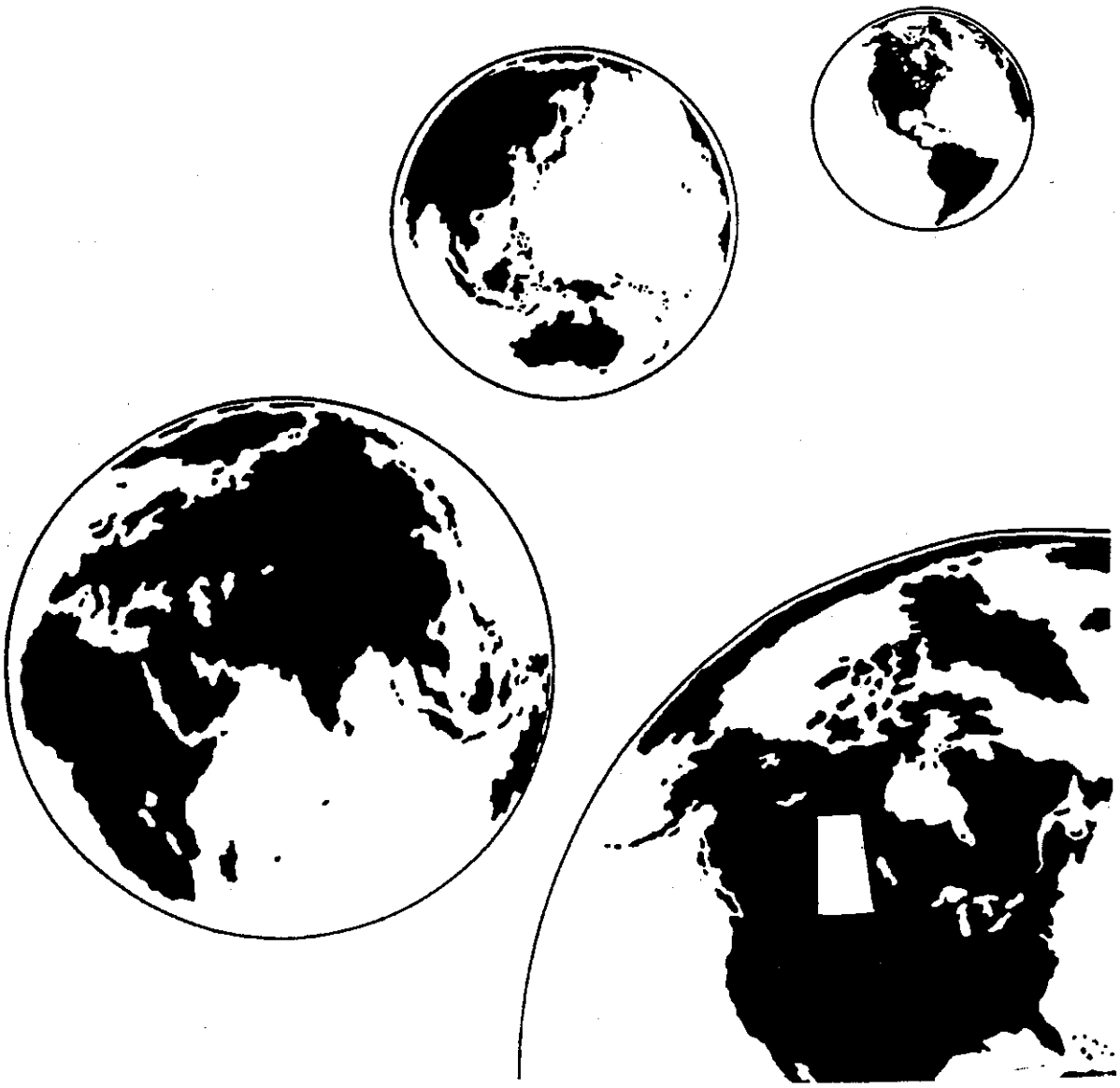
Saskatchewan
Learning

# History 20
## World Issues
## A Curriculum Guide



September 1994

# History 20
## World Issues
## A Curriculum Guide

**Saskatchewan Education,
Training and Employment**
**September 1994**

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The members of the Social Sciences Curriculum Advisory Committee provided guidance for the development of *World Issues*. The members were:

Len Brhelle
Representative of Saskatchewan Council of Social Sciences
Social Studies Consultant
Regina S.D. No. 4

Deb Kerr-Goodfellow
Teacher
Neilburg Composite School
Battle River S.D. No. 60
Neilburg, Saskatchewan

Bob Lockwood
League of Educational Administrators, Directors and Superintendents
Meadow Lake Saskatchewan

George Meyer
Trustee
Prince Albert R.C.S.S.D. #6
Prince Albert

John Newton
Professor
Faculty of Education
University of Regina

Brent Toles
Teacher
Prince Albert Comprehensive High School Board
Prince Albert, Saskatchewan

Alan Tremayne
Gabriel Dumont Institute
Regina, Saskatchewan

Delmer Wagner
Principal
St. Patrick School
Swift Current Roman Catholic S.D. No. 11
Swift Current, Saskatchewan

The members of the Secondary Social Studies Writing Committee were directly involved in the development of *World Issues*. The members were:

Glenys Eberle
Teacher
Greenall School
Buffalo Plains S.D. No. 21
Balgonie, Saskatchewan

Patricia Hanson
Teacher
Robert Usher Collegiate
Regina S.D. No. 4
Regina, Saskatchewan

Michael Hayden
History Professor
College of Arts
University of Saskatchewan

Darryl Hunter
Teacher
Melville Comprehensive High School
Melville Comprehensive School Board
Melville, Saskatchewan

Glenn Mitchell
Teacher
Marion M. Graham Collegiate
Saskatoon S.D. No. 13
Saskatoon, Saskatchewan

John Newton
Professor
Faculty of Education
University of Regina

Adrian Seaborne
Professor of Geography
Faculty of Arts
University of Regina

Brent Toles
Teacher
Prince Albert Comprehensive High School Board
Prince Albert, Saskatchewan

Elgin Wyatt
Teacher
North Battleford Comprehensive High School
North Battleford S.D. No. 103
North Battleford, Saskatchewan

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- the Social Studies Project Team;
- in-house consultants;
- pilot teachers; and,
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# Introduction

# The Basis for Curriculum Reform in Social Studies and History

*World issues* is part of a series of curriculum reforms in the social studies undertaken by Saskatchewan Education, Training and Employment.

This comprehensive curriculum development process began with the establishment of the Social Studies Task Force in 1981. The Task Force was made up of people representing various sectors of Saskatchewan society. It surveyed a wide range of public opinion and on the basis of its findings compiled a report outlining a philosophy for social studies education.

In October 1982, the Minister of Education established a Social Sciences Reference Committee. The Reference Committee developed a plan of action based on the recommendations of the Task Force to give specific direction to the planned course revisions.

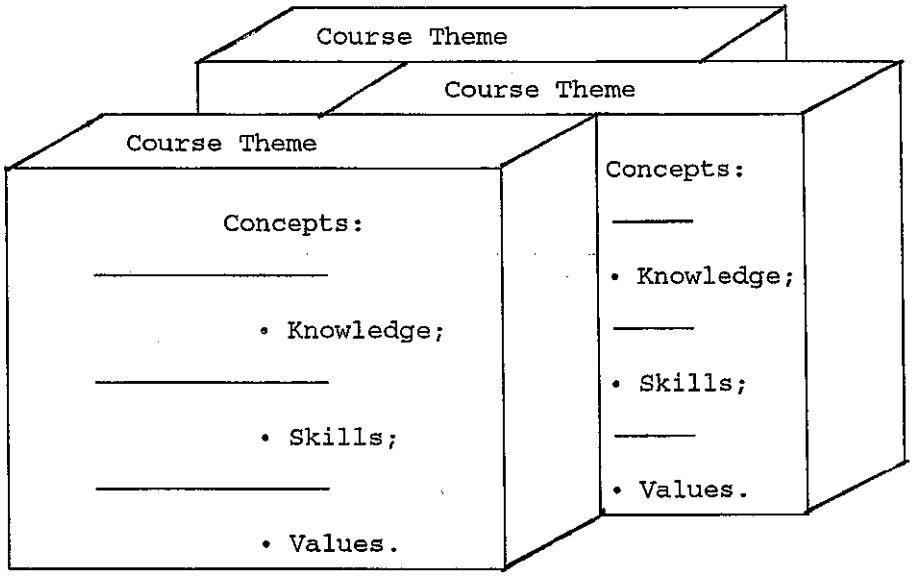
## The Aim of Social Studies Education

The Reference Committee defined the aim of social studies education:

> *....as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world.*
>
> *Report of the Social Sciences Reference Committee,* Saskatchewan Education (1984). p. 1.

## The Goals of Social Studies Education K-12

The following model represents the social studies curricula:




This model of social studies education prescribes four major goals for social studies teaching:

- **concept formation** - helping students to understand and apply social studies concepts;
- **knowledge** - providing students with basic social studies content;
- **skills/abilities** - developing in students the necessary skills/abilities to understand and use social studies information; and,
- **values** - in a democratic classroom environment, helping students to learn those skills and attitudes that will allow them to discuss, debate, and critically evaluate the ideas and beliefs facing citizens of a democratic society.

## Themes for the Social Studies, 1-12

The Reference Committee has outlined a set of twelve themes, one for each grade level. The themes present a content sequence designed to guide students from the familiar to the unfamiliar and from a local to a global view of the world. The themes for grades 1-12 are:

| | |
|---|---|
| Grade 1 | Families |
| Grade 2 | Local Communities |
| Grade 3 | Community Comparisons |
| Grade 4 | Saskatchewan Communities |
| Grade 5 | The Canadian Identity |
| Grade 6 | Canada's Global Neighbours |
| Grade 7 | Canada and the World Community |
| Grade 8 | The Individual in Society |
| Grade 9 | The Roots of Society |
| Grade 10 | Social Organizations |
| Grade 11 | World Issues |
| Grade 12 | Canadian Studies |

## Core Curriculum

The major components of Core Curriculum are the **required areas of study** and the **common essential learnings**. Core Curriculum also provides for **locally-determined** options to meet needs at the local level and the **adaptive dimension** which provides opportunities for teachers to individualize instruction.

Core Curriculum is intended:

> *"to provide all Saskatchewan students with an education that will reinforce the teaching of basic skills and introduce an expanded range of new skills to the curriculum. It will also encompass the processes and knowledge needed to achieve broader goals as identified by the Curriculum and Instruction Review Committee."*
>
> Adapted from *Core curriculum: Plans for implementation.* Saskatchewan Education (1987). p.3.

The seven required areas of study within the core curriculum are language arts, mathematics, science, social studies, health education, arts education, and physical education.

Six common essential learnings (C.E.L.s) have been defined and will be incorporated into social studies teaching as perspectives which influence how social studies is taught. The C.E.L.s are to be taught and evaluated as part of the social studies courses. The Common Essential Learnings (C.E.L.s) are summarized below.

**Independent Learning** involves the creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated, and life-long learners who see learning as an empowering activity of great personal and social worth.

**Personal and Social Values and Skills** deals with the personal, moral, social, and cultural aspects of each school subject and has as a major objective the development of responsible and compassionate citizens who understand the rational basis for moral claims.

**Critical and Creative Thinking** is intended to help students develop the ability to create and critically evaluate ideas, processes, experiences, and objects related to the social studies.

**Communication** focuses on improving students' understanding of language use in the social studies.

**Numeracy** involves helping students to develop a level of competence which would allow them to use mathematical concepts in the social sciences.

**Technological Literacy** will help students appreciate that technological systems are integral to social systems and cannot be separated from the culture within which they are shaped.

## Indian and Métis Curriculum Perspectives

The integration of Indian and Métis content and perspectives within the K-12 curriculum fulfils a central recommendation of ***Directions*** (1983), the ***Five Year Action Plan for Native Curriculum Development*** (1984) and the ***Indian and Métis Education Policy from Kindergarten to Grade 12*** (1989).

*Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in our society today. Saskatchewan Education recognizes that education programs must meet* ***the needs of Indian and Métis peoples,*** *and that changes to existing programs are also necessary for the benefit of* ***all students.***

*Indian and Métis Education Policy from Kindergarten to Grade 12.*
Saskatchewan Education (1989). p.6.

