of the Holocaust.
- How is anti-Semitic ideology linked with the denial?
- Who is Willis Carto, and what is significant about his Institute for Historical Review?
- Why are appeals to white supremacy groups common among Holocaust deniers?
- Describe the role and impact of the following people in the “denial” story:
 - David Duke
 - Ernst Zundel
 - David Irving
- What types of historical documentation are available to the student to validate the occurrence of the Holocaust?

After the research is complete, have the groups share their findings with the class. Finally, ask the students to reflect on what they have studied and learned during this lesson and document that reflection in a journal.

- Assess the journal using a five-point rubric to measure aspects of their writing such as
 - accuracy of information
 - depth of research (e.g., in relation to the question of the role of the Christian Church with respect to Anti-Semitism, have referred to the ideas or purported ideas of various prominent Christian thinkers such as Martin Luther?)
 - level of support for ideas (e.g., Are there direct quotes from the Anti-Semitic writings or legislation of the Nazis?)
 - level of understanding of the issues (e.g., Are students able to account for the actions of some of the individuals involved – whether as perpetrators, victims, resisters, bystanders, deniers?)

THE SEEDS OF A NEW WORLD ORDER

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

D5 explain how World War II resulted in a realignment of world power

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Have students working in small groups assume the role of journalistic teams assigned to report on a given wartime conference. Assign a particular conference to each group (the same conference could be assigned to more than one group). Although there are several conferences that could be assigned, ensure that the following are included: <ul style="list-style-type: none"> the Atlantic Conference (at which Roosevelt and Churchill issued the Atlantic Charter) Tehran Yalta Potsdam Teams are to provide research and analysis on the conference and its significance. The results could be video-taped and viewed by the class. | <ul style="list-style-type: none"> Assess student reportage on the conferences, assessing the extent to which they <ul style="list-style-type: none"> provide pertinent contextual information (e.g., date, place, participants, agenda, result) summarize succinctly (e.g., observe time limits for their presentation) express themselves clearly (i.e., consider their audience) represent differing points of view in play during the conference or summit comment on possible or likely future significance as it might have appeared to a contemporary observer |
| <ul style="list-style-type: none"> Provide each student with a base map of the world showing present-day boundaries and a list of dates of independence for a variety of places in Africa, Asia, and elsewhere that would have been colonies in 1939. Students are to develop a legend and colour their maps to show the progress of decolonization around the world after 1945, using a different colour for each decade (with darker shading indicating later dates in the decade). Thus, if the colour for the 1960s were green, all colonies that became independent in 1965 would be labelled and coloured a darker shade of green. | <ul style="list-style-type: none"> Consider using a peer-assessment process to verify the accuracy of students' map work. Conduct a follow-up discussion to identify questions or trends that emerge from the activity. Note whether students suggest reasons for the timing of decolonization in various locations with reference to <ul style="list-style-type: none"> economic factors (e.g., the availability of resources and infrastructure) social and cultural factors (e.g., the existence of common ties such as ethnicity, religion, or history that serve as a foundation for nationalism) political factors (e.g., a charismatic leader) geopolitical factors (e.g., superpower rivalry) |

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The Seeds of a New World Order (continued)

| Planning for Assessment | Assessment Strategies |
|--|--|
| <ul style="list-style-type: none"> Have students view a feature film dealing with a decolonization experience in the period following 1945 (e.g., with the story of Indian independence, with the wars of independence in Algeria or Indochina, with the course of events in African nations such as Egypt, Kenya, or Rhodesia/Zimbabwe). As a focus for viewing, ask students to watch for some of the key factors that affected the move toward decolonization (e.g., changing attitudes within the colonizing power, the aims and philosophies of key independence proponents, ethnic or sectarian considerations, geopolitical realities). As follow-up, have students create a “review” of the film’s portrayal of historical events, based on further research. | <ul style="list-style-type: none"> In assessing students’ film reviews, consider the extent to which students support their opinions about the film’s credibility as a source of historical information by citing specific evidence. In particular, note the extent to which students’ reviews of the feature film identify <ul style="list-style-type: none"> the film’s explicit or implied point of view (i.e., With which characters is the audience invited to sympathize or identify?) significant events, circumstances, or personalities that may not be mentioned in the film specific inaccuracies that may exist (e.g., Is the sequence of events accurate?) points on which the film is largely accurate |
| <ul style="list-style-type: none"> To familiarize students with the workings and significance of the UN, have them form groups of three to conduct separate online searches (with assistance from a teacher-librarian, if available) to find archival material (e.g., archival media clips) on one of the following: <ul style="list-style-type: none"> the formation of the UN <ul style="list-style-type: none"> Dumbarton Oaks the San Francisco Conference of June, 1945 the Charter of the UN the Universal Declaration of Human Rights the opening ceremonies of the UN the work of the UN’s major agencies <ul style="list-style-type: none"> the International Court of Justice the Security Council (e.g., with reference to a major event or situation such as the Korean war, the conflict in Cyprus) the workings of the General Assembly the Secretariat the Social and Economic Council the UNHCR <p>Have groups present their media clip with an accompanying backgrounder (e.g., 3–5 minutes) explaining the group or event’s significance and impact on world affairs.</p> | <ul style="list-style-type: none"> Assess students’ media assignments with consideration for <ul style="list-style-type: none"> the choice of media artifact (Does it offer a meaningful insight into the assigned/ selected topic?) the extent to which the backgrounder establishes context (Have students related their information to world historical events or situations that the rest of the class will recognize and understand, such as the Cold War? Have they provided enough information? Have they avoided detail overload?) |

