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New
Nouveau  Brunswick

MODERN WORLD HISTORY

113

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INTRODUCTION

Common Core Social Studies curriculum

It is the intention of the Department of Education to introduce over the next few years a high degree of commonality of content in the core social studies curriculum for all students in years ten and eleven. Present planning provides for the introduction in September 1987 of a Canada-Maritimes social studies curriculum for all students in year ten. The implementation of this Modern World History Course in Social Studies 113 in September 1984 will result in a closely parallel social studies curriculum for all students in year eleven, at which grade level the college preparatory course, History 112, already deals with the modern period.

These changes in social studies education in the first two years of the high school program is in keeping with the general goal of citizenship education for secondary education in New Brunswick to assist all students to gain an understanding of history and culture, with an emphasis on the values and processes of democratic governance, and to prepare all students to identify, understand and solve increasingly complex economic cultural, political and social problems.

While the core social studies courses in years ten and eleven will have similar content and objectives, the curriculum design of these courses will continue to reflect differences in student interest and ability by allowing for (a) pedagogical approaches which recognize that these differences do and will continue to exist, (b) different levels of achievement of the core objectives, and (c) some differences in objectives.

In keeping with the above principles, the Department of Education may prescribe some curriculum material which is common to social studies courses of similar content, and/or material which is unique to a specific course. Accordingly, the core textbooks prescribed for Social Studies 113 contain a stronger humanistic and personal orientation than do those of History 112, and depend more on teacher-directed implementation. That is, the Social Studies 113 materials tend to be less abstract and philosophical, and a successful implementation of this course will require that teachers use techniques and activities which involve a higher degree of student participation.

Skill Objectives

Social Studies 113, like History 112, will introduce the student to the skills the historian uses in investigation and writing. Behind this purpose (for both courses) is the assumption that the scientific approach used by historians is a natural and critical method of inquiry useful in developing the enlightened citizenship desired for every student enrolled in our secondary system.

Since both courses are designed to some extent to survey the modern period of world history, a number of alternatives must be open in planning how the historian's skills are to be taught. The specific skills to be developed or strengthened in a particular unit are not listed or directly suggested in this syllabus. Each teacher must assess the content and key concepts given for the unit, and from them determine what specific skill development will be appropriate, and how it is to be achieved.

Three points related to this procedure require emphasis:

- (1) The materials used in the course are not as important as the skills being developed, although
- (2) It is important that the subject matter or historical content not be left behind, and
- (3) It is vital that the various skills be continually reintroduced at points in the curriculum deemed appropriate by the teacher.

Teachers of Social Studies 113 may wish to examine the material on the historian's skills found on pages 9 to 25 of the syllabus for History 102.

The historian's skills which are to be taught include:

- (1) Recognition of frame of reference. The ability to distinguish between a variety of frames of reference, and to appreciate that an individual's perception differs in accordance with his background.
- (2) Asking questions. The ability to ask significant historical questions.
- (3) Hypothesis formation. The ability to develop a tentative hypothesis in response to a given question or series of questions.
- (4) Hypothesis evaluation. Given a statement of a particular hypothesis, the ability to examine its validity in relation to the known evidence.

(5) Tools of Evaluation.

- (a) Collection of data - the ability to decide what constitutes a useable historical source.
- (b) Evaluation of data - the ability to decide what is factually useful and reliable, given a particular source.
- (c) Categorization - the ability to group data based on common characteristics or contrasts.

(6) Concept formation and recognition. The ability to form composite ideas or mental images by grouping characteristics which are part of these ideas, and to be able to explain or recognize statements which are representative of these larger ideas.

(7) Generalization. The ability to formulate a general statement or theory based on the evaluation of a hypothesis or a limited number of hypothesis, and to apply this general statement to a range of problems.

Knowledge Objectives

Social Studies 113 has been organized to instill a common core or knowledge about the major events of the late nineteenth century and the first several decades of the twentieth. To achieve this goal all students must study at least the principal content and concepts of each unit.

Time-Lines

This study of the core of the course will be possible if teachers adhere reasonably to the time-lines suggested for each unit. It is nevertheless understood that the level of student interest will vary with particular topics, and that some modification of the recommended time will be required. Teachers are reminded of their need to provide at least minimal coverage of all units.

It should be noted that the suggested time indicated in this syllabus are based on a pattern of instructional organization which spreads the entire course over a full school year, dividing it into approximately 36 weeks of instruction including 3 weeks of end-of-term examinations. Teachers operating on any other pattern should make appropriate adjustments.