The inclusion of Indian and Métis perspectives benefits **all students** in a pluralistic society. Cultural representation in all aspects of the school environment empowers children with a positive group identity. Indian and Métis resources foster a meaningful and culturally identifiable experience for Indian and Métis students, and promote the development of positive attitudes in **all students** towards Indian and Métis people. This awareness of one's own culture and the cultures of others develops self-concept, enhances learning, promotes an appreciation of Canada's pluralistic society and supports universal human rights.

Saskatchewan Indian and Métis students come from varied cultural backgrounds and social environments including northern, rural, and urban areas. Teachers must understand the diversity of the social, cultural, and linguistic backgrounds of Saskatchewan Indian and Métis students. All educators need cross-cultural education, and increased awareness of applied sociolinguistics, first and second language acquisition theory, and standard and non-standard usage of language. Teachers must utilize a variety of teaching strategies that match and build upon the knowledge, cultures, learning styles, and strengths which Indian and Métis students possess. Responsive adaptations are necessary to all curriculum for effective implementation.

The following four points summarize the Department of Education, Training and Employment's expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction.

- *Curricula and materials will concentrate on positive images of Indian, Métis, and Inuit peoples.*
- *Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis, and Inuit peoples.*
- *Curricula and materials will include historical and contemporary issues.*
- *A strong curriculum emphasis will be given to Indian/Métis Studies, Indian languages, and English language development.*
- *Curricula and materials will reflect the legal, cultural, historical, political, social, economic, and regional diversity of Indian, Métis, and Inuit peoples.*

*Indian and Métis Education Policy from Kindergarten to Grade 12,*
Saskatchewan Education (1989). p. 12.

Saskatchewan teachers are responsible for integrating into the appropriate units resources that reflect accurate and sufficient Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

## Gender Equity

Saskatchewan Education, Training and Employment is committed to providing quality education for all students in the K-12 system. Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Although many schools have tried to provide equal opportunity for male and female students, continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of

schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and non-sexist teaching strategies. Both girls and boys need encouragement to explore non-traditional as well as traditional options.

To meet the goal of gender equity in the K to 12 system, Saskatchewan Education, Training and Education, is committed to the reduction of gender bias which restricts the participation and choices of all students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviours and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities, and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of stereotyping and enable both girls and boys to share in all experiences and opportunities which develop their abilities and talents to the fullest.

## Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning. Resource-based instruction means that the teacher, and teacher-librarian if available, will plan units which integrate resources with classroom assignments, and teach students the processes needed to find, analyze, and present information.
It is intended that secondary social studies students will use a variety of learning resources in order to develop both knowledge and skills. Resource-based instruction is an approach to curriculum which uses all types of resources. Some possible resources are books, magazines, films, audiotapes and videotapes, computer software and data bases, manipulable objects, commercial games, maps, community resources, museums, field trips, pictures and study prints, real objects and artifacts, and media production equipment.

Social studies teachers should introduce current events whenever possible. A vertical file, containing current pamphlets, articles and newspaper clippings is needed. Ideally, this file is housed, circulated and maintained through the school library. With some time and patience a classroom teacher may develop a file for social studies using headings from a standardized list such as ***Sears List of Subject Headings*** (1991), and ***Sears List of Subject Headings: Canadian Companion*** (1987).

The following points will help teachers use resource-based teaching and learning:

- Discuss the objectives for the unit or assignment with students. Incorporate needed research skills into the activities in the unit, so that skills are always used at the time they are taught. Work with your teacher-librarian, if available.
- Do your planning with the library staff well ahead of time. This will ensure that adequate resources are available and will allow you and the library staff to make decisions about shared teaching responsibilities.
- Show students that you are a researcher who seeks out sources of knowledge by using a variety of resources in your classroom teaching. Discuss sources of information with students and encourage them to use other libraries, government departments, museums and other community resources when they are doing research.
- Provide resource lists and bibliographies to support specific units of study.
- Encourage students to ask the teacher-librarian to help them identify resources related to their assignment or unit.
- Increase your knowledge about integrating resources into regular classroom by attending planning and inservice sessions.
- Identify quality curricular resources that might be added to the school library collection.
- Support the important role of the library resource centre when you talk with colleagues, principals, and directors.

# Overview of Social Studies Curricula

> Children will not truly understand a concept until they have had an opportunity to re-invent it for themselves.
>
> Piaget

The objectives of social studies education as outlined by the Social Studies Task Force, the Reference Committee, and Core Curriculum emphasize skills and attitudes that will enable students to understand information; research and write about issues in creative, meaningful ways; and debate and evaluate issues. Recall of factual information is required to the extent that it supports these objectives.

Evaluation must also reflect these objectives by testing students for more than the recall of information. Evaluation must determine whether students are achieving the skills/abilities and attitudinal objectives as well as the informational objectives of the course. It is important that in the evaluation process students demonstrate that they have learned to generate and apply knowledge in meaningful ways.

# Conceptual Teaching

## The Twenty Core Concepts

A concept is a category that groups objects or ideas with certain similarities. Each category is defined by criteria which determine what can and cannot be accepted into the category.

Central to the K-12 social studies framework is a set of twenty major concepts drawn from the social science disciplines. These concepts act as organizers for the required knowledge, skills, and values learnings.

The twenty concepts are:

| | | | |
|---|---|---|---|
| Beliefs | Decision making | Institution | Power |
| Causality | Distribution | Interaction | Resources |
| Change | Diversity | Interdependence | Technology |
| Conflict | Environment | Needs | Time |
| Culture | Identity | Location | Values |

## Concept Attainment

The goals of both the Reference Committee and Core Curriculum (with its emphasis on the Common Essential Learnings) include the teaching of higher order thinking as well as teaching social studies and history information. Instructional methods must be used that promote both types of learning at the same time. Concept attainment is one such method. People organize information into meaningful patterns using concepts. Objects or ideas which have in common certain characteristics or critical attributes can be placed in the same category and given a label. These labelled categories are concepts.

## Concept Application

A concept can range from a category of things as concrete as chairs to a category of relationships as abstract as power. By learning to understand and use concepts, students can use the critical attributes of a concept as criteria to categorize data so that inferences may be drawn from them. This process enables the student to simplify complex information by organizing (classifying) the categories or concepts into meaningful patterns. This is an important step towards independent learning and critical and creative thinking.

## Distribution of Concepts, Grades 1 - 12

The twenty concepts are developed as major concepts at various grade levels as shown below.

| Concept | Elementary | | | | | Middle | | | | Secondary | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Beliefs | | | | | | | | x | x | x | x | x |
| Causality | | | | | | | | | x | x | x | x |
| Change | x | | x | | | x | x | x | x | x | x | x |
| Conflict | | | | | | | | | | x | x | x |
| Culture | x | | | x | | | | x | x | x | x | x |
| Decision making | | | x | x | x | | | x | x | x | x | x |
| Distribution | | | | | x | | x | | | | X | x |
| Diversity | | x | x | x | x | x | | | x | x | x | x |
| Environment | | x | x | | | | | | x | | x | x |
| Identity | x | | | x | x | x | | x | x | | x | x |
| Institution | | | | x | x | x | | | | x | x | x |
| Interaction | | | | | | x | x | | x | | x | x |
| Interdependence | | | x | | | x | | x | | x | x | x |
| Location | | | | x | | x | x | | | x | | x |
| Needs | | | | | x | x | x | x | | x | X | |
| Power | | | | | | | x | | x | x | x | x |
| Resources | | | | | x | | x | | | | x | x |
| Technology | | | | x | | | | | x | | x | x |
| Time | | x | | | x | x | | | x | x | X | |
| Values | | | | x | x | x | x | x | x | x | x | x |

# Teaching Skills and Abilities

If students are to achieve the objectives of higher order thinking, then they must develop the abilities which make this possible. Achievement of the objectives within the C.E.L.s cannot happen unless time and effort is spent helping students learn the prerequisite skills/abilities.

Beyer argues that an effective curriculum on thinking skills should introduce a limited number of skills/abilities (three to five) at each grade level. Students are not able to learn to the mastery level more than five skills per year. By providing a sequenced development of skills/abilities from the primary years to the secondary years, a scope and sequence can ensure that students master the necessary number of skills/abilities to allow them to become independent, critical and creative learners.

Beyer, B. (1984). Improving thinking skills: Defining the problem. *Phi Delta Kappan, (65)7,* 486 - 490.

**Adaptation**

Only one or two skills are prescribed for each grade so the course can be adapted to make it suitable for the class being taught. Skills/abilities are introduced gradually throughout each course. This allows students to learn the skill at the beginning of the course, to practise it, and to use the skill independently. Students are expected to achieve some measure of independence in the use of skills prescribed for each grade level.

**Dialectical Reasoning, Problem Solving, Decision Making, and Conflict Resolution**

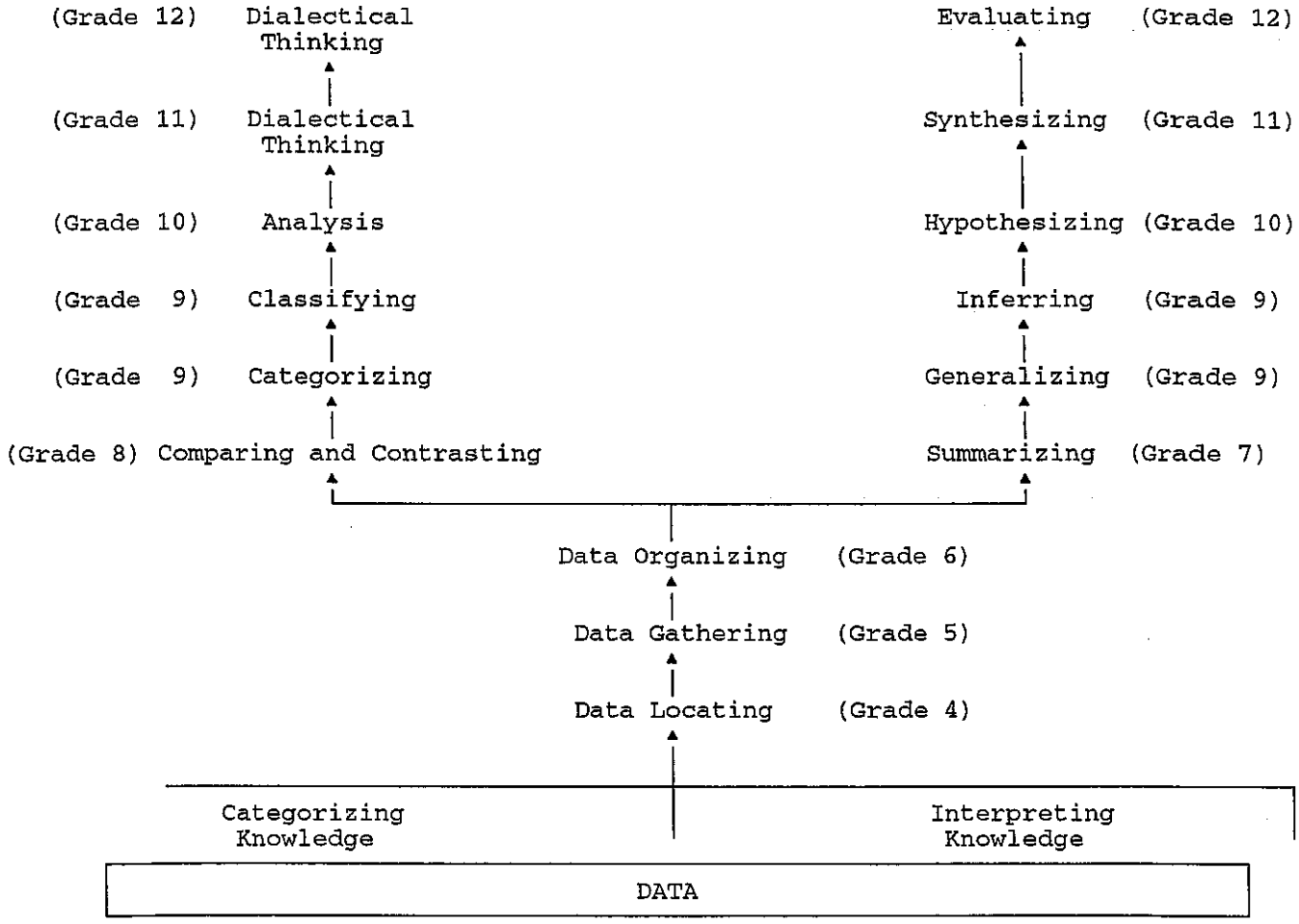
Two skills/abilities that are greatly emphasized throughout the middle years are categorizing and classifying. While categorizing (creating a group or class within a system) is inherent in conceptualizing, it should also be taught as a skill basic to critical and creative thinking. Classifying (the process of arranging groups or classes according to some system) is another basic skill taught throughout the middle years (most particularly in Grade 9) because it is fundamental prerequisite to the skill of analysis. The skills of generalizing (noting common elements among cases or data being studied) and inferring (using a generalization made from data/cases to draw implications or form conclusions about that or another case) are also emphasized in grade nine.