THE COLD WAR: 1945–1963

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- E1 assess critical developments of the Cold War, including
- division of Germany
 - American policy of containment
 - Soviet sphere of influence
 - Korean War
 - Cuban Missile Crisis

| Planning for Assessment | Assessment Strategies |
|---|---|
| <ul style="list-style-type: none"> Have students read various definitions of the Cold War by different historians (use print, audio/visual, electronic sources). Have students summarize the main points into a graphic organizer. Have students read an excerpt from Churchill's Iron Curtain speech (1947). Have students act as news journalists in 1947 and write a newspaper article, summarizing the main message of Churchill. | <ul style="list-style-type: none"> Collect students' summarized definitions of the Cold War. Assess students' definitions based on criteria such as: <ul style="list-style-type: none"> – accuracy and comprehensiveness – reflecting the political, economic, and social aspects of the Cold War – clear and concise writing Assess students' summaries and explanation for the term "Iron Curtain" using the Writing/Research Scoring Guide found at the end of the Classroom Model section. Students may also use direct quotations from Churchill's speech as evidence (i.e., Churchill's speech, "The Sinews of Peace," delivered on March 5, 1946 at Westminster College, Fulton, Missouri, while he was leader of the opposition in Britain). |
| <ul style="list-style-type: none"> Provide students with a list of various events of superpower competition from 1945–63. Discuss as a class the terms "nuclear arms race," "espionage," "space race," and "spheres of influence." Have students research the corresponding events and categorize them chronologically into those headings. | <ul style="list-style-type: none"> Assess students' accuracy in categorization, chronology, and significance of the developing events of the Cold War 1945–1963 by using the Writing/Research Scoring Guide supplied at the end of the Classroom Model section. |
| <ul style="list-style-type: none"> Give students an unlabelled map of Europe 1949 and ask them to label the communist countries east and democratic countries west of the Iron Curtain using a legend/key to distinguish the two sides. | <ul style="list-style-type: none"> Assess whether students' maps include <ul style="list-style-type: none"> – the names of European countries in 1949, including Italy, France, Britain, West Germany, East Germany, Poland, Czechoslovakia, Hungary, Yugoslavia, Romania, Bulgaria, USSR – the location of Berlin – the location of the "Iron Curtain" – a coherent legend to distinguish East Block and West Block, with recognition of Yugoslavia's special status |

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The Cold War: 1945–1963 (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> As part of a jigsaw activity, have students work in groups of four, in which each member uses various sources (print, audio/visual, electronic) to research one of the following topics: <ul style="list-style-type: none"> division of Germany (Berlin Blockade and Berlin Wall) American containment (Marshall Plan, NATO, Truman Doctrine, domino theory, McCarthyism) Soviet sphere of influence (Comecon, Warsaw Pact, uprisings in Poland, Hungary, Yugoslavia) U2 incident and Cuban Missile Crisis (Bay of Pigs, brinkmanship, quarantine, hot line) <p>Ask students to identify the following in a graphic organizer (i.e., chart):</p> <ul style="list-style-type: none"> people/nation(s) involved time period/year brief description of the event or policy, and how each impacted the Cold War <p>Then have students share the information with other groups (jigsaw strategy).</p> Have students write an essay that addresses the question: To what extent was the US (or USSR) responsible for “heating up” the Cold War? | <ul style="list-style-type: none"> Following the jigsaw, have each group rate each particular event examined for its danger level (i.e., how close it brought the world to active war), using a ten-point scale on which 0 = no danger, while 10 = full-scale military conflict. Have each group defend its rating. Assess the ratings and rationales for plausibility and the extent to which accurate details of the event are adduced to support the rating. Assess students’ essays using the Written Response and Essay Scoring Guide supplied at the end of the Classroom Model section. |

A LOOK AT DECOLONIZATION: 1945–1963

PREScribed LEARNING OUTCOMES

It is expected that students will:

E4 explain the role of nationalism in the post-1945 decolonization of India and Indochina

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Have students use print, audio-visual, and/or electronic sources to examine the nationalist beliefs of Gandhi, Nehru, and Jinnah, as articulated in their writings/speeches. With historical empathy, have students imagine a conversation that might have taken place among Gandhi, Nehru, and Jinnah regarding independence and nationalism of the Indian subcontinent. The dialogue should include the main issues at hand, what each leader would like to see, and how they would be accomplished. | <ul style="list-style-type: none"> Students in their role play of the interactions among the key participants should <ul style="list-style-type: none"> clearly present the participants' positions and beliefs, including calls for action that would promote their interests present arguments consistent with the participants' beliefs based on thorough understanding of the issues select relevant details and reasons that support the participants' positions consider the situations, motives, intentions, hopes, and fears of the participants use historically accurate information |
| <ul style="list-style-type: none"> Explain to students the results and significance of Dien Bien Phu for both France and Vietnam. Have students research the role that France and Vietnam played in the Geneva Accords (1954) and have students role play the process of negotiations. | <ul style="list-style-type: none"> Assess student contributions to the role play by using the Role Playing Scoring Guide supplied at the end of the Classroom Model section. |