Key Concepts

The list of key concepts that appears in each unit is not meant to be restrictive.

Teaching Suggestions and Evaluation

Each unit of the syllabus contains a short list of teaching suggestions. These lists, as well as suggestions provided in the prescribed material, must not limit the many effective ways experienced teachers have devised for approaching particular topics. The same principle applies to the suggestions offered on evaluation; again, both in the syllabus and in prescribed materials.

History 112

The similarity that exists between this course and History 112 should encourage teachers to study and use as appropriate both the History 112 syllabus and material. Cross-referencing to the other course has been kept very much to a minimum in this syllabus, and teachers are advised to use an item or suggestion from History 112 only after they have completed the following steps:

- (1) Determine its relevancy to Social Studies 113.
- (2) Assess the ability of students enrolled in Social Studies 113 to profit from its use.
- (3) Consider the time available.

Prescribed Material

The following material is prescribed for Social Studies 113; School Book Branch Catalogue Order Numbers and recommended textbook-pupil ratios are provided for each item.

Core Textbook

530010	IN YOUR CENTURY, O'Callahan, Longman (Academic Press) 1981	1:1
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Core Support Material

530780	THE GROWTH OF INDUSTRIALISM Globe Book Company, Schwartz and O'Connor, 1976	1:1
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| 530790 | WAR AND PEACE IN THE TWENTIETH
CENTURY, Schwartz and O'Connor,
1976 | 1:1 |
| 530040 | * THE RISE OF TOTALITARIAN STATES,
Schwartz and O'Connor, 1976 | 1:1 |

Atlases

- | | | |
|--------|--|-----|
| 520020 | THE CANADIAN OXFORD SCHOOL ATLAS | Set |
| 530050 | * A MAP HISTORY OF THE MODERN
WORLD (Canadian Edition)
Catchpole, Book Society, 1983 | Set |

* These two titles are not listed in the textbook catalogue for 1984-85, and required copies for this school year must be ordered on the Order Form for Supplementary Material (Pink).

NOTE: The fact that IN YOUR CENTURY is a British publication should pose no problem for its use in Canadian Schools. It is one of the few textbooks on the 20th Century available which takes into consideration the learning styles and interests of the less academically motivated or talented. Its strengths far outweigh the minor problems posed by the existence of a few terms or incidents that are particularly British. The Canadianization of the text may be accomplished by currency conversion, word substitution and local or regional exemplification (a worthwhile educational exercise in itself). IN YOUR CENTURY, British as it may be, is nevertheless readable, well illustrated and particularly blessed with personal and/or eye-witness accounts that really enliven and humanize the factual recitation.

Additional References

The Macdonald Countries Series (London, Macdonald Educational Ltd., 1974) is very readable and richly illustrated. Each text provides much better coverage of social, cultural and economic aspects and concerns than do most other sourcebooks.

Another excellent series for independent research and in-class use is An Illustrated History of the Modern World (London, Macdonald Educational Limited) with the volume titles: TURN OF THE CENTURY, WORLD WAR ONE, THE TWENTIES, WORLD WAR TWO, THE FORTIES AND FIFTIES, THE SIXTIES, and THE SEVENTIES. As the title states, this series is extensively illustrated with photograph, paintings, diagrams, cartoons, posters and maps.

As stated earlier, teachers should examine materials listed for History 112.

Two recent general texts for teacher reference (not prescribed) would be:

Richard Poulton, A HISTORY OF THE MODERN WORLD (Oxford, Oxford University Press, 1981).

Tony Howarth, TWENTIETH CENTURY HISTORY: THE WORLD SINCE 1900 (Harlow, Essex, Longman Group Limited, 1979). A good companion work from the same company.

Unit One

REVIEW OF WORLD GEOGRAPHY

Suggested Time

One Week

Content

Although students have been exposed on many occasions in their elementary and junior high school years to the geography of the globe, experience has shown that one of the major problems faced when they are introduced in the upper grades to a study of world history is their inability to accurately relate events to places. This lack of visual framework too often stands in the way of the skill and knowledge development required for any reasonable understanding of historical events. In addition, this weakness is compounded by their lack of skill in using the basic tool of geographical study, the atlas.

The purpose of this unit is to review with students an understanding of the world map and how to use maps and atlases to retrieve information required in the study of history and current events. It is important to note that the geographical review conducted in this unit should provide a base for the expanded geographical understanding that will occur in later units.