In Grade 10 the skills of classifying and inferencing are carried on, reinforced, and used as the basis for developing the ability to analyze and hypothesize. Students will be taught to classify data using grids and/or concept maps. Once they can do this, they are in a position to draw inferences about relationships within the data. These inferences become the basis for an hypothesis.

In Grade 11, the skills of analysis and hypothesizing continue to be stressed and used to develop the abilities to think dialectically and to solve problems. Given the controversial nature of many of the world issues the students will be studying and because students will be entering a world which requires the ability to be able to think about issues that are complex and many sided, students will need to learn to deal with ambiguity and uncertainty. Dialectics and its related processes of creative problem solving, decision making, and conflict resolution are logical extensions of hypothesizing and analyzing. Students who have been introduced to these skills in previous years will learn to define the different sides of a dialectic and then analyze the sides for logical consistency. Students doing creative problem solving can use inferencing and hypothesizing to define the alternatives in a problem and then use analytical grids to decide upon the best course of action. Much the same process occurs in decision making and conflict resolution, the other two major skills of grade eleven social studies.

## Scope and Sequence of Intellectual Abilities

**Note:** The chart below does not mean an intellectual ability assigned to one grade level would not be used at another grade level. **All of the abilities (and others) will be used to some degree in each grade.** The intent of the chart is to provide a scope and sequence of basic intellectual abilities which is developmental so the abilities introduced in one year will serve as the basis for the abilities to be learned in subsequent years.




Adapted from Hannah, L. and Michaelis, J. (1977).
*A Comprehensive Framework for Instructional Objectives: A guide to systematic planning and evaluation.*
Menlo Park CA: Addison - Wesley (1977). pp. 13-16

## Mastery Learning of Skills/Abilities

The objective for each year is for students at each grade level to master one or two intellectual abilities well enough so they can use the abilities independently. In assessing student progress in the abilities, a teacher should determine whether a student is able to use the ability independently or whether the student is at a more preliminary stage. It is important to reinforce and build on the achievements of previous years so that students' abilities grow over their school careers.

In the curriculum guide students deal with skills/abilities in four stages:

- being formally introduced to the skill/ability;
- practising using the skill/ability in a number of situations;
- achieving independent use of the skill/ability; and,
- maintaining and expanding the use of the skill/ability.

Teachers may wish to use the descriptors of introducing, practising, achieving independent use, and maintaining and expanding in a checklist or rating scale to chart student progress. Until the mastery level is achieved, students should not be expected to perform the skill with full effectiveness.

### Adaptation of Intellectual Demands to Student Ability

Some students in Grade 11 will have moved into Piagetian formal operations while others will be in the transitional stage between concrete and formal operations. Again, as in all secondary programs, consideration must be given to this reality. Thus objectives must be interpreted and strategies used in ways that do not challenge students beyond their ability.

The Grade 11 social studies and history courses have been designed around the learning cycle on page 34. It is important that skills/abilities (and concepts) be introduced to students using concrete material that is familiar. Then students will be able to concentrate on the concepts and the skills/abilities rather than having to learn new material as well.

## Effective Teaching of Skills/Abilities

There are many approaches to teaching skills and abilities, each with its advantages and disadvantages. One approach that is useful because of its "common sense" nature was devised by Barry Beyer. These assumptions are built into the grade 11 social studies and history programs. Beyer assumes a skill is learned best when students:

- are consciously aware of what they are doing and how they do it;
- are not distracted by other inputs competing for attention;
- see the skill modeled;
- engage in frequent, but intermittent (not massed), practise of the skill;
- use feedback received during this practise to correct their use of the skill;
- talk about what they did as they engaged in the skill;
- receive guidance on how to use a skill at a time when they need the skill to accomplish a content related goal; and,
- receive guided opportunities to practise the skill in contexts other than that in which the skill was introduced.

What this means for teaching is that skills will not be mastered by students unless teachers are prepared to use a definite strategy aimed at mastery learning.

- Skills should be introduced in a way that shows the student these skills can accomplish tasks related to the subject matter. The purpose of this is to demonstrate to the student that the skill is useful.

- Next the teacher should explain the skill in detail showing the student exactly what the skill is, its purpose, and the procedures involved in using the skill.

- The teacher should demonstrate the skill, preferably by modelling it in a class situation.

- Once these steps have been completed, students should be given opportunities to apply and practise the skill using the course content they are studying.

(Note: Most research indicates clearly that skills have to be learned in the context of actual course content. Skills learned in isolation from content will not automatically transfer to any content that may be selected later.)

As part of their practise, students:
- should be given coaching in the use of the skill; and,
- should be given opportunities to think about the effective use of the skill.

Beyer, *Phi Delta Kappan*, 1984

# Teaching Controversial Issues

The teaching of value laden issues has generated much controversy. Some argue that in a pluralistic society, there can be no broad consensus on values. People who adopt this assumption argue that social studies education has to be objective and value free in order to avoid offending certain points of view. A second position is to provide students with opportunities to clarify their personal values, work out the consequences of those values and decide for themselves what they will or will not accept. A third position is to argue that there is some basic consensus on fundamental moral and ethical values in our society and that these values can be taught in some meaningful way.

The approach *World Issues* takes is that there are some fundamental values on which there is some agreement. *World Issues* also accepts that there are many disagreements and that students need to learn to deal with controversy. The social studies and history curricula provide students with learning experiences that will help them identify some of the fundamental value positions of society and how these arose. This curriculum deals with controversy, even invites it. However, it does not suggest that any belief is as good as any other belief. Our society does not accept that, and we should not give that impression to our students. Therefore this curriculum makes no attempt to be objective in the sense of being value free.

There is a fine line between education and propaganda. *World Issues* treads this line by giving students opportunities to examine controversial issues. Debating these issues will allow students the scope and motivation to learn to use and apply concepts and higher order thinking skills to organize information meaningfully. In this process, students can begin to understand the role of values as the basis for making inferences. From this, it is a short step to understanding that values provide us with evaluative criteria and that we depend upon the traditions of society to provide us with these guidelines. A short list of these criteria would include human dignity, basic rights and responsibilities as defined in the Charter of Rights and Freedoms, and respect of and tolerance for individual differences based on human dignity.

In determining what is appropriate for the student in the areas of values objectives, teachers should be aware of family and community standards. Educational decisions related to value objectives in the classroom should reflect these standards as well as those in the Canadian Charter of Rights and Freedoms. If a controversy arises between positions taken by family and community and that of the Charter, students should be encouraged to engage in dialectical thinking about the various positions before arriving at their personal value position.

# Evaluation

## Evaluation of Student Learning

The curriculum guide includes three categories of objectives: knowledge, skills/abilities, and values. Each category includes specific learning objective statements which define the expectations of the curriculum. From these statements the teacher will need to identify, in specific terms, those dimensions of the learning objectives that the teacher considers appropriate for the students. The course as a whole and each unit has a set of foundational or core objectives which all students are expected to achieve. The remaining time can either be used for enrichment or for additional help and support. Evaluation should, at the minimum, be based on these foundational objectives.

## Evaluation of Values Objectives

Teachers should avoid evaluating students' value positions as either right or wrong. This is only appropriate in situations relating to fundamental human rights. In most cases, there are quite a variety of acceptable positions in a pluralistic society. Therefore, teachers should try to pursue with students the reasoning that lies behind the value position.

Values objectives in the curriculum guide call for the student to appreciate the complexity of many issues related to various aspects of social life. This is not a demand that students adopt a certain value position, but rather a suggestion that students should begin to understand some of the underlying moral, ethical, and aesthetic conflicts and contradictions of the social issue in question. Objectives of this sort lend themselves much more readily to informal methods of formative evaluation.

From individual, group, and class discussions, teachers can get a "feel" for what students have learned about a values objective that has been taught in the classroom. Teachers should chart changes which occur in student values rather than evaluate the quality of students' values. These changes may be recorded through the use of anecdotal records and checklists.

A major objective of social studies and Core Curriculum is to teach critical and creative thinking. Teachers must not deny this process to the students by insisting on a single value position in the classroom. Rather, the teacher ought to use these opportunities to stimulate discussion and independent thinking about issues.

Encourage students to develop the thinking and communications skills that allow them to develop legitimate value positions and to express and defend them in open debate. Teachers may evaluate students' work from this perspective, provided it is clear that the skills of thinking, logic, and communication are being evaluated rather than a specific value position. Being specific as to what these skills are and the stages in development that occur in them aids the teacher in constructing assessment instruments to gather such information. Note: For a more detailed discussion of these issues see pages 46-49 of Saskatchewan Education (1988), *Understanding the common essential learnings: A handbook for teachers.*

## Evaluation of Skills/Abilities

It is important in evaluation to show clearly that there is a relationship or congruence between what has been taught and what is being evaluated. If an important teaching objective has been skills/abilities, then test instruments should also measure skills/abilities. It is important in meeting the objectives of this course to emphasize skills/abilities as well as information in any evaluative instrument used.

It is equally important when evaluating skills that students be asked to demonstrate that they know the skill needed in a particular situation and how to apply it. Students should be asked to apply the skill to new material, so that they are not able to use preformed generalizations as a crutch in the evaluation.

## Types of Evaluation

It is useful to distinguish between the terms *assessment* and *evaluation*. These terms are often used interchangeably, which causes some confusion in their meaning. *Assessment* is a preliminary phase in the evaluation process. In this phase various strategies are used to gather information about student progress. *Evaluation* is the weighing of assessment information against some standard (such as curriculum learning objectives) in order to make a judgment or evaluation about the performance of the student. This may then lead to other decisions and action by the teacher, student, or parent.

There are three main types of student evaluation:

- Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with information which can be used to modify instructional objectives. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.

- Summative evaluation occurs most often at the end of a unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress relative to curriculum objectives to students, parents, and educators.

- Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure that they are being sufficiently challenged; and to identify student interests.

Teachers conduct all three types of evaluation during the course of the school year.

## Guiding Principles of Student Evaluation

Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education, Training and Employment has developed five general guiding principles which are closely linked to the *Evaluation in Education* report and provide a framework to assist teachers in planning for student evaluation. For a more extensive treatment see Saskatchewan Education (1991). *Student Evaluation: A Teacher Handbook.*

- Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.

- Evaluation should be guided by the intended learning outcomes of the curriculum and a variety of assessment strategies should be used.