THE HUMAN RIGHTS ISSUE: 1945–1963

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

E5 explain key developments in the struggle for human rights in South Africa and the United States

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Have students brainstorm a list of what they consider to be basic human rights. Then read the UN Universal Declaration of Human Rights and discuss differences and similarities. | <ul style="list-style-type: none"> Introductory activity – no assessment is required. |
| <ul style="list-style-type: none"> Present information on the struggle for rights in the US and South Africa. Have students in groups of two or three research the following topics (approx. same number of students for each topic). The goal of the research should be for each group to prepare a simulated news article or editorial on their topic, from the point of view of a particular time and place. US Civil Rights <ul style="list-style-type: none"> Rosa Parks Martin Luther King Jr. school desegregation <i>Civil Rights Act of 1964</i> South Africa Human Rights <ul style="list-style-type: none"> Sharpeville and Soweto Nelson Mandela ANC international pressure (diplomatic, public, economic) | <ul style="list-style-type: none"> Assess students' newspaper articles for inclusion of material that identifies <ul style="list-style-type: none"> chronology who was involved what/where/why/how it happened results/impact a point of view with a supporting rationale (for those who write an editorial) In a follow-up class discussion, ask students how each of these incidents or individuals relates to the struggle for human rights. Assess the extent to which students are able to make relevant connections. |
| <ul style="list-style-type: none"> Have students read/watch/listen to "I Have a Dream" by Martin Luther King Jr. Ask students the following questions: <ul style="list-style-type: none"> To what "dream" is King referring? What does King propose to do in order to achieve his dream? | <ul style="list-style-type: none"> Student responses to questions should include references to <ul style="list-style-type: none"> relevant/effective quotations from the primary source main points from the speech |

CHINA: 1945–1991

PREScribed LEARNING OUTCOMES

It is expected that students will:

- E2 describe the emergence of China in world affairs
- F2 analyse changes in Chinese communism, with reference to
 - the Cultural Revolution
 - the changing relationship with the West
 - Deng Xiaoping’s policies
- A2 assess significant historical events in relation to social, political, economic, technological, cultural, and geographic factors

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Provide students with some interesting and relevant facts, quotes, or data on China today to set the stage for their study of pre-1991 China. | <ul style="list-style-type: none"> Introductory activity – no assessment is required. |
| <ul style="list-style-type: none"> Have students complete assigned readings and view a video to learn more about China during the period 1949-1976, focussing on the emergence of the People’s Republic of China and the death of Mao Zedong. Ask students to take notes organized under the following categories and subcategories <ul style="list-style-type: none"> Political: dealing with opposition, flight of Chiang Kai-Shek, 100 Flowers Campaign, Cultural Revolution Economic: Great Leap Forward, Commune system Foreign Policy: relations with USSR (e.g., Sino-Soviet split) and USA (e.g., Korean War, Taiwan, development of the atomic bomb, Nixon’s visit), détente, and the United Nations | <ul style="list-style-type: none"> Have students write an essay that will allow them to demonstrate their knowledge of Mao Zedong’s China. Either have students select their own thesis statement or use the following: <ul style="list-style-type: none"> <i>Explain the transformation of China in terms of economic change, political change, and international relations.</i> Assess student essays by considering the extent to which they include information on each of the subcategories that they used to gather their notes. Evaluation of student essays could also be based on the criteria included in the Written Response and Essay Scoring Guide supplied at the end of the Classroom Model section. |
| <ul style="list-style-type: none"> As an alternative to the essay assignment, have students complete a timeline on China. Provide students with dates that trace Chinese events, personalities, and policies from 1949 through to the 1989 Tiananmen Square massacre. Have students provide the details to illuminate the significance of each date. Suggested dates include: 1949, 1950-1953, 1956, 1958, 1962, 1966–1976, 1971, 1972, 1976, 1978, 1979, 1980, and 1989. | <ul style="list-style-type: none"> When assessing student timelines, look for evidence that they have included <ul style="list-style-type: none"> – a minimum of 10 dates, clearly labelled with date and the event associated with date – a thorough explanation for each date that explains how China was emerging and/or changing – a visual representation (e.g., magazine cut-outs, drawings, symbols, images taken from the Internet) |

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China: 1945–1991 (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Engage students in a discussion about the roles and legacies of Mao Zedong and Deng Xiaoping in the creation of contemporary China, using the following quotes: <ul style="list-style-type: none"> Communism is not love. Communism is a hammer which we use to crush the enemy. (<i>Mao Zedong</i>) Take the ideas of the masses (scattered and unsystematic ideas) and concentrate them (through study turn them into concentrated and systematic ideas), then go to the masses and propagate and explain these ideas until the masses embrace them as their own. (<i>Mao Zedong</i>) Poverty is not socialism. To be rich is glorious. (<i>Deng Xiaoping</i>) “Do not debate!” is one of my inventions. (<i>Deng Xiaoping</i>) | <ul style="list-style-type: none"> Have students complete a T-chart comparing <i>Mao Zedong</i> and <i>Deng Xiaoping</i>. Alternately, conduct an informal debate on which of these two leaders has had the most impact on the molding of modern China. Assess students’ ability to <ul style="list-style-type: none"> accurately distinguish between the two leaders in terms of their assumptions, priorities, and methods (whether comparing or debating) support arguments with accurate factual information (if debating) |
| <ul style="list-style-type: none"> Have students work in pairs to specialize in one of the following policies or events that occurred under Deng Xiaoping: <ul style="list-style-type: none"> the one-child policy special economic zones Tiananmen Square Then have them hand in their completed work for distribution to other class members. | <ul style="list-style-type: none"> In assessing student peer work, ensure that their work <ul style="list-style-type: none"> identifies the context in which the policy/issue/event occurred gives the significance of the policy/issue/event within China and internationally |