Key Concepts

Map

Atlas

Globe

Gazeteer

Location

Physical Feature

Population

Continents

Major Oceans

Major Countries

Prescribed Materials

THE CANADIAN OXFORD SCHOOL ATLAS

A MAP HISTORY OF THE MODERN WORLD

Teaching Suggestions

1. Familiarize students with the nature and general content of an atlas. This should include use of the Gazeteers found at the back of the atlas and the various types of thematic coverages such as maps and charts on such topics as population, physical features, resources and transportation routes. Do not sidetrack too deeply into a detailed study of geographical features and concepts that are outside the basic objectives of this course.
2. Teachers should take time to familiarize their students with the general format of A MAP HISTORY OF THE MODERN WORLD.
3. Some teachers may wish to develop a series of exercises in which students label outline maps which can be retained for future reference.
4. Advice and material from the staff geography specialist should prove useful.

Evaluation

This unit lends itself nicely to both a pre-test and a post-test.

Unit Two

THE GROWTH OF INDUSTRIALIZATION

Suggested Time

Three Weeks

Content

A brief study of the growth of industrialization will prepare students to better appreciate Twentieth Century society:

- (1) by discovering how industrialism can transform society politically, economically, and socially;
- (2) by developing an awareness of both the negative and positive aspects of industrialism; and
- (3) by understanding the interaction of industrialization, changing attitudes and an evolving society.

There are five key questions to be studied in this unit. As some of these topics will be more fully elaborated upon in later units, teachers should remember that the purpose of this unit is to introduce the historical developments and concepts that will enable students to appreciate the major political developments which follow upon the Industrial Revolution. Accordingly, more emphasis should be placed on questions 1, 2 and 5 than on questions 3 and 4.

1. How did machines revolutionize industry?
2. How were workers treated during the Industrial Revolution?
3. How was agriculture transformed?
4. What progress has modern science made?
5. What were the general political effects of industrialism?

Students should be made aware of government bills which made reforms in elections, education, health, sanitation, and working conditions. Students should become familiar with the origin and role of trade unions.

Key Concepts

Industrialization	Communication	Socialism
Machine	Mass Production	Unions
Factory	Automation	Standard of Living
Invention	Child Labour	Agricultural Revolution
Transportation	Workers	Scientific Discovery
	Slums	

Prescribed Materials:

THE GROWTH OF INDUSTRIALIZATION

Additional References

THE FUTURE, MacLean Hunter Series, pp 4-16
 VIEWPOINTS IN WORLD HISTORY, Feder, American Book Company,
 pp 257-280.

Teaching Suggestions

1. The first four principal questions posed above are taken directly from THE GROWTH OF INDUSTRIALIZATION. Teachers are advised to sift from the contents of this publication the particular sub-questions presented on each chapter, making use of the 'Thinking it Through' exercises provided throughout.
2. Many additional summing-up exercises and suggestions for further inquiry, including role playing activities, are provided at the end of each chapter in THE GROWTH OF INDUSTRIALIZATION. In selecting appropriate exercises, teachers should remember the limits of time and the overall objectives of the unit.
3. Some emphasis should also be given to the rise of socialistic ideas in the nineteenth century, including the theories of Karl Marx. This will help establish the background for subsequent topics such as The Communist Revolution in Russia.
4. Emphasis should be placed on how people's lives were changed, and how, in a gradual sense, society is transformed.
5. This unit could be used to promote a discussion on the increased rate of change in today's fast-moving world. Do students understand the concept of 'future shock'?

Evaluation

Many suggestions are offered in THE GROWTH OF INDUSTRIALIZATION.

Unit Three

WORLD WAR ONE

Suggested Time

Four weeks

Content

This unit is designed to illustrate the course and impact of World War I. Although some time should be given to the causes of the war, emphasis should be placed on the manner in which the war was fought, the social impact of the war, the outstanding events, advancing technology, the problems faced in established peace, and the immediate effects of the war. The students should gain some feeling for what it was like to live through the period. Four principal questions should be answered.

1. What caused the war?

Students should briefly consider the role of nationalism and of political and economic imperialism in the years preceding 1914. Military rivalry on land and sea should also be considered as a factor in the outbreak of war. The alliance system should be briefly assessed along with the factors that led to war after the assassination at Serajevo. Why did each of the European countries become embroiled in World War I?

2. What course did the war take?

Student should consider the military course of the war, the development of the war as a total war, its impact on the home front, developments in strategy and tactics, and propoganda techniques. Students should eventually consider the question of why the Central Powers lost (which would include the entry in 1917 of the United States).