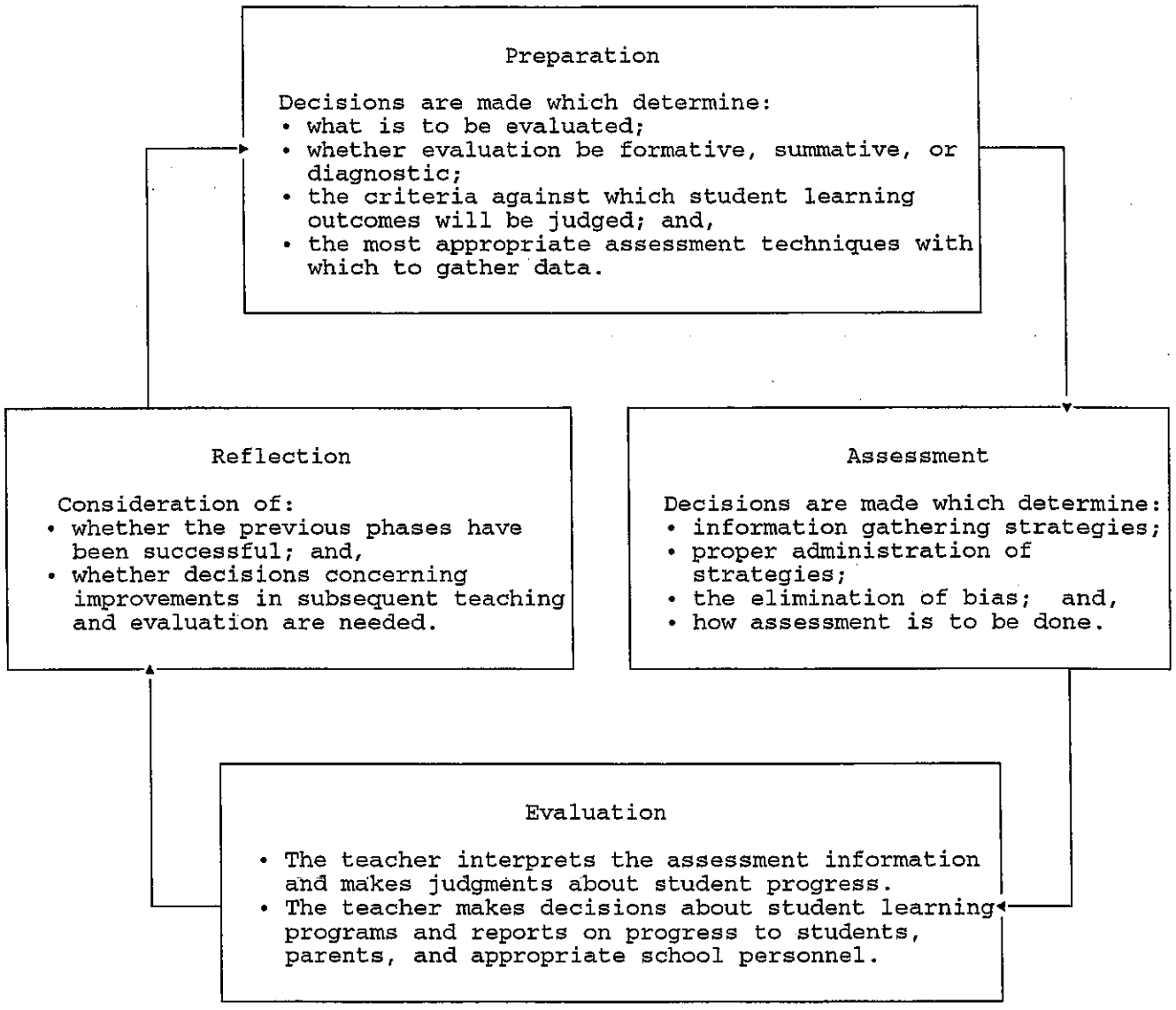
- Evaluation plans should be communicated in advance. Students should have opportunities for input to the evaluation process.

- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills, and attitudes.

- Evaluation should help students. It should provide positive feedback and encourage students to actively participate in their own learning.

## Phases of the Evaluation Process

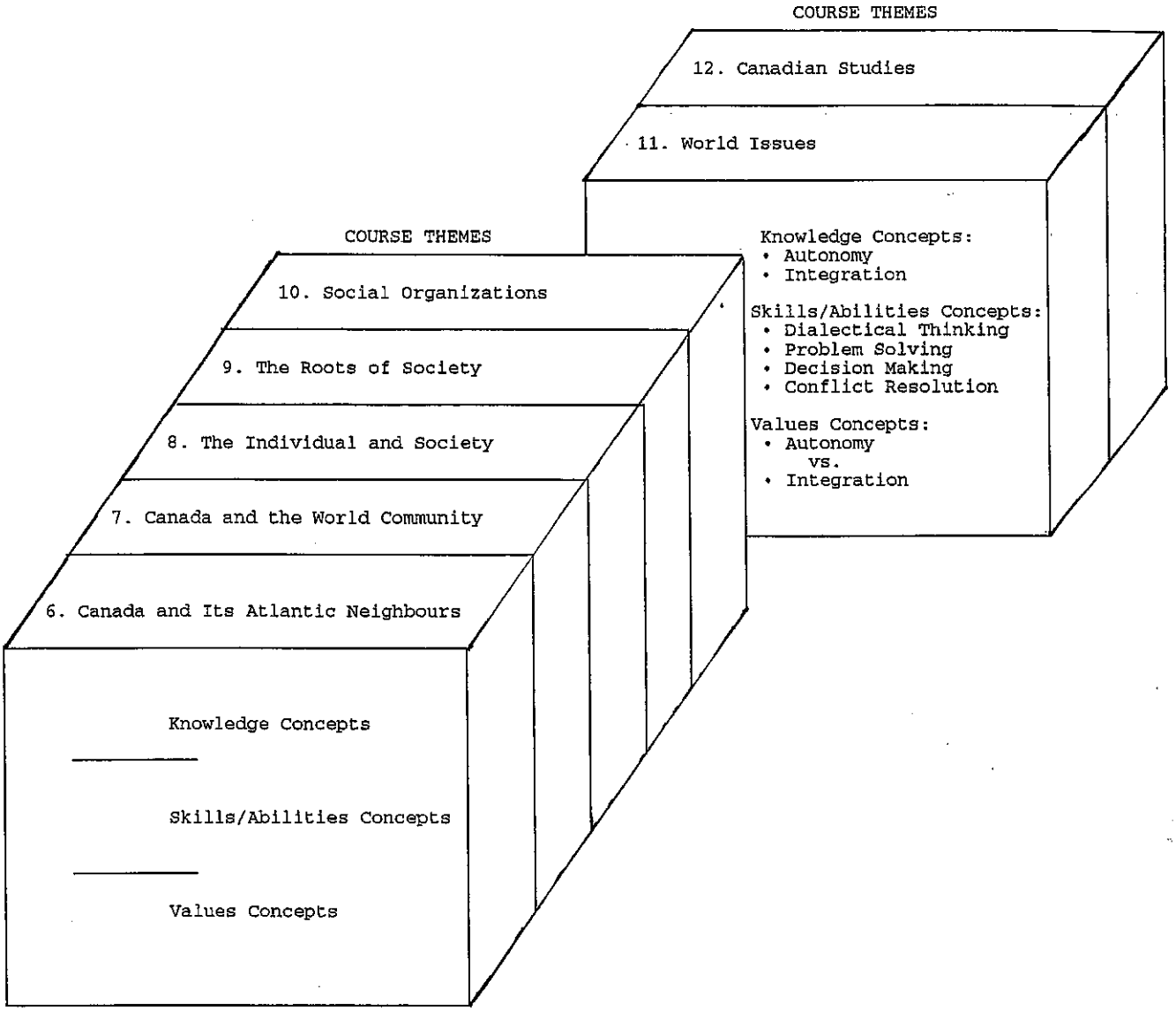
Although evaluation is not strictly sequential, it can be viewed as a cyclical process including four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision maker throughout all four phases.



# Grade Eleven Social Studies and History
# World Issues

# Curriculum Overview, Grades 6-12

The following model represents the curriculum structure from grades 6 to 12 showing the place of grade 11 in relation to the other courses.



# Course Goals for World Issues

The goal of grade eleven social studies and history is to help students understand the major issues facing humanity at the end of the twentieth century. The social studies program examines issues such as human rights, population growth, wealth creation, environmental change, and world governance. The history program examines the conditions, ideas, and events of the twentieth century which gave rise to these issues. The social studies and history programs examine the current state of these issues and alternative viewpoints for dealing with these issues.

**Note:** Students have the choice of taking one of history, social studies, or Native Studies at the grade ten level. This means it is possible to have students at the grade eleven level, who come from different grade ten courses. The history and social studies programs at the grade ten level use similar concepts so that students who take either history or social studies will have similar backgrounds in concepts and skills/abilities. There is also some similarity in concepts between the grade eleven social studies and history programs. The skills/abilities objectives are the same for both grade eleven courses.

# A Summary of World Issues From the Social Studies Perspective and From the History Perspective

**Unit One**
**Social Studies:** The central concept of this unit is human rights. The objective is to give students an opportunity to consider which obligations, in the form of human rights, individuals and groups should collectively assume for each other.

**History:** In this, unit students will investigate the consequences of World War I and the political responses to the destruction of traditional order and values. The rise of totalitarian regimes exemplified this disillusionment.

**Unit Two**
**Social Studies:** The central concept of this unit is population. This unit is a study of the conflict between population size and its burden on the environment. Students are introduced to the problems of population growth. They will examine the situation facing the world today and the forces which contribute to the rate of growth of a population in order to consider the social ramifications of population size.

**History:** After World War I, no nation wanted to experience another world war and all sought to achieve national security and international peace. The forces of nationalism, ideology, and economics all made the achievement of those goals unattainable resulting in World War II.

**Unit Three**
**Social Studies:** The central concept of this unit is the environment. Students will examine the conflict between protecting the habitat and satisfying human needs. The implications of the various alternative approaches to the environment will be analyzed.

**History:** The decline of the European powers combined with a growing desire for self-determination resulted in the end of colonial empires. The desire for self-determination by distinct populations continues to affect both national and international politics.

**Unit Four**
**Social Studies:** The central concepts of this unit are production and distribution. Students will consider the conflict between the rights of those who produce wealth and those who have great need for it.

**History:** The emergence of two superpowers, during and after World War II, each representing a competing ideology, is the central focus of this unit. The global implications of this rivalry are also investigated.

**Unit Five**
**Social Studies:** The central concept of this unit is conflict. The dialectic in this unit is between the need for security found in some kind of international organization and the need for sovereignty and the power to defend it. The issue is how to find collective security without sacrificing individual and national autonomy.

**History:** This unit addresses a number of the issues which dominate contemporary affairs. The dialectical reasoning approach is used to address such issues as the environment, population growth, human rights, and conflict.

## The Core Concepts of World Issues

### Autonomy

- Social Studies

  The concept of autonomy deals with the individual's need:
  - to be separate and distinct from the natural and social environment; and
  - to be independent and to feel in control of events around oneself.

- History

  Autonomy, as reflected in the history curriculum, focuses on the individual within the state, the rights/responsibilities that should be the prerogative of the individual and those that should be the prerogative of the state.

### Integration

- Social Studies

  The concept of integration deals with the need by individuals to be a part of a larger whole in order to meet their physical, social, and human needs. Humans cannot develop and express their humanity outside of a human society.

- History

  On the international level, two conflicting forces exist embodied in the concepts of national sovereignty and collective security. National decision makers and societies have to determine how best to secure the well-being, territorial integrity and sovereignty of their nations and whether securing these goals can be best achieved through the institutions and actions of the nation state or some international organization of states.

### Dialectic

- Social Studies

  The issues facing the world do not have simple clear solutions. Rather they are multifaceted, ambiguous situations requiring choices among contradictory and conflicting values which can only be evaluated by presenting and discussing various viewpoints on an issue.

- History

  The global challenges/issues addressed in this curriculum are issues which differ in their regional impact and interested constituencies, and which share some common attributes such as the immediacy of their impact and the merit of global attention and action. Controversy surrounds each of the challenges/issues. Seeking policies/solutions to meet those challenges will require an open analysis of the alternative viewpoints surrounding those challenges/issues.

## Social Studies Foundational Objectives

**The knowledge objectives** are to help students understand:

- that human rights are those rights which people in society collectively have decided they will honour because people are morally entitled to them;
- that population growth rates vary from region to region and that regions with different population compositions make different demands on social policy;
- that the environment is a complex system of interacting, interdependent parts, of living and non-living parts, with the whole environment being greater than the sum of each part;
- that individual welfare is the feeling that one's personal potential is being developed so that a fulfilling and satisfying life is possible;
- that governance is the process of decision making and policy determination aimed at maintaining social stability within society.

**The skills/abilities objectives** are to help students understand:

- dialectical thinking as the process of searching out the oppositions, conflicts, contrasts, contradictions, and differences in the content of a subject or issue in order to find a unifying idea without discarding the internal tension;
- the steps of the problem-solving process;
- the conflict-resolution process; and,
- the decision-making process.

**The values objectives** are to help students understand that:

- values issues have internal conflicts which have to be resolved through the processes of:
  - dialectical reasoning,
  - problem solving,
  - decision making, and
  - conflict resolution.