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China: 1945–1991 (continued)

| Planning for Assessment | Assessment Strategies |
|--|--|
| <ul style="list-style-type: none"> • Provide some guidance to students on writing paragraphs in response to sample questions such as they will encounter on the provincial exam. Emphasize the following principles, showing examples of student responses to such questions that embody each principle: <ul style="list-style-type: none"> – refer to the question throughout the response – define the question and key terms in the introductory sentences (for example, to answer the question, “How are communism and capitalism existing side by side in China today?” a student must define communism and capitalism for the reader) – address and answer what the command term asks you to do (e.g., in the previous example, the command term is “to what extent”; such questions require the student to identify several examples, causes, consequences, etc. and weigh the relative importance of each; they also require the student to refer to more than one viewpoint on the issue) – after completion of the response, ask yourself the question, “Does my response address what was asked in the question?” (e.g., verify that the concluding sentence reflects the argument in the rest of the answer <i>and</i> that it constitutes a response to the question) | <ul style="list-style-type: none"> • Ask students to summarize their work on this unit by selecting one of the following three questions and writing a paragraph response: <ul style="list-style-type: none"> – Is the China that emerged in the 1990s the type of China that Mao Zedong had envisioned and worked toward? – To what extent did Deng Xiaoping’s policies and crackdowns change China? – How are communism and capitalism existing side by side in China today? <p>Use the Written Response and Essay Scoring Guide supplied at the end of the Classroom Model section to assess student work. In addition, give feedback on the extent to which students have effectively applied the principles of writing paragraph responses.</p> |

THE LIMITS OF SUPERPOWER INFLUENCE

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

F1 explain the significance of conflicts in Vietnam and the Middle East

| Planning for Assessment | Assessment Strategies | | | | | | | | | | | | | | |
|---|--|-------------|-------|-------|---------------|---------------|------------------------|------------------------|----------|----------|-------------|-------------|----------|----------|---|
| <ul style="list-style-type: none"> Use a variety of media (e.g., video clips, computer slide show) to present students information on the Vietnam War from a range of perspectives. Topics could include any or all of the following: Rock 'n Roll war, guerrilla warfare tactics of Vietnamese, treatment of soldiers upon return, role of the media, etc. Have students create a set of background notes that cover the important key events and people associated with the Vietnam War. | <ul style="list-style-type: none"> Verify that students are compiling background notes that are <ul style="list-style-type: none"> sufficiently comprehensive to be useful accurate reasonably well organized | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Have students create a T-chart after reading selected text pages and viewing video footage. Ask them to provide information needed to complete the following sample frame: <table border="1"> <thead> <tr> <th>Vietnam</th><th>Afghanistan</th></tr> </thead> <tbody> <tr> <td>when?</td><td>when?</td></tr> <tr> <td>why involved?</td><td>why involved?</td></tr> <tr> <td>enemy characteristics?</td><td>enemy characteristics?</td></tr> <tr> <td>leaders?</td><td>leaders?</td></tr> <tr> <td>home front?</td><td>home front?</td></tr> <tr> <td>results?</td><td>results?</td></tr> </tbody> </table> | Vietnam | Afghanistan | when? | when? | why involved? | why involved? | enemy characteristics? | enemy characteristics? | leaders? | leaders? | home front? | home front? | results? | results? | <ul style="list-style-type: none"> To assess student T-charts, look for <ul style="list-style-type: none"> completed characteristics as listed in the sample frame examples for both Vietnam and Afghanistan examples from both selected text pages and video footage (more than one source) |
| Vietnam | Afghanistan | | | | | | | | | | | | | | |
| when? | when? | | | | | | | | | | | | | | |
| why involved? | why involved? | | | | | | | | | | | | | | |
| enemy characteristics? | enemy characteristics? | | | | | | | | | | | | | | |
| leaders? | leaders? | | | | | | | | | | | | | | |
| home front? | home front? | | | | | | | | | | | | | | |
| results? | results? | | | | | | | | | | | | | | |