3. What were the personal and social effects of the war?

In answering this question students should consider the effects of the experience of war on individual participants and the effect of total mobilization and total war on European society. The Russian Revolution as a social effect on the War should only be very briefly considered at this point, as should the German revolution in 1918, as both topics will be treated in greater depth in later units.

4. How was peace established?

Student should briefly consider the aims of the major nations at the Paris Peace Conference. The territorial and military clauses and their implications should be studied, as should the war guilt clause. Students should be invited to defend or refute the inclusion of the war guilt clause, Students should also become aware of Wilson's liberal peace plan and of the origin and purpose of the League of Nations.

Key Concepts

Nationalism	Colony	Allies
Alliances	Logistics	Internation Cooperation
Imperialism	Military Strategy	Treaty
Militarism	Air War	War Guilt
Arms Race	Trench Warfare	Revolution

Prescribed Material

WAR AND PEACE IN THE TWENTIETH CENTURY, Chapter One, pp 2-24

IN YOUR CENTURY, Unit One, pp 7-23

A MAP HISTORY OF THE MODERN WORLD, Part One, pp 7-28

Additional References

Teachers could also consult 'World War I and Versailles' pp 465-476 in Bernard and Hidges, READINGS IN EUROPEAN HISTORY (New York, The Macmillan Company, 1958).

For primary source material in document form, the World War One Series (London, Longman Group Limited, 1977) in booklets: THE DOMESTIC FRONT, THE WESTERN FRONT, THE WAR AT SEA AND IN THE AIR, GALLIPOLI, COMMENDATION, CASUALTY AND CAPTIVITY, LETTERS TO A COUNTRY RECTOR, and CONSCIENTIOUS OBJECTION.

For excerpts and exercises, VERSAILLES: THE PEACE AND AFTER from the History Replay Series (Oxford, Basil Blackwell Publisher.

For source readings and exercises, 'War and Peace' pp 299-326 in Edwin Fenton, ed., THE SHAPING OF WESTERN SOCIETY: AN INQUIRY APPROACH (Toronto, Holt, Rinehart and Winston, 1968

For discussion, 'What were the causes of World War I?' pp 377-400, VIEWPOINTS IN WORLD HISTORY.

For the library:

1. TANKS AND WEAPONS OF WORLD WAR I (Phoebus, London, BPC Publishing Ltd., 1973)
2. Dorothy and Thomas Hoobler, AN ALBUM OF WORLD WAR I (New York, Franklin Watts, 1976).

Teaching Suggestions

1. Teachers should consider the question posed in Chapter One of WAR AND PEACE IN THE 20TH CENTURY and Unit One of IN YOUR CENTURY, the select those which would be most appropriate to (a) the objectives of the unit and (b) the learning styles of the students.
2. Teachers should point out to students that the British bias in Unit One of IN YOUR CENTURY, 'Europe Goes To War' is in fact not inappropriate to Canadian students whose evolving nation was at his time a part of the British Empire.
3. Notwithstanding Suggestion 2 above, students should consider the particular Canadian response to the war.
4. Unit One of IN YOUR CENTURY does not dwell upon a detailed background of the war, but tries to bring it to life through the eyes of some of the people involved. For example, by first looking at the nature of Edwardian Society the student can grasp the unsettled feeling that existed in society prior to the outbreak of war.

5. There are various tasks set out in each of the sections of Unit One of IN YOUR CENTURY that may be performed as projects or class discussions. Students may still be able to interview a few people from their own area who were involved in the First World War.
6. The maps provided in A MAP HISTORY OF THE MODERN WORLD can form the focal point for both class discussions and individual projects.
7. A number of films on World War One are available from Audio-Visual Services (see catalogue) and other sources. A visual presentation of the actual fighting will do much to develop both interest and understanding.
8. Students with a special interest in the nature of machines may show particular curiosity on the manner in which advancing technology affected the war, and should be given opportunities to pursue this topic.
9. Additional teaching suggestions on World War I are provided in the curriculum guide for History 112.

Evaluation

1. Questions dealing with World War One should be fairly objective and straightforward, with a general avoidance of being overly philosophical.
2. Many excellent questions or other suggestions on evaluation are provided in the core material. Those selected should examine the students' understanding of the key concepts given for this unit.

Unit Four

LIFE IN THE 20's AND 30's

Suggested Time

Two Weeks

This unit is designed to provide students with a brief respite from the study of war, and to turn their attention to the fun and prosperity of the 20's and the economic and social woes of the 30's. Teachers should not allow themselves to get into excessive social, political, or economic analysis of this period (particularly that of Britain); instead, they should deal briefly with such topics on the one hand as the Gay Twenties, the growth of the Hollywood film industry, the social impact of the automobile, mass production, new fads and fashions; and on the other hand, inflation, prohibition, depression, unemployment, crime and racial prejudice -- in summary, boom and bust.