- in considering a life of dignity and humanity:
  - there are rights everyone is entitled to regardless of their contribution to society, and
  - there are obligations everyone in society must assume for others.

- the goal of progress is seen by some as being met when:
  - a population as large as possible is allowed to exist,
  - the standard of living of a population is as high as possible, or
  - a population has learned to live in harmony with the natural environment.

- nature may be seen:
  - objectively as something like a machine which can be manipulated as humankind sees fit, or
  - subjectively as an organic whole which has the capacity to react to the way it is treated.

- in protecting the well-being of people within society, it is more important to:
  - maintain order and security regardless of the legal protection of human rights, or
  - protect human rights regardless of the short term effect on order and security.

- in promoting its best interests, a nation has to consider:
  - the needs of its citizens and the state as being of paramount concern; or,
  - the needs of the global system of which the state is a part as being more important.

## History Foundational Objectives

**The knowledge objectives** are to help students understand:

- that there exists an interplay among the social, economic, political and cultural domains within a society and that changes within one of the domains will impact the other forces;
- that various political paradigms, when functioning, will impact the relationship between individual rights and collective rights;
- that nations sometime perceive that their security/sovereignty can be best secured through the mechanisms of alliances or membership in multinational organizations dedicated to preserving the integrity of its member states;
- that distinct populations will seek to secure the decision-making processes which have an impact on their distinctiveness and well-being; and,
- that there are challenges/issues that are global in that they have global consequences and will require global involvement in seeking solutions to those issues.

**The skills/abilities objectives** are to help students understand:

- dialectical thinking as the process of searching out the appositions, conflicts, contrasts, contradictions and difference in the content of a subject or issue in order to find a unifying idea without discarding the internal tension;
- the steps of the problem-solving process;
- the conflict-resolution process; and,
- the decision-making process.

**The values objectives** are to help students understand:

- that values issues have internal conflicts which have to be resolved through the process of:
  - dialectical reasoning,
  - problem solving,
  - decision making, and
  - conflict resolution;

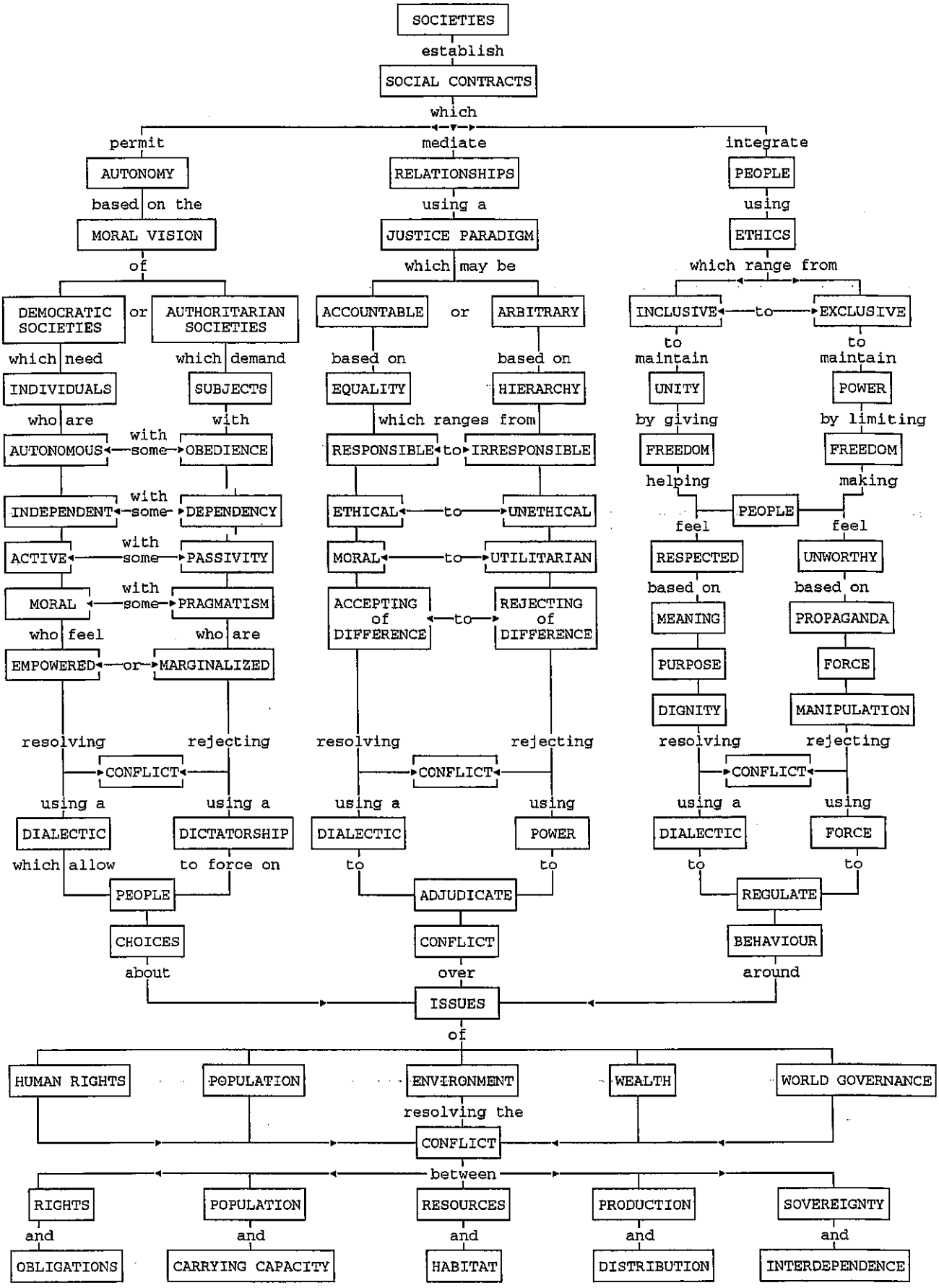
- that a debate exists within all societies as to the proper balance of individual rights and the collective rights of the society and as to which should have paramount importance;

- that a nation has to determine whether the needs of its citizens and the state (national sovereignty) or the perceived needs of the global community should have paramount importance;

- that controversy exists over what paradigm of leadership and decision making can best secure the well-being of a nation's population; and,

- that controversy exists over the relationship between humans and the environment and how best to safeguard the long-term well-being of both humanity and the environment.

# A Conceptual Overview of World Issues



### The Basic Skills/Abilities Being Emphasized in Social studies and History 20

Social studies and history 20 concentrate on teaching the skills, of dialectical thinking, problem solving, decision making and conflict resolution. On the following pages there is a more detailed breakdown of the sub-skills inherent in these general skills.

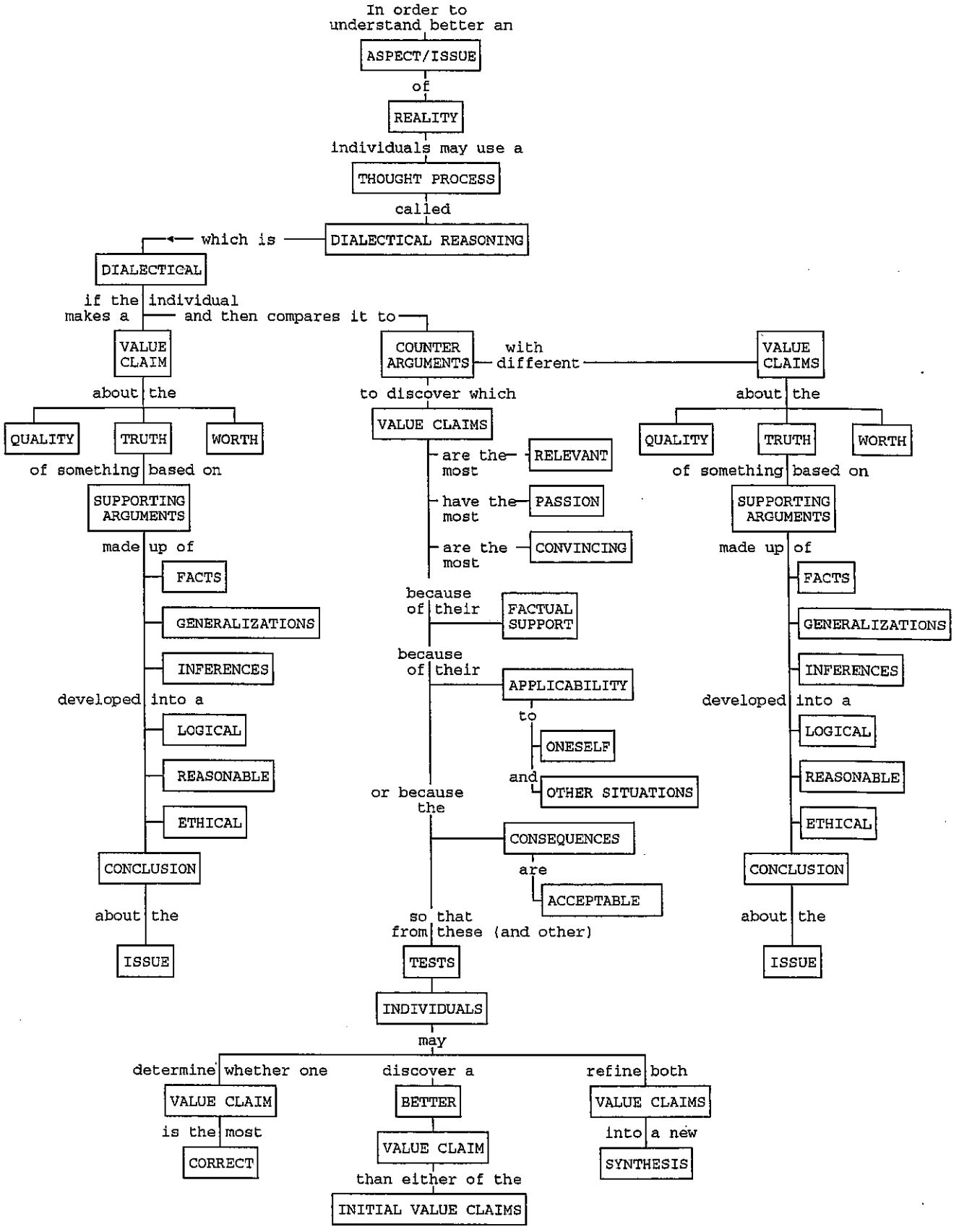
# Assessment of Skills/Abilities

Teachers can use the skills breakdown lists as checklists to assess student progress. Each ability described on the following pages has a list of key skills which students must understand before they can demonstrate the ability. The accompanying questions can be used to assess student performance in the skills. By using the key skills, teachers will be able to assemble data that can be used to monitor student progress. Checklists and rating scales are particularly suited to recording student information in this area.