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The Limits of Superpower Influence (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> • Provide some guidance to students on writing paragraphs in response to questions of the sort they will encounter on the provincial exam. Emphasize the following principles, showing examples of student responses to questions that embody each principle: <ul style="list-style-type: none"> – refer to the question throughout the response – define the question and key terms in the introductory sentences (e.g., to answer the question, “How did nationalism play a role in the war from the Vietnamese perspective?” a student must define nationalism for the reader) – address and answer what the command term asks you to do (e.g., in the previous example, the command term is “to what extent”; such questions require the student to identify several examples, causes, consequences, etc. and weigh the relative importance of each; they also require the student to refer to more than one viewpoint on the issue) – after completion of the response, ask yourself the question, “Does your response address what was asked in the question?” (e.g., verify that the concluding sentence reflects the argument in the rest of the answer <i>and</i> that it constitutes a response to the question) | <ul style="list-style-type: none"> • Ask students to summarize their work on this unit by selecting two of the following four questions and writing a paragraph response for each: <ul style="list-style-type: none"> – Why was the Vietnam War so controversial? – Why did America lose the Vietnam War? – What were the policies of Lyndon B. Johnson and Richard Nixon, the stated reasons for those policies, and the results? – How did nationalism play a role in the war from the Vietnamese perspective? <p>Use the Written Response and Essay Scoring Guide supplied at the end of the Classroom Model section to assess student work. In addition, give feedback on the extent to which students have effectively applied the principles of writing paragraph responses.</p> |

THE END OF THE COLD WAR

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

F3 analyse the late stages of the Cold War with reference to

- the US/USSR relationship
- the decline of communism in Eastern Europe
- the dissolution of the Soviet Union

| Planning for Assessment | Assessment Strategies | | | | | | | | | | | | |
|---|-----------------------|--------------------|--|-------|-------------|--------------------|-----------|--|--|-----------|--|--|---|
| <ul style="list-style-type: none">Direct a discussion and brainstorming session with students utilizing a T-chart such as the following:<table border="1"><thead><tr><th colspan="3">Cold War 1945–1991</th></tr><tr><th>Dates</th><th>Flashpoints</th><th>Easing of Tensions</th></tr></thead><tbody><tr><td>1945-1963</td><td></td><td></td></tr><tr><td>1964-1991</td><td></td><td></td></tr></tbody></table><p>Initially, complete only the flashpoints section with events ranging from 1945 until 1991.</p>Provide students with a definition of détente, identifying the resolution of the Cuban Missile Crisis as an example of détente.Have students read pre-selected pages from their textbooks on relations between the Superpowers during the period 1964–1991. Then have students complete the Easing of Tensions part of the T-chart. Conclude collective work on the T-chart by pointing out that détente experienced a set-back with the invasion of Afghanistan. | Cold War 1945–1991 | | | Dates | Flashpoints | Easing of Tensions | 1945-1963 | | | 1964-1991 | | | <ul style="list-style-type: none">Ensure that students understand that their work should provide examples of détente, such as<ul style="list-style-type: none">Red Phone/Hotlinepartial nuclear test ban treatyCommunist Chinareplacing Taiwan on UNSCSalt ISalt II’s potentialthe Helsinki Accords |
| Cold War 1945–1991 | | | | | | | | | | | | | |
| Dates | Flashpoints | Easing of Tensions | | | | | | | | | | | |
| 1945-1963 | | | | | | | | | | | | | |
| 1964-1991 | | | | | | | | | | | | | |

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The End of the Cold War (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> • Use a variety of media (e.g., video clips, overhead images, computer slide show presentations, primary and secondary accounts, political cartoons) to demonstrate the collapse of the Soviet Union (e.g., focussing on the fall of the Berlin Wall and the Coup in Russia in 1991). Explain to students that these two events did not happen in isolation, and point out the similarities (e.g., nationalism, economics). Also point out the historical precedents for these events. • To go beyond a simple chronology of events, provide students with some key definitions/ people that transcend the events in USSR and its satellites, such as <ul style="list-style-type: none"> – Ronald Reagan and Mikhail Gorbachev – Glasnost – Perestroika | <ul style="list-style-type: none"> • Have students write a brief quiz, describing their understanding of the role of the following in the collapse of the Soviet Union: <ul style="list-style-type: none"> – economic conditions in the USSR and the US – the role of mass media – ethnic nationalism – leadership (Reagan, Gorbachev) – <i>glasnost</i> and <i>perestroika</i> – the renewed arms race and the Strategic Defense Initiative (SDI) |
| <ul style="list-style-type: none"> • Using a map of Eastern Europe, have students list the satellite states, CIS states, their capital cities, and (on a subsequent page) their date of independence from the Soviet Union. • Based on prior research, have each student create a web diagram demonstrating the connections between factors that played a part in the decline of communism in Eastern Europe and the dissolution of the Soviet Union. | <ul style="list-style-type: none"> • When assessing student maps, look for <ul style="list-style-type: none"> – accurate location of country and capital city – correct independence dates • When assessing student webs, ensure that they have included <ul style="list-style-type: none"> – Prague Spring and the Brezhnev Doctrine – Solidarity and Lech Walesa – the fall of communism in Hungary, Czechoslovakia, Romania – the dismantling of the Berlin Wall – the dissolution of Yugoslavia |
| <ul style="list-style-type: none"> • Have students answer the following essay question: <i>Assess factors that led to the dissolution of the Soviet Union.</i> | <ul style="list-style-type: none"> • Ensure that student essays include factors leading to the decline of communism in Eastern Europe and the dissolution of the Soviet Union, giving their opinion about the historical significance of each factor, such as <ul style="list-style-type: none"> – Gorbachev's background and personality – Glasnost – Perestroika – technology – nationalism – economics – international pressure Detailed evaluation of student essays can be made using the Written Response and Essay Scoring Guide supplied at the end of the Classroom Model section. |