Key Concepts

Social Change	Depression
Mass Production	Crime
Prosperity	Prejudice
Prohibition	Unemployment
Inflation	

Prescribed Material

IN YOUR CENTURY, Unit Two, 'Between The Wars', pp 28-38

Additional References

A good source is Chapter 45 of the History of the 20th Century Series. Also, 'The Great Depression Paralyzes Europe and America', pp 489-491 in Bernard and Hodges, READING IN EUROPEAN HISTORY.

For illustrative readings, a good book is Barry Broadfoot, TEN LOST YEARS 1929-1939 (Toronto, Doubleday Canada, 1973).

For excerpts and exercises, THE GREAT CRASH: AMERICA 1920-33 from the History Replay Series.

Teaching Suggestions

1. Avoid 'bogging down' in the particularly British material presented in IN YOUR CENTURY. An appropriate selection of films from or on the period accompanied by good discussion may be the most effective means of reaching the goals of this unit. Students will show interest in the beginnings of organized crime in the United States, hobos riding the trains in Canada, early movie stars, clothing fashions and music.
2. Students should come to understand just what 'hard times' really were, and how people pulled together to survive.
3. Teachers may find it easy to involve the students in drawing parallels between life in the 20's and 30's with what they have seen happen in the 70's and 80's.

Evaluation

Avoid serious testing. Use this unit to encourage discussion and participation. Keep it light.

Unit Five

THE RISE OF TOTALITARIANISM

Suggested Time

Five weeks

Content

One of the most important goals of this course is to introduce students to an understanding of the nature of totalitarianism, including how it can come about and how it differs from other forms of dictatorship. Students must examine in detail the establishment of totalitarian regimes in each of Communist Russia and Nazi Germany, and touch briefly in Fascism in Italy. Four principle questions will be answered in this unit:

1. How did Lenin and the Communists come to power?
2. How did Stalin transform Communist Russia?
3. What were the principles of Italian Fascism?
4. How did Hitler and the Nazis rule Germany?

The restraints of totalitarianism should be continually contrasted with the freedoms of democracy, and students made fully aware of the differences between a dictatorship and an open and free form of government. Teachers should teach their students to objectively assess systems different from their own.

Key Concepts

Czarism	Purge	Depression
Communism	Fascism	Mind Control
Marxism-Lenninism	Reparations	Concentration Camp
Stalinism	Aryanism	Genocide
Collectivism	Racial Superiority	Law of Force
Central Planning	Anti-Semitism	Democratic Rule By Law
Totalitarianism	Imperialism	Elitism
Individual Rights	Propaganda	Lebenstaum

Prescribed Material

THE RISE OF TOTALITARIAN STATES, Chapter One; Chapter Two; Chapter 4 Introduction and Question 1, 2 4 and 5; and Chapter Five, Sections 1-7.

IN YOUR CENTURY, pp 58-63; pp 39-43

A MAP HISTORY OF THE MODERN WORLD pp 36-41

Additional References

TEACHING THE HOLOCAUST, Hugh Duplisea, Department of Education

RUSSIA IN THE TWENTIETH CENTURY

Chapter 48, 'The Nazi Takeover' in the History of the 20th Century Series and 39, 'The Rise of Totalitarianism' and 40, 'Totalitarian Agression'.

For discussion purposes, 'How did the Communists seize power in Russia?' (pp 401-424) in VIEWPOINTS IN WORLD HISTORY. Also, 'Russian Totalitarianism' pp. 327-346 in THE SHAPING OF WESTERN SOCIETY.

There are interesting excerpts and exercises in Donald A. Hurst, *THE RUSSIAN REVOLUTION: EXPERIENCING HISTORY* (Don Mills, Ontario, Academic Press Canada, 1980). Also *STALIN'S RUSSIA 1924-41* from the History Replay Series.

Good general explanation and analysis is provided in Rex Winsbury, *COMMUNISM* (London, Hamish Hamilton, 1978). A good introduction to this unit is material found in Chapter 1, 'Background to Revolution' in N. C. Jackson, *RUSSIA IN THE TWENTIETH CENTURY*. This book is a good teacher reference for Russian topics throughout the course.

For excerpts and exercises, *ORIGINS OF THE SECOND WORLD WAR* from the History Replay series.