## Assessment of Dialectical Thinking

| Key Skills in Dialectical Thinking | Questions to Appraise Dialectical Thinking |
|---|---|
| The student will be able to: | |
| • make an initial value claim expressing what is good, right, or worthwhile concerning an issue; | Has the author expressed a moral and ethical position on which there is an honest division of opinion? |
| • provide supporting arguments for taking that particular position on the issue; | Has the author provided reasons developed into one or more lines of support for the position taken?<br>Do the reasons justify the position taken? |
| • set out a value claim opposing that of the first value claim; | Has the author expressed a moral and ethical position (counter-argument) which opposes the first position taken?<br>Is the counter-argument valid and relevant to the issue being discussed?<br>Has the counter-argument been argued convincingly and with passion? |
| • provide supporting arguments for the opposing value claim; | Does the author provide all and the best reasons to support the counter-argument?<br>Are the reasons strong enough to adequately support the counter-argument? |
| • create a dialectic by:<br>◦ acknowledging the existence of opposing value claims,<br>◦ pointing to some aspect of the opposing value claim which is worth considering, or<br>◦ pitting the first set of supporting arguments against the second set; and, | Does the author create a dialectic by showing clearly that:<br>• the facts in the supporting arguments are true and relevant and provide support for each position; and,<br>• the generalizations and inferences drawn are logical and supported by evidence? |
| • come to a dialectical conclusion in which:<br>◦ one value claim is deemed to be the most correct,<br>◦ another value claim is discovered to be better than either initial value claim, or<br>◦ both value claims are refined into a new synthesis. | Does the author test the value claims with the following and other intellectual tests:<br>• How well do the value claims apply to a different case;<br>• Could the value claims survive a role exchange test; and<br>• Are the consequences of accepting these value claims acceptable morally and ethically? |

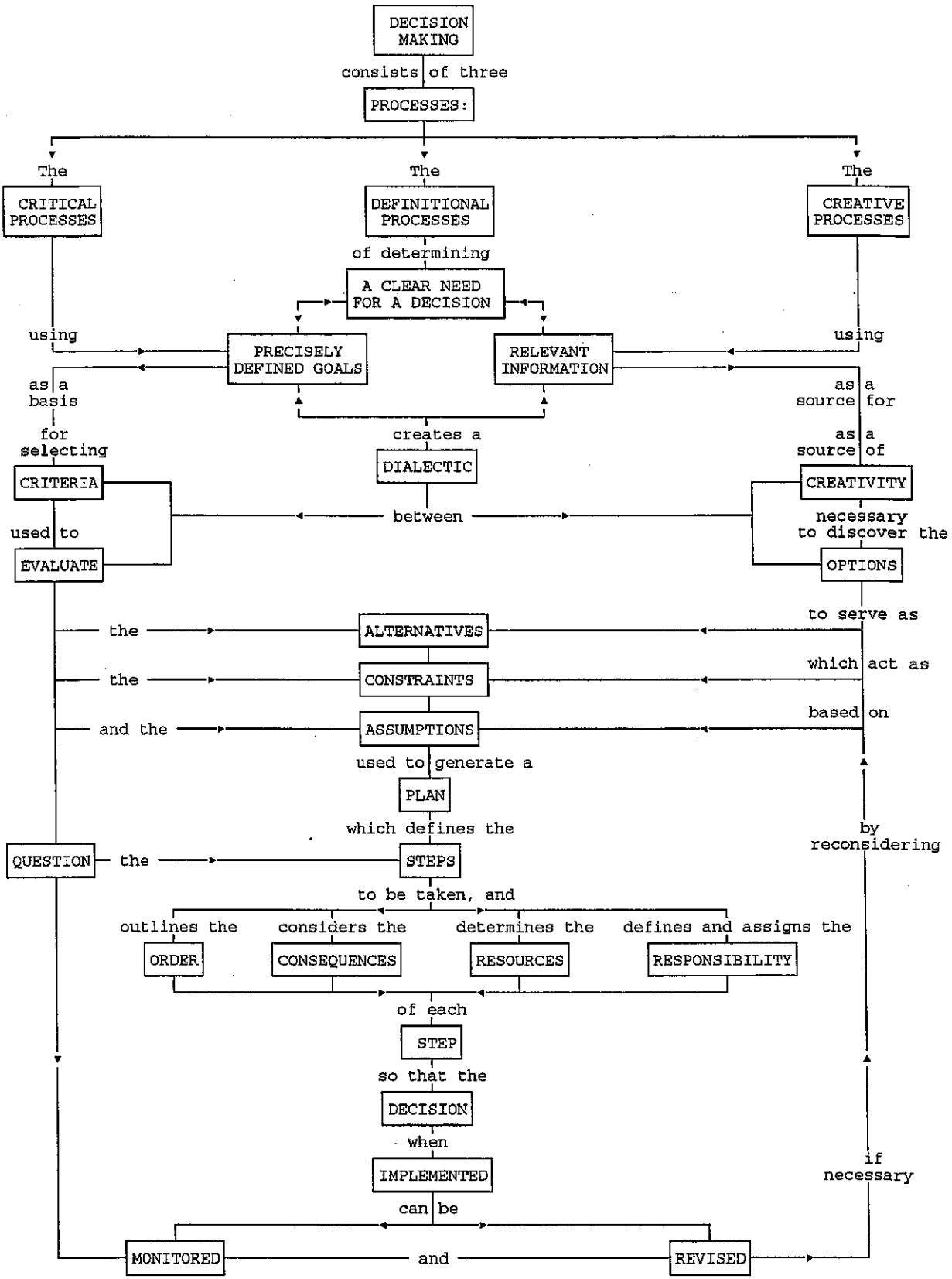
# Dialectical Thinking



## Assessment of Decision Making

| Key Skills in Decision Making | Questions to Appraise Decision Making |
|---|---|
| The student will be able to: | |
| • determine whether the situation requires a decision; | Has all the relevant information been gathered?<br>Have the goals been clearly identified and defined?<br>Is there a problem that requires a decision? |
| • determine the various options available for handling the situation; | Has a range of options been generated and listed?<br>Have the constraints been considered and listed?<br>Have the assumptions been considered and listed? |
| • define the goals for the situation which can be used as criteria to determine whether the decision made is achieving the desired results; | Have the assumptions been evaluated and priorized?<br>Have the goals been defined and priorized?<br>Has a set of criteria been developed for evaluation based on the assumptions and goals listed above? |
| • make a decision; | Has a decision been made about the most appropriate option to follow considering:<br>• the constraints that have to be accepted;<br>• the assumptions and goals that have been accepted; and,<br>• the combination of options that best satisfies the constraints and assumptions? |
| • develop a plan to carry it out; and, | Does the plan:<br>• define the steps that need to taken;<br>• outline the order in which each step will occur;<br>• determine the resources needed to carry out each step; and,<br>• define and assign responsibility for each step? |
| • monitor the plan using the established criteria to determine whether the results meet the goals of the decision. | Can the plan be implemented as planned?<br>Did the plan achieve the results as defined by the criteria established by the goals? |

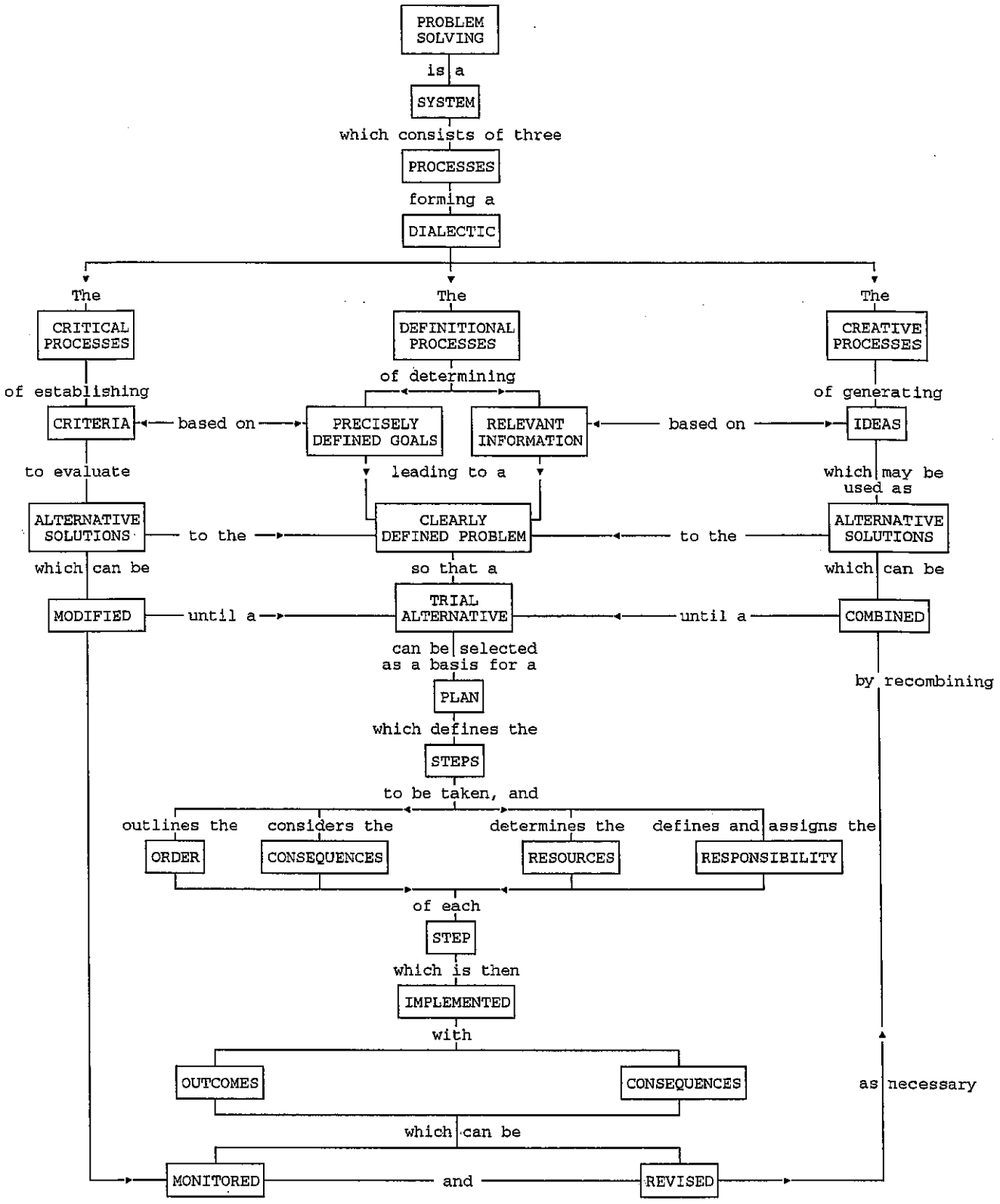
## Decision Making



## Assessment of Problem Solving

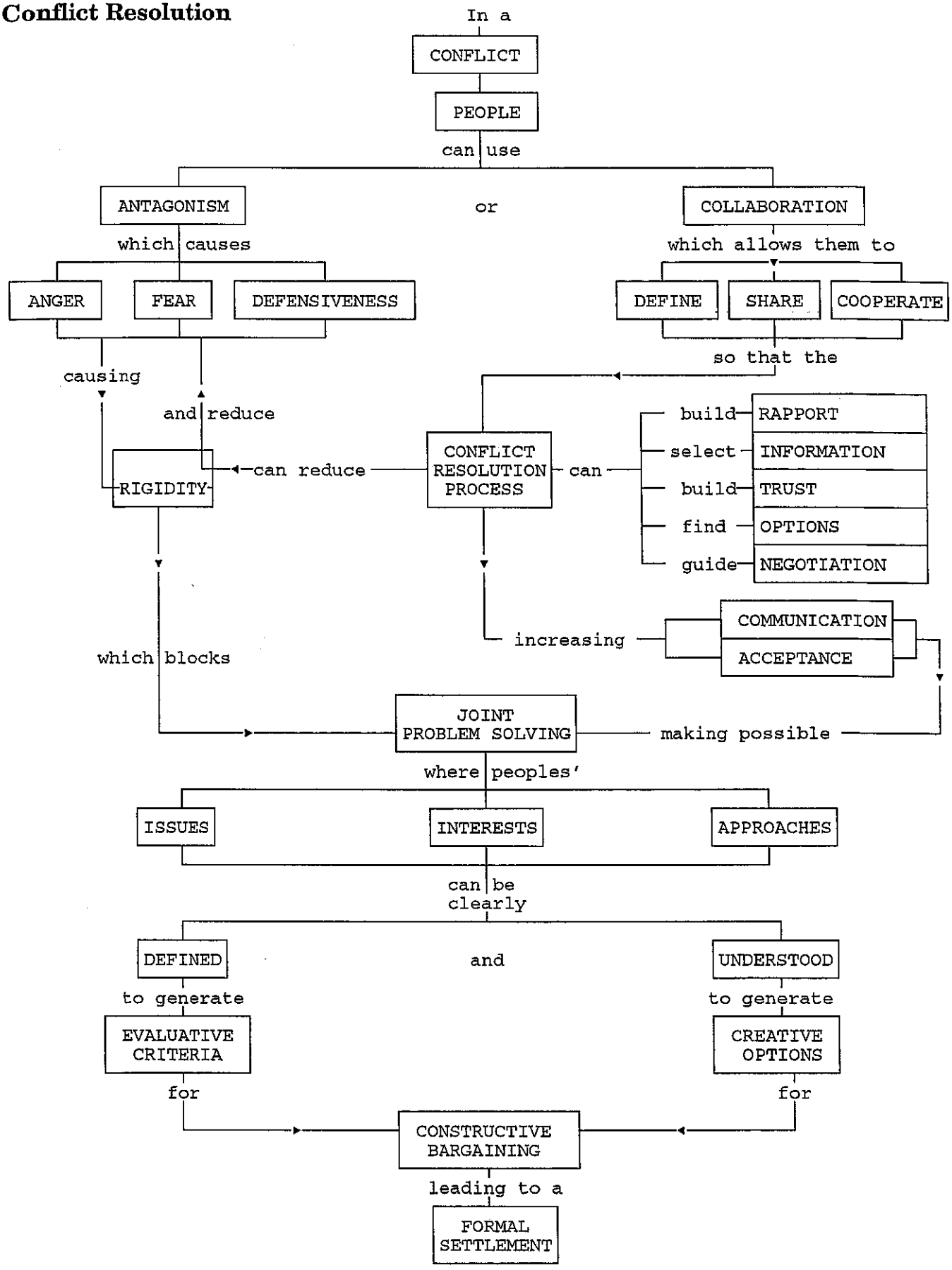
| Key Skills in Problem Solving | Questions to Appraise Problem Solving |
|---|---|
| The student should be able to: | |
| • define a problem; | Has enough information been gathered so that the situation is clearly understood?<br>Have goals for the situation been determined?<br>Out of all the alternative problems possible, has a specific problem been understood and defined? |
| • generate solutions to the problem; | Have a number of ideas for solving the problem been generated?<br>Have the ideas been refined into alternative solutions to the problem? |
| • define goals and establish criteria to evaluate the available alternatives; | Have evaluation criteria based on the goals been selected?<br>Have the various alternative solutions been evaluated using these criteria?<br>Have the different alternatives been modified and combined to find ways which best meet the criteria? |
| • decide upon a course of action; | Has a trial alternative been selected to serve as the basis of a plan which will solve the problem?<br>Have all the steps in the plan been defined and sequenced?<br>Have all the needed resources been identified?<br>Have the responsibilities been defined and assigned? |
| • decide on a plan to determine whether the plan of action is successful; and, | Have criteria been selected for evaluating the plan?<br>Has a timetable for evaluation been established? |
| • decide whether the results of the action plan meet the criteria established to solve the problem. | Have the outcomes been compared with the objectives?<br>Has there been a search for any new problems created by the plan?<br>Has there been a determination of whether further action is necessary? |