TENSION AND CONFLICT IN THE MIDDLE EAST: 1945–1991

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

E3 describe relations between Israel and the Arab world, with reference to

- territorial changes
- Arab nationalism
- Suez Crisis

F1 explain the significance of conflicts in Vietnam and the Middle East

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Provide students with labelled maps of the Middle East for the years 1919 (Mandate system), 1948 (following initial establishment of Israel), and 1949 (following the first Arab-Israeli war). Have them compare the territorial changes during this time period. Lead a discussion in which students suggest what might have led to the changes and what their significance might be. | <ul style="list-style-type: none"> During class discussion, assess the ability of students to actively contribute plausible explanations for changes. Correct misapprehensions or use questioning to challenge incomplete thinking. Following the discussion, have students create a short (e.g., one-page) written summary of the changes in the Middle East between 1919 and 1949 (e.g., as a journal entry). Assess these informally looking for accuracy, completeness, and the ability to highlight the most important changes. |
| Planning for Assessment | Assessment Strategies |
| <ul style="list-style-type: none"> Use the Arab League as a case study to focus on Arab nationalism. Provide students with readings on the history of the Arab League. In class, using a think/pair/share strategy, have students list and identify nations of the Arab League and answer the questions, “Why did the Arab League form? What was its purpose?” Then engage students in a class discussion to share findings. | <ul style="list-style-type: none"> During class discussion assess the accuracy of students’ answers to the posed questions. When observing student response to questions, ensure that they focus on the political, economic, and social aspects of the League’s formation. Consider also the extent to which they draw upon their previous understanding of the term, <i>nationalism</i>. Challenge students to compare Arab and Israeli (Zionist) nationalism. Look for students’ ability to distinguish major differences (e.g., in fundamental premises, in their sense of the importance of state boundaries) and similarities (e.g., a nationalism based to a considerable extent on religion). |

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Tension and Conflict in the Middle East: 1945–1991 (continued)

| Planning for Assessment | Assessment Strategies |
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| <ul style="list-style-type: none"> Using print, audio/visual, and/or electronic sources, have students use a graphic organizer to summarize the Suez Canal Crisis with reference to international involvement. | <ul style="list-style-type: none"> Student summaries should include references to <ul style="list-style-type: none"> Egypt, Britain, France, Israel, USA, USSR, and Canada what, where, when, and how it happened the role, reasoning/justification for involvement, and impact/result of such involvement <p>Students should be objective, indicating that the Suez Canal Crisis could be interpreted from different perspectives.</p> |
| <ul style="list-style-type: none"> Provide students with two maps, one focussing on Israel and the regions immediately surrounding it, another on the Middle East region as a whole. <ul style="list-style-type: none"> On the Israel map include: West Bank, Jerusalem, Sinai, Gaza Strip, Jordan, Syria, Lebanon, Egypt, Mediterranean Sea, Israel, Beirut On the map of the Middle East include: Egypt, Saudi Arabia, Kuwait, Israel, Mediterranean Sea, Libya, Yemen, Iraq, Lebanon, Sudan, Oman, Iran, Turkey, U.A.E., Jordan, Persian Gulf, Arabian Sea, Indian Ocean, Ethiopia, Qatar, Syria, Red Sea. Show a video on Israel and the Arab states to provide an overview of the situation in the Middle East from 1948 to post-1967. | <ul style="list-style-type: none"> To ensure that students have learned about Israel and the Arab states, have them give written responses to comprehension and inference questions such as the following: <ul style="list-style-type: none"> From whom did Britain receive Palestine as a mandate at the conclusion of WWI? Who did Arabs blame for the increasing Jewish immigration into Palestine? What did the UN decide to do about the problem of terrorism in Palestine? When was the state of Israel established? Which was the most powerful Arab state by 1954? Who was its leader? Who nationalized the Suez Canal? To whom did the French and British turn to obtain assistance to reclaim the Suez Canal? What important city did the Israelis capture from the Arabs in 1967? Where were 11 Israeli athletes murdered in 1972? Who launched a surprise attack on Israel in October 1973? What economic weapon did the Arabs use to help control the Yom Kippur War? <p>Ensure responses are correct and complete.</p> |

continued next page

Tension and Conflict in the Middle East: 1945–1991 (continued)

| | |
|---|--|
| <ul style="list-style-type: none"> • Have students complete Historical Significance Sheets, wherein they identify and give the historical significance of the following events and people: <ul style="list-style-type: none"> – the Six-Day War – the Yom Kippur War – OPEC – Palestinian Liberation Organization – Yasser Arafat – Camp David (Carter, Begin, Sadat) – the Iranian Revolution – the First Gulf War | <ul style="list-style-type: none"> • Assess historical significance sheets according to the following scheme: events/people are worth 2 marks each: 1 mark for identification, and 1 mark for explaining their significance. <p>Using this scheme, a 2/2 would look like the following example for “establishment of modern Israel”:</p> <p><i>establishment of modern Israel: (identified) Israel was created in 1948 out of Palestinian territory that had been mandated to the British from the Turks after WWI. The Jews of the world had no homeland of their own and after WWII and the devastation of the Holocaust, as well as the strong Zionist movement, they pushed for a state of Israel that was proclaimed in 1948. (significance) Immediately the Arab world rallied against Israel and refused to recognize its existence and the first Arab-Israeli war began. Terrorism and hatred still exist in the disputed territory of Israel/Palestine, with much of the conflict centred on the issue of land and land ownership.</i></p> |
|---|--|