For source readings and exercises, 'Nazism in Germany' pp 347-369 in *THE SHAPING OF WESTERN SOCIETY*.

For discussion, 'The Rise of the Nazi Horror: Who was Responsible?' pp 425-464 in *VIEWPOINTS IN WORLD HISTORY*.

For the library:

1. Martin Gilbert, *THE HOLOCAUST* (New York, Hill and Wang, 1978) - maps and photos
2. Seymour Rossel, *THE HOLOCAUST* (Toronto, Franklin Watts, 1981). A Readable text.

Teaching Suggestions

1. Perhaps more than most, this unit lends itself to a discovery approach. Students should be more motivated in their study of totalitarianism than in most other sections of the course.
2. This unit lends itself to the use of classroom debates, students role-playing and other types of oral presentations.
3. Few other units in the course will prove more valuable in dealing with value judgements and moral dilemmas.
4. Many films and other visual aids are available for this period (see Audio Visual Services and National Film Board Catalogues).
5. Teachers must not shy away from teaching about the Holocaust. A number of suggestions on how to approach this topic are found in 'Teaching the Holocaust' available from the Department of Education. Two excellent VCR's on the Holocaust are available from Audio Visual Services: 'Genocide' and 'Kitty: Auschwitz Revisited'.

Evaluation

1. Test and examination questions should relate directly to the key concepts listed for this unit, and require more analytical thinking than have some of the previous units.

2. While value judgements will of necessity appear in student responses, students should be taught how to support their views with historical evidence and facts, not just opinion.

Unit Six

WORLD WAR TWO

Suggested Time

Three weeks

Content

With the background on Fascist Italy and Nazi Germany firmly established in the previous unit, including such topics as Anti-Semitism and the Holocaust, it will now be possible to look directly at the political and militaristic causes of World War II, including the weakness of the League of Nations and the expansionist aims of Italy, Germany and Japan. In addition to studying Hitler's foreign policy and the various pre-war crises Hitler provoked, students should also consider the apparent inability of the other countries to stop him. How much responsibility must these other countries bear for the outbreak of war?

The degree of detail to be provided on the actual course of the war is subject to teacher discretion. Certainly some attention should be given to such topics as the Munich Agreement, modern weapons, blitzkrieg, the alliances, Dunkirk, battle of Britain, Stalingrad, El Alamein, Pearl Harbour, entry of the United States, role of Canada, the first Atomic Bomb, unconditional surrender, human cost, and the Nuremberg trials.

Key Concepts

International Organization

Appeasement

Aggression

Allies

Alliances

Lightning War

Total War

Occupation Zone

War Criminal

War Tribunal

Prescribed Material

IN YOUR CENTURY, pp 44-57

WAR AND PEACE IN THE TWENTIETH CENTURY, pp 28-50

RISE OF TOTALITARIAN STATES, pp 89-91, pp. 115-120

A MAP HISTORY OF THE MODERN WORLD, pp 30-35, 52-61, 67-80.

Additional References

For illustrative readings, Barry Broadfoot, SIX WAR YEARS 1939-1945 (Toronto, Doubleday Canada Limited, 1974)

For the library:

1. John Hersey, HIROSHIMA (New York, Alfred A. Knopf, 1946) - Accounts of 6 survivors.
2. Marion Yass, HIROSHIMA (Letchworth, Hertfordshire, Garden City Press Limited, 1971). This is part of the Wayland Documentary Series.

HIROSHIMA could lead into a discussion based on 'The Nuclear Arsenal: Security of Suicide?' pp 489-520 in VIEWPOINTS IN WORLD HISTORY.

Teaching Suggestions

1. Review the war guilt clause from 1918 and discuss whether or not it should have been included in the Treaty of Versailles.
2. Set up classroom debates on such topics as appeasement, early American neutrality, the allied alliance with Russia, dropping the atomic bomb, and the Nuremburg Trials.
3. Many excellent films are available from Audio-Visual Services.

Evaluation:

Questions should relate to the key concepts and not to such things as battle detail.

Unit Seven

THE COLD WAR

Time Suggested

Five weeks

Content

This unit focuses on the establishment of the United Nations in 1945 and the difficulties of establishing peace and security in the face of the Russian occupation of Eastern Europe and the various clashes, 'cold and hot', between the Communist Bloc and the West.

Emphasis should be placed on the rise of both the United States and the Soviet Union as major world powers, and on their competing roles and motives.