## Problem Solving



| Assessment of Conflict Resolution | Questions to Appraise the Conflict Resolution Process |
|---|---|
| **Key Skills in Conflict Resolution** | |
| The student will be able to: | |
| • confront the opposition to discover whether something can be done about the conflict; | Have both sides been able to express their feeling and perceptions about the conflict?<br>Have the sides described each other's behaviour without being insulting?<br>Does everyone involved in the confrontation want to work at and take responsibility for solving the conflict? |
| • define with the opposition what the conflict is about so that misunderstandings are not taken into the conflict resolution process; | Has the conflict been clarified so that everyone clearly understands it?<br>Have both sides examined carefully what in their behaviour led to the conflict?<br>Do both sides know what they really want and what they can give up to reach an agreement? |
| • before and during the conflict resolution process, communicate her/his intention to cooperate with the conflict resolution process; | Are both sides prepared to discuss the conflict honestly and openly?<br>Have both sides argued the other side's viewpoint as if it were their own?<br>Have both sides looked at where there might be agreement and where there is disagreement? |
| • look at the other person's perspective accurately and fully during the conflict resolution process; | Have both sides listened carefully enough to the other side's position so they clearly understand it?<br>Have both sides argued the other side's viewpoint as if it were their own?<br>Have both sides looked at where there might be agreement and where there is disagreement? |
| • communicate clearly and honestly any changes of positions and feelings during the conflict resolution process; and, | Are both sides sending signals they want this process to work successfully?<br>Have both sides carefully considered what is being gained and lost by continuing this conflict?<br>Are both sides expressing their discomfort with behaviours and decisions as they arise? |
| • work to negotiate an agreement that achieves a balance between the goals of both sides. | Does the agreement clearly specify for both sides:<br>• what has been agreed;<br>• how people will behave differently; and,<br>• how things will be corrected in the future if one side or the other breaks the deal? |

## Conflict Resolution



# Organization of the Curriculum Documents

## General Objectives

The general objectives for the course are outlined as knowledge, skills, or values objectives. In the skills/abilities section of the required learnings, the learnings are prefaced with either "learn" or "practise". The word "learn" indicates that this will be the first time the skill is formally presented. "Practise" indicates that the skill has been formally presented at some earlier point in the students' education.

Note that there are specific knowledge objectives for each part of the content and strategies. **However, the skills and values objectives also apply to several parts of both content and strategies.** Thus skills and values objectives should not necessarily be read as belonging to only one part of the content.

## Teaching Strategies

The teaching strategy column contains ideas which teachers may use at their discretion. The teaching strategies have been developed to incorporate the C.E.L.s and to develop concepts, skills, and values. The activities always attempt to achieve more then one objective at a time. The purpose of the suggested strategies is to help teachers design teaching strategies which will link content with skills so that the Common Essential Learnings are achieved.

## Activity Guides

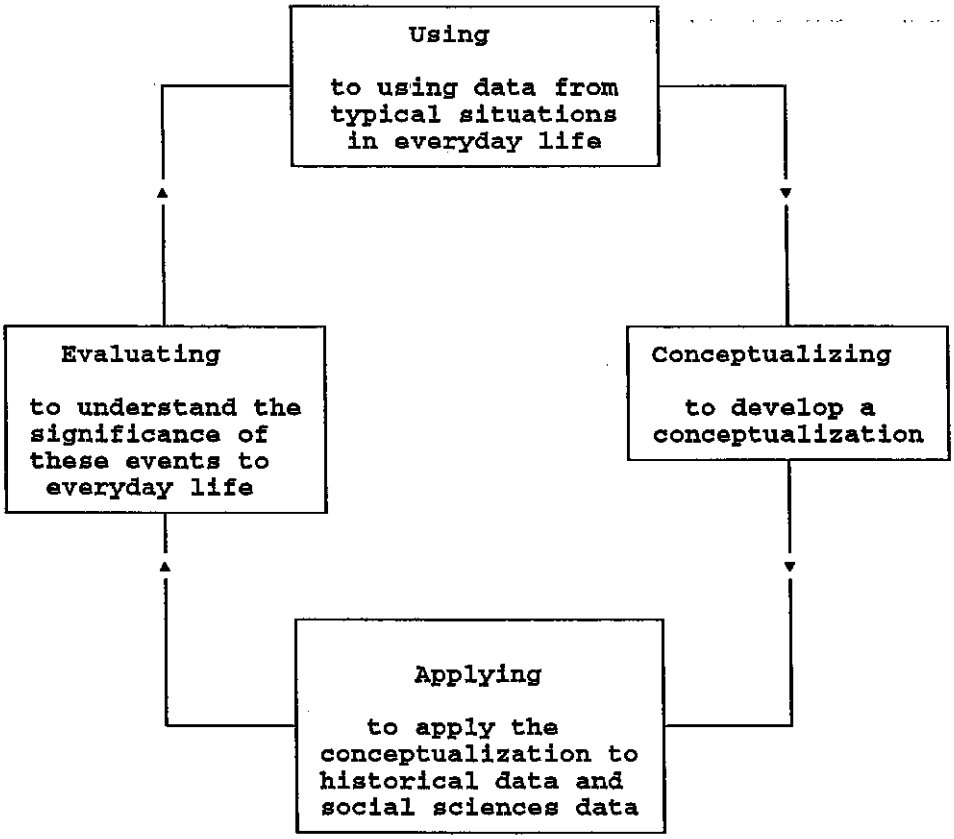
Activity guides have been prepared to provide teachers with detailed teaching strategies that can be used to achieve the above mentioned objectives. The suggested activities tend to be student-centred rather than teacher-centred. This was done deliberately because teachers indicated that they would appreciate support in this area. It is possible, with some adjustment, to modify many of these activities into a lecture-discussion approach.

Note: the list of teaching strategies is not intended to be prescriptive. Teachers may use as many or as few of the strategies as they wish. All of the strategies can and should be modified and adapted for use in different classrooms.

Further details pertinent to teaching strategies as well as other relevant information, will be found in the Saskatchewan Education, Training and Employment Publications which complement this guide. These are the ***Teacher's Activity Guide*** and the ***Annotated Bibliography***.

## Learning Cycle

All of the units in secondary school social studies and history have been organized according to the learning cycle diagrammed below. Students are always introduced to concepts and skills/abilities using familiar material (concept development). This is done to make it easier for students to concentrate on learning either the concept or the skill. Once students are familiar with the concept or skill, then they are ready to extend it by using it to understand and evaluate the past as a way of better understanding the present and the future (concept application).



## Identifying The Core Content

The content and objectives which appear in **bold** are **core material.**

Teachers may choose to work through some, all or none of the remainder of the material. This material should be seen as an opportunity to individualize instruction for students with different levels of ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the core knowledge, skills, and values objectives.

## The Adaptive Dimension

Adaptations to the programs are based on the understanding that students learn in differing ways and at differing rates. These programs allow instructional approaches to be modified to accommodate the varying needs found in the classroom.

The majority of students in a class are able to achieve the Foundational Objectives related to curricular content. This does not mean that all students have similar abilities to take part in and benefit from a common lesson or that it is necessary for them to have identical individual goals. Adaptive teaching strategies permit the teacher to consider individual abilities and to establish goals based on individual abilities in the context of wider curricular goals and objectives.

### Adaptive Instructional Techniques

Teachers who are prepared to use flexible instructional approaches and classroom procedures are already adapting for individual needs. Teachers who use resource-based learning, rather than relying on single texts, and who have flexible seating plans can use techniques such as peer tutoring, volunteers, etc. to free up time which can be used to attend to individual differences. At the same time, they are providing opportunities for independent learning to other students.

### Adaptive Evaluation

Carefully chosen evaluation instruments can mean the difference between having an involved, motivated learner and one who feels rejected by the system. Homogeneous, competitive grading systems can seem highly punitive to students who do not fit the system. Such grading systems may not be appropriate in many situations.

There are a number of approaches to individualized, fair evaluations. For example:

- mastery level/criterion systems can be highly individualized so that activities and testing are individualized; and,
- particular students can use adjusted examination formats which are congruent with a particular need(s): i.e. oral instead of written exams, altered time requirements, level of questions, reduced written component, etc.

# Planning A Year of Study: Choosing A Sequence of Units

### Social Studies

There are sound reasons for the order in which units appear in this curriculum but that order does not have to be entirely prescriptive. Units 1 to 4 may be sequenced according to teacher preference and professional judgment. Unit 5 is intended to be a culminating unit in which students examine world governance, complementing the other issues studied from a global perspective. It is intended to provide students with opportunities to examine how the various issues affect each other as well as the issues of governance.

The order as outlined in the social studies curriculum:

| | |
|---|---|
| • Unit 1 - Human Rights. | The moral and ethical bases on which decision making should be based. |
| • Unit 2 - Population. | Change in human population is controlled by social and cultural factors which can be affected by the moral and ethical assumptions of a society's social policies. |
| • Unit 3 - Environment | The social environment with its moral and ethical assumptions has a complex and influential relationship with the interacting, interdependent parts of the natural environment for which society has to accept responsibility. |
| • Unit 4 - Wealth and Poverty | The issues of economic well-being and economic development are forcing societies to reconsider the purposes of technological, economic, social, and cultural change. |
| • Unit 5 - World Governance | The world's problems are so interrelated that all nations are finding that what has been sovereign, independent decision making has to consider a more collaborative and interdependent approach. |

Alternatively, the units could be taught in this order:

| | |
|---|---|
| • Unit 2 - Population | Change in human population is controlled by social and cultural factors which can be affected by the moral and ethical assumptions of a society's social policies. |
| • Unit 3 - Environment | The social environment with its moral and ethical assumptions has a complex and influential relationship with the interacting, interdependent parts of the natural environment for which society has to accept responsibility. |
| • Unit 4 - Wealth and Poverty | The issues of economic well-being and economic development are forcing societies to reconsider the purposes of technological, economic, social, and cultural change. |
| • Unit 5 - World Governance | The world's problems are so interrelated that all nations are finding that what has been sovereign, independent decision making has to consider a more collaborative and interdependent approach. |
| • Unit 1 - Human Rights | The moral and ethical bases on which decision making should be based. |

The combining units approach:

This approach would take advantage of common themes and would pair units. For example, it might be useful to pair the environment unit and the wealth unit so that students could see the interconnectedness of the environment and the economy.

| | |
|---|---|
| The Human Rights unit could be combined with the World Governance unit. | In this arrangement teachers could begin the course with the human rights unit to establish basic human rights concepts and then teach the population, environment, wealth and poverty, units. At the end of the course, the world governance unit and the remainder of the human rights unit could be combined. |
| The Population unit and the Environment unit could be combined | This arrangement would allow teachers and students to explore the impact of population on the environment. |
| The Environment unit and the Wealth and Poverty unit could be combined. | This arrangement would allow for the exploration of the relations between wealth creation and issues related to protecting the environment. |

**History**

The order in which the units appear in the curriculum has a chronological framework. Each unit stresses several key themes and concepts which focus study on a series of events and time periods. The magnitude of the course will require teachers to be knowledgeable about the foundational objectives, skills and values of this course. The choice of curriculum content and instructional strategies by the teacher should reflect those objectives, skills and values.