WRITTEN RESPONSE AND ESSAY SCORING GUIDE

A response may or may not conform to each and every descriptor within a particular scale point. The marker should classify the response into a category based on general impression rather than by checking off each descriptor.

| |
|--|
| <p style="text-align: center;">6</p> <ul style="list-style-type: none"> • a relevant topic sentence/thesis, as directed by the command term, is clearly developed throughout • superior recall of factual content; organized in a purposeful and effective manner • precise selection of supporting details; where evaluation is required, judgment is exemplary • expression is clear and fluent; errors do not impede meaning |
| <p style="text-align: center;">5</p> <ul style="list-style-type: none"> • a relevant topic sentence/thesis, as directed by the command term, provides direction throughout • proficient recall of factual content; organized in a clear and thoughtful manner • accurate selection of supporting details; where evaluation is required, judgment is sound • expression is generally fluent; errors do not impede meaning |
| <p style="text-align: center;">4</p> <ul style="list-style-type: none"> • a relevant topic sentence/thesis, as directed by the command term, is evident • competent recall of factual content; generally organized in a purposeful manner • appropriate selection of supporting details; where evaluation is required, judgment is satisfactory • expression is fluent; errors may impede meaning |
| <p style="text-align: center;">3</p> <ul style="list-style-type: none"> • a relevant topic sentence/thesis, as directed by the command term, is attempted • adequate recall of factual content; organization is attempted • simplistic selection of supporting details; where evaluation is required, judgment is weak • expression is simplistic; errors impede meaning |
| <p style="text-align: center;">2</p> <ul style="list-style-type: none"> • a relevant topic sentence/thesis is absent or inaccurate • limited recall of factual content; organization is flawed • inappropriate selection of supporting details; evaluation and judgment are absent • expression is awkward; errors impede meaning |
| <p style="text-align: center;">1</p> <ul style="list-style-type: none"> • a topic sentence/thesis is absent • deficient recall of factual content; lacks organization • absence of supporting detail • expression is unclear and makes understanding difficult |
| <p style="text-align: center;">0</p> <ul style="list-style-type: none"> • while writing is evident, no attempt has been made to address the topic given or the writing is illegible |

GROUP PRESENTATION ASSESSMENT SHEET

| Assessment Criteria | Teacher Assessment | Teacher Comments |
|--|--------------------|------------------|
| Organization <ul style="list-style-type: none"> • ready when required • presented within the allotted time • the process of the presentation was clear | | |
| Knowledge & Analysis <ul style="list-style-type: none"> • clearly addressed all problems and questions assigned • important, relevant people, events, terms, and situations (i.e., background) introduced and explained as appropriate • insightful connections made • high quality, relevant information included to support positions | | |
| Delivery <ul style="list-style-type: none"> • speed of delivery and repetition of key points allowed for understanding and included pauses for clarification and audience note-taking • material presented persuasively • accurate visuals used appropriately to support presentation | | |

5 = Exceeds Expectations

4 = Fully Meets Expectations

3 = Adequately Meets Expectations

2 = Minimally Meets Expectations

1 = Not Yet Within Expectations

SEMINAR PRESENTATION RUBRIC

| 1–Does not Meet Expectations | 2–Minimum Expectations not Met | 3 – Meets Expectations | 4 – Fully Meets Expectations | 5 – Exceeds Expectations |
|---|--|--|--|--|
| group does not examine their country during the correct time period, or fails to deal with the aspects required | group does not examine their country during the correct time period, or fails to deal adequately with the aspects required | group examines their country and leader during the time period 1919–1933 and deals with some of the required aspects | group examines their country and leader during the time period 1919–1933 and deals with all of the required aspects | group fully examines their country and leader during the time period 1919–1933 and provides details that exceed the required aspects |
| group fails to draw any conclusions about the influence of their individual on historical developments | group is unable to draw effective conclusions about the influence of their individual on historical developments | group is able to draw limited conclusions about the influence of their individual on historical developments | group is able to draw appropriate conclusions about the influence of their individual on historical developments | group is able to draw effective conclusions about the influence of their individual on historical developments and links their individual to additional developments |
| information is irrelevant and/or inaccurate | information is not drawn from a variety of sources and examples; reasons and details are not factually accurate, focussed, and relevant to the issue | information is drawn from sources and examples; reasons and details are mostly accurate, focussed, and relevant to the issue | information is drawn from several sources and examples; reasons and details are accurate, reasonably focussed, and relevant to the issue | information is drawn from a variety of sources and examples; reasons and details are factually accurate, focussed, and relevant to the topic; additional information beyond expectations is provided |
| seminar is confusing and unorganized | seminar fails to demonstrate a clear, accurate understanding of the topic chosen | students organize stations in a way that demonstrates some degree of understanding of the topic chosen | students organize stations in a way that demonstrates an accurate understanding of the topic chosen | students organize stations in a way that demonstrates a clear, accurate understanding of the topic chosen |