Key Concepts

International Cooperation	Balance of Power
Containment	Super Power
Recovery Program	Nuclear Power
Iron Curtain	Revolution
Foreign Occupation	Suppression
International Communism	Economic Aid

Prescribed Material

IN YOUR CENTURY, pp 99-104, pp 113-114, pp 118-121

WAR AND PEACE IN THE TWENTIETH CENTURY, pp 48-89

RISE OF TOTALITARIAN STATES, pp 42-73

A MAP HISTORY OF THE MODERN WORLD, pp 82-85, pp 117-128

Additional References:

For discussion, 'The United Nations: Man's best hope for peace?' pp 561-592 in VIEWPOINTS IN WORLD HISTORY.

Teaching Suggestions

Individual teachers should determine (perhaps in consultation with their students) the degree of emphasis to be placed on each of the following questions:

1. What were the origins of the Cold War?

Students should consider the power and aims of the United States and the U.S.S.R. at the end of World War II. Why did the Russians establish full control in Eastern Europe in 1947 and 1948? Why did the United States introduce the policy of containment through the Truman Doctrine and the Marshall Plan?

2. Why has Berlin been a 'hotspot' throughout the Cold War?

Students should consider the origins of divided Berlin as well as the significance of the construction of the Berlin Wall and the Berlin Blockade.

3. How was the Korean War related to the development of the Cold War?

Students should consider how the Korean War began and how the United Nations became involved. What was the role of General Douglas MacArthur and why was he dismissed?

Students should be aware of the way that the Korean War brought the Cold War to Asia.

4. What was the significance of the Hungarian Revolution to the Cold War?

In answering this question, students should be considering the position of the Eastern European States under Communism, and may wish to look at Poland in 1956 or Czechoslovakia in 1968 (as well as Hungary). What were the aims of the Hungarian revolutionaries and why did they fail? Why did the Russians send in troops? Why did the United States fail to give the revolutionaries any help? What was the significance of this event to the Cold War?

5. How did the Cuban Missile Crisis affect the development of the Cold War?

Students should study the origins and development of this crisis and consider whether the American response was the most appropriate one at the time. What effect did the crisis have in relations between the USA and USSR?

6. To what extent was the war in Viet-Nam a battle of the Cold War?

Students should examine the origins of the war, the involvement of the United States, and the eventual conclusion of the war. Was the war a real battle of the Cold War between the forces of communist democracy and capitalist democracy or was it really a war of national liberation?

7. Is the United Nations an effective organization?

Students should be familiar with the stated objectives of the United Nations and should evaluate its success in meeting these objectives. Students should consider the effects on the United Nations of individual members acting unilaterally. The structure and organization of the United Nations should be studied, as should the operation of the three blocs -- East, West and Afro-Asian.

8. Is the Cold War over?

Students should assess present East-West relations, including recent events in Poland and Afghanistan, and then determine a meaningful definition of 'The Cold War Today'.

Evaluation

Many excellent questions are provided in the prescribed materials. Guard against demanding too much depth of understanding on issues that baffle even our political leaders.

Unit Eight

CHINA IN REVOLUTION

Time Suggested

Two weeks

Content

The aim of this unit is to acquaint the students with the main theme of modern Chinese history: a non-Western nation and society in turmoil and revolutionary change in the 20th Century. A brief background study of traditional China may be necessary.

As background to the Communist Revolution, students could study the ideological revolution that paved the way for nationalism and communism, Japan's aggression in China, and the Sino-Japanese War.

Students should study the following topics: the Civil War and the triumph of the Chinese Communist Party; the political framework and its ideological basis, revolutionary changes in Chinese society and education, China's economic development since 1950 (including the Great Leap and the involvement of the Communes, Sino-Soviet relations, and end with an emphasis on the internal struggles and changes of the late 70's and 80's and China's recent entry into improved relationships with the West.

Key Concepts

Tradition	Commune
Isolation	Collectivism
Nationalism	Cultural Revolution
Communism	Sino-Soviet

Prescribed Material

IN YOUR CENTURY, pp 66-73

A MAP HISTORY OF THE MODERN WORLD, pp 100-101, 134-135

Additional References

A good book for student research and projects is CHINA: THE LAND AND ITS PEOPLE from the Macdonald Countries series.

For excerpts and exercises, CHIANG AND MAO, CHINA 1919-49 from the History Replay Series.

As a teacher reference, Gil and Ann Leoscher, CHINA: PUSHING TOWARD THE YEAR 2000 (New York, Harcourt, Brace, Jovanovich, 1981).

Teaching Suggestions

A number of excellent films on China are available from Audio Visual Services.