RESPONSE JOURNAL CRITERIA GUIDE

5 = Exceeds Expectations, 4 = Fully Meets Expectations, 3 = Adequately Meets Expectations,
2 = Minimum Expectations Not Met, 1 = Not Yet Within Expectations

| | |
|---|---|
| 5 | <ul style="list-style-type: none"> • information from the presentation is accurate and referred to often • key aspects of the topic show thoughtful personal responses, views, or opinions • thoughts, views, and opinions are each supported by information and/or examples from the presentation, indicating thorough understanding • demonstrates empathy with the motives, intentions, hopes, and fears of people (e.g., during the Great Depression) • no errors in spelling, grammar, and paragraphing |
| 4 | <ul style="list-style-type: none"> • information from the presentation is referred to accurately • thoughtful personal response, views, or opinion is evident • support to thoughts, views, or opinions is evident and indicates understanding • demonstrates understanding of the motives, intentions, hopes, and fears of people (e.g., during the Great Depression) • occasional errors in grammar, spelling, and paragraphing |
| 3 | <ul style="list-style-type: none"> • information from the presentation is referred to • thoughts, views, or opinions are expressed • describes the motives, intentions, hopes, and fears of people (e.g., during the Great Depression) • some support by explanation or example indicating understanding • errors in grammar, spelling, and paragraphing |
| 2 | <ul style="list-style-type: none"> • information from the presentation is not evident • thoughts or opinions are not supported • describes motives of people (e.g., during the Great Depression) • several inaccuracies indicate lack of understanding • numerous errors in grammar, spelling, and paragraphing |
| 1 | <ul style="list-style-type: none"> • no real attempt to incorporate information from the presentation • no understanding of the topic is evident • does not demonstrate historical empathy • opinion is not supported • no real attempt to incorporate criteria |

WRITING/RESEARCH SCORING GUIDE

| 1—Does not Meet Expectations | 2—Approaching Expectations | 3 – Adequately Meets Expectations | 4 – Fully Meets Expectations | 5 – Exceeds Expectations |
|---|---|---|---|---|
| sources selected are not relevant or adequate | not enough variety in sources | uses limited number of sources | uses a few sources (both primary and secondary) | uses extensive sources (both primary and secondary) |
| deficient recall of factual content presented in a disorganized manner | limited and flawed recall of factual content lacking adequate organization and planning | satisfactory recall of factual content with some organization and planning | above average recall of factual content organized in a clear manner | demonstrates a very high level of understanding of the issues and presents content in an easily understood format |
| poor understanding of fundamental concepts of history | insufficient understanding of fundamental concepts of history | sufficient understanding of fundamental concepts of history | good understanding of fundamental concepts of history | superior recall of factual content organized in a purposeful, effective, and sophisticated manner |
| thesis is non-existent and writer is off topic | thesis is irrelevant or invalid and writer is often off topic | thesis is identifiable but not sophisticated or complex | thesis/argument/position is addressed and relevant to the topic | thesis/argument/position is clear, relevant, and valid; a precise and insightful selection of supporting detail |
| expression is unclear or uncontrolled, and supporting details are completely lacking; errors result in a frequent lack of communication | expression is limited, awkward, and simplistic, with an inadequate selection of supporting details; errors often impede communication | some expression is awkward but there is an adequate selection of supporting details; errors may occasionally impede communication | expression is generally fluent with a clear and appropriate selection of supporting details; occasional errors that do not hinder the expression of thought | expression is clear and fluent, with very few flaws in communication |

ROLE PLAYING SCORING GUIDE

| 1—Does not Meet Expectations | 2—Approaching Expectations | 3 – Adequately Meets Expectations | 4 – Fully Meets Expectations | 5 – Exceeds Expectations |
|--|---|---|---|---|
| deficient recall of factual content relevant to the role assigned | limited and flawed recall of factual content relevant to the role assigned | satisfactory recall of factual information relevant to the role assigned | above average recall of factual information relevant to the role assigned | superior recall of factual information relevant to the role assigned |
| presentation of information lacks organization and clarity | presentation of information lacks organization | information is presented in a recognizable format | presentation of information is well organized | presentation of information is clear and well organized |
| lacks understanding of character's position and ideas with frequent errors | demonstrates minimal understanding of character's position and ideas with multiple errors | sufficient understanding of the character's position and ideas without detailed support or analysis; presentation is adequate but is not completely organized | understands character's position and ideas and presents them clearly | uses historical empathy and demonstrates a maturity in understanding the character's position and ideas |



LEARNING RESOURCES

History 12

This section contains general information on learning resources, and provides an Internet link to the titles, descriptions, and ordering information for the recommended learning resources in the History 12 Grade Collection.

What Are Recommended Learning Resources?

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?

Teachers must use either:

- provincially recommended resources OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

What Are the Criteria Used to Evaluate Learning Resources?

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula,

and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)
www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf

What Funding is Available for Purchasing Learning Resources?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

What Kinds of Resources Are Found in a Grade Collection?

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

HISTORY 12 GRADE COLLECTION

The Grade Collection for History 12 lists the recommended learning resources for this course. Resources previously recommended for the 1997 version of the curriculum, where still valid, continue to support this updated IRP. The ministry updates the Grade Collection on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the History 12 Grade Collection: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