Evaluation

Some excellent tasks and questions are provided in IN YOUR CENTURY.

Unit Nine

NEW NATIONS, NEW LEADERS, NEW PROBLEMS

Suggested Time

Five weeks

Content

This unit deals with the emergence of new nations and new leaders after 1945. It presents African examples of the rise from colonization to independence, the struggles that still lie ahead in some areas, and the Middle East conflict between the Arabs and the Jews following the formation of the Jewish national homeland of Israel in 1948. The study of the emergence of some of the Third World countries will give the student a view to both imperialism and the quest for independence, as well as the role played by the United Nations in supplying economic assistance to emerging areas.

Key Concepts

Colonialism	National Homeland
Independence	Zionism
Nationalism	Resources
Foreign Domination	Jew
White Rule	Hindu
Apartheid	Moslem
Pan Africanism	Famine
Industrialization	International Aid

Prescribed Material

IN YOUR CENTURY, pp 74-94

A MAP HISTORY OF THE MODERN WORLD, pp 86-93, 96-99, 104-105,
112-113, 114-116, 154-155

Additional References

Current journals and news media.

For teacher reference, Richard Worth, THE THIRD WORLD TODAY
(New York, Franklin Watts, 1983)

For discussion purposes, 'What direction for emerging
Africa' pp 337-376 in VIEWPOINTS IN WORLD HISTORY.

For teacher reference, Leften S. Stavrianos, MIDDLE EAST: A
CULTURE AREA IN PERSPECTIVE (Boston, Allyn and Bacon Inc.,
1974) and Richard Worth, ISRAEL AND THE ARAB STATES (New
York, Franklin Watts, 1983)

Also for teachers, 'The Middle East' pp. 17-22 in WORLD
AFFAIRS 2: COUNTRIES, CONTINENTS AND COMMUNITIES.

For student research and projects, ISRAEL and EGYPT from the
Macdonald Countries Series.

For discussion, 'The Arab-Israeli conflict: Where is it
heading?' pp 521-560 in VIEWPOINTS IN WORLD HISTORY.

For teacher reference, Worth, THE THIRD WORLD TODAY.

Teaching Suggestions

1. The unit on New Nations, New Leaders and New Problems can be built by tying in some of the previous information gathered in such units as the Growth of Industrialism. This will help to establish the reasons for European interest in other parts of the world and the imperialistic policies that were carried out in Africa, the Middle East and the Far East. With imperialism and its impact clearly defined, early attempts at colonization can be discussed in order to understand the later national struggles for independence. (It is noted that some of this background formed a part of the students' study in Year IX Social Studies).
2. Maps should be used extensively to familiarize the students with those part of the world being studied.
3. Teachers should avoid skipping briefly over many events at the expense of providing detail and understanding on a limited number that would serve as prototype for a student's later understanding of related or similar incidents in a variety of environments.

Evaluation

Strategies are suggested in IN YOUR CENTURY.

Unit Ten

INTERNAL DEVELOPMENTS IN SELECTED COUNTRIES
AFTER 1945Suggested Time

Three weeks

Content

It quite often occurs that in our efforts to present students with the major developments of world history that we become overly concerned with the relationships between countries and deal with only those few internal topics that relate to such dramatic occurrences as revolution. This unit has been designed to present material not covered in previous units that gives a broader picture of the principal domestic developments of our major countries that have occurred since World War II.

Although the principal areas studied should include Russia, Japan, the United States, Britain and Germany, material on other areas is available in A MAP HISTORY OF THE MODERN WORLD.

Key Concepts

Determined by areas of study.

Prescribed Material

THE RISE OF TOTALITARIAN STATES, chapter 3, pp 42-70
(Russia)

IN YOUR CENTURY, pp 64-65 (Russia), pp 94-98 (Japan), pp. 105-112 (United States), pp. 113-116 (Britain & Germany), pp. 121-123 (Britain)

A MAP HISTORY OF THE MODERN WORLD, sections according to areas studied.

Additional References

For student research and projects, THE SOVIET UNION, JAPAN AND THE UNITED STATES, from the Macdonald Countries Series.

Edward F. Dolan and Shan Finney, THE NEW JAPAN (Toronto, Franklin Watts, 1983), particularly 'Japan at Work: Big Industry' and 'Japan at Work: For Daily Needs'.

Teaching Suggestions and Evaluation

This is the most open-ended unit of the course, and the method of the teaching and evaluating is left more to the imagination of the teacher. Some suggestions are found in IN YOUR CENTURY.

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