The content and chronological context of the content of units 1 to 4 makes it difficult to alter the presentation/instructional order. However, it does not preclude the teacher from focusing on particular themes which transcend the arbitrary boundaries set by the units.

Unit 5 examines global issues. Teachers may wish to utilize these global issues to organize/guide the students' examination of this century. The historic roots and events which gave rise to those issues may then serve as a guide/overriding theme for the analysis of the events and ideas which surround the particular issue.

# Unit Planning Guide

| Major Concepts | Minor Concepts | Day | Objectives |
|---|---|---|---|
| | | | |

| Procedure/Methods/Activity | Materials | Evaluation |
| --- | --- | --- |
| | | |

# Lesson Planning Guide

| Unit: | Date: |
|---|---|
| Topic: | Time: |
| Specific Issue: | |
| Objectives: | |
| Materials: | |
| Procedure: | |

| Activity and Strategy | Key Questions |
|---|---|
| | |

Extension (Application)

Evaluation

# Assessment Strategies

The following strategies may be used at the teacher's discretion.

More information about these strategies see Saskatchewan Education (1991). ***Student Evaluation: A Teacher Handbook.***

**Methods of Data Recording**

- Anecdotal records
- Observation checklists
- Rating scales
- Peer and self-assessment

**Student Classroom Performance**

- Role play/simulation/debate
- Concept mapping
- Analyzing data using grids
- Essay writing
- Major projects and written reports
- Portfolios of student work
- Oral presentations

**Student Test Performance**

- Concept mapping
- Analytical grids
- Essay tests
- Matching-item tests
- Multiple-choice tests
- Oral presentations
- Performance tests
- Short-answer tests
- True/false tests

# Matching Assessment Techniques With Learning Outcome Categories

| Assessment Technique | Learning Outcome Category | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Information | Concepts | Learning Generalizations | Psychomotor Skills | Cognitive Skills | Thinking Skills | Critical Thinking Skills | Creative Thinking Processes | Social Skills | Values |
| Written Assignments | • | • | • | | • | • | • | • | • | • |
| Presentations<br>- debate<br>- simulations | • | • | • | | • | • | • | • | • | • |
| Performance Assessments<br>- concept mapping<br>- analytical grids | • | • | • | • | • | • | • | • | • | • |
| Portfolios of Student Work | • | • | • | | • | • | • | • | | • |
| Oral Assessment Items | • | • | • | | • | • | • | • | • | • |
| Performance Test Items<br>- concept mapping<br>- analytical grids | • | • | • | • | • | • | • | • | | • |
| Extended Open-Response Items | • | • | • | | • | • | • | • | | • |
| Short-Answer Items | • | • | • | | • | • | • | • | | • |
| Matching Items | • | • | • | | | • | | | | • |
| Multiple-Choice Items | • | • | • | | | • | | | | • |
| True/False Items | • | • | • | | | • | | | | • |

# History 20
# Unit One
# Death of the Old Order

## Unit One: Death of the Old Order

### Overview

World War I is often referred to as a turning point in world history. Its consequences were to significantly impact the course of history in this century.

This unit will examine:

- the conditions which made that war a possibility and an actuality;
- how that war represented a departure from previous wars, in particular, how it impacted the rights of the individual, the role of government and the 'undermining' of the political status quo;
- how Russia (example of a major nation), its leadership and institutions, reacted to the war and the consequences of that war for the people of that nation;
- the conditions which resulted in the Russian Revolution and the consequences of that event; and,
- the desire of nations to secure their national self-interests and sovereignty and how that desire inhibited the major powers in securing a lasting peace.

**Note:** The section on the conditions and forces which shaped the pre-World War 1 period is a topic area which is an integral part of the grade ten history course and can be viewed as optional in grade eleven.

The perception of the world as a hostile and competitive environment, which influenced national decision makers at the beginning of the 20th century, was a product of the ideas and social/economic structural changes taking place in the industrialized nations. Economic forces, including the need for markets and raw resources to sustain the industrial economies of Europe and North America, were to drive foreign policies and actions.

Economic forces combined with nationalism to create situations where the agendas of major nations collided. In the face of such 'new forces' and realities, nations turned to the 'old' remedies of alliances and the maintenance of large standing military forces to secure their well-being. These alliances and forces were to create a 'real' possibility of a regional conflict expanding into a world-wide conflict. That possibility was actualized in 1914.

The confluence of new ideas, new technologies, the rise of ethnic nationalism, and the First World War, all challenged the traditional political status quo of each nation. Nations such as Czarist Russia were not prepared for the magnitude and totality of the war. Inflexible responses in meeting the demands of both industrialization and the war, made those nations ripe for profound changes. The old order, the dynasties, and traditions were to be destroyed by the war.

The political vacuum which resulted was filled by a number of alternative political models. Some nations implemented democratic models of government with varying degrees of success. Totalitarian models of government appeared in other nations. Russia was to see the downfall of the Romanov dynasty and revolution. That revolution and the application of a new ideology had a profound influence on global politics for the remainder of the 20th century.

## Unit One: Foundational Objectives

## Concept: Change

**Knowledge Objectives** The student will:

- Know that the process of adjusting to change will vary from one society to another.
- Know that the process of adjusting to change will involve a number of stages:
  - **Denial/rejection** of the change occurs when the change is unthinkable.
  - **Acknowledgment** of change occurs when the new idea is given some credence and recognition.
  - **Acceptance** of change occurs when more of an individual's behaviour centres on the new approach than the old; and,
  - **Defence** of change occurs when the old idea is seen as wrong and the new idea is viewed as common sense.
- Know that change can be either evolutionary or revolutionary.
- Know that an interplay exists among social, economic, political and cultural domains within a society and that changes within one of the domains will impact the other forces.
- Know that new visions of humans and society emerged during the early decades of the twentieth century which were to profoundly impact how nations viewed/interacted with other nations/peoples.
- Know that the early decades of the twentieth century witnessed a confluence of forces that produced events and conditions, such as a world war, which seriously challenged the traditional institutions and political status quo in many nations.
- Know that the impetus for change within a society can originate from events beyond the political boundaries of that society/nation.

**Skills** The student will:

- Learn and practise the basic research skills of:
  - finding information;
  - classifying information into meaningful categories;
  - distinguishing between relevant and less relevant information; and,
  - summarizing information, etc.
- Learn and practise the following analytical skills:
  - defining the main parts;
  - describing cause and effect relationships; and,
  - describing how the parts of the whole are related to each other.
- Learn and practise using the criteria of paradigms as a basis for making evaluations.
- Learn and practise defining a problem, stating a hypothesis about the problem, and finding data which will confirm or disprove the hypothesis.

**Values Issues** The student will discuss:

- Whether a nation's decision-making processes should be influenced by external conditions such as involvement in a major war.
- Whether the authoritarian or democratic style of decision making and leadership is superior.
- What should be the criteria in determining whether individual rights or societal/collective rights should be a paramount importance to the society.
- What the proper balance between individual rights and collective rights should be in a society.
- Whether conditions ever exist which demand that order and security take precedence over individual rights.

## Core Material for Unit One

| Core Content | Core Concepts | Suggested Time Allotment |
|---|---|---|
| A New Century: Forces of Change Challenge the Status Quo<br>• Nationalism and the Nation State (p. 112)<br>• A Network of Alliances (p.126)<br>• Russian Autocracy: Resistance to Reform (p.128) | Change Paradigm<br>Nationalism<br>Ideology<br>Alliances<br>Autocracy | 3 hours<br>4 hours |
| World War I and the Destruction of the Old Order (p.132)<br>• Impact of the War on National Societies (p.134)<br>• Growing Public Disenchantment (p.136)<br>• Russia and World War I: An Inflexible System (p.138) | Total War<br>Planned Economy | 5 hours |
| The Russian Revolution (p.140)<br>• Contested "Legitimacy": An Ideological Struggle (p.140)<br>• The Bolshevik Assumption to Power and Civil War in Russia (p.144)<br>• Germany: The Shock of Defeat (p.146) | Legitimacy<br>Social Contract<br>Bolshevism<br>Accountability | 4 hours |
| Competing Visions for International Security (p.150)<br>• Wilson's Collective Security Vision and the Reality of European Politics (p.150)<br>• The Versailles Treaty: The Victor's Retribution (p.154) | Collective Security<br>War Guilt<br>Self Determination | |
| Time to cover the core material | | 16 hours |
| Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension | | 4 hours |
| Total Class Time | | 20 hours |

This core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the concepts, skills, and values objectives of the course.

## Content

### Introduction to the Foundational Skills of the Course

The grade eleven social studies and history courses are to be a study of twentieth century world issues.

The twentieth century has been a period of unparalleled change.

- The technological and scientific revolutions of this century have produced a multitude of benefits. Advances in medicine have led to cures for diseases which have afflicted humans for centuries.
- However, the changes brought about by these revolutions have sometimes produced consequence which have both exasperated long-standing challenges/issues and have created new challenges/issues.
- Some of these challenges/issues have implications for the survival of life on this planet.

It is desired that this course will encourage students to view contemporary/future issues as ones which, while requiring immediate attention, are also opportunities to utilize their individual/collective talents to address those issues.

- The course will provide students with several approaches to deal with present and future challenges/issues.

The skills/abilities foundational objectives of the course are to help students learn to:

- use problem-solving techniques in ways that will clearly define the problem and possible alternatives to it;
- evaluate different points of view and alternatives using dialectical thinking;
- use decision-making procedures to bring closure to a debate and implement a decision; and,
- be able to use conflict resolution procedures when the situation calls for some way of reducing and overcoming conflict.

## Concepts (Knowledge Objectives)

Issues

**Know that an issue is a situation, problem or question in which there is uncertainty and/or opposing viewpoints.**

Know that controversy occurs when there is uncertainty or opposing views about how and what to do to revolve an issue.

**Dialectical Thinking**

Know that dialectical thinking is:

- the process of searching out in a case the conflicts, contrasts, contradictions, and the differences in the content and; and,
- finding the idea that unites them while keeping and using the tension between them.

**Metacognition**

Know that the effective use of problem solving, dialectical reasoning, decision making, and conflict resolution abilities requires an individual to be able to ask and answer fundamental questions such as:

- What is this all about?
- What would be the best way of solving this?
- How can I generate a list of different things I can do?
- Would this way be better than that way?
- Is this approach getting me what I want?
- Do I like the results I'm getting?
- Am I really doing the right problem or is the problem something else?

Know that metacognition is the ability to think about one's own thinking processes and decide which of the many different strategies available would be useful for solving a problem or dealing with an issue.

**Causality**

Know that major political events, such as wars, are seldom the result of a particular event but are the culmination or outcome of many interrelated issues and actions.

**Paradigm**

Know that paradigms are long-lasting patterns of ideas, beliefs and values that act as criteria for decision making.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Decision Making, Authoritarianism, and Equality. (For additional information, see Activity Three in the Unit One Activity Guide.) |
| Review using information from their personal background as a source of data to develop conceptualizations. | Should all persons affected by a possible decision have equal influence in formulating that decision? | Have the students construct lists identifying the individuals and institutions that directly affect their lives:<br>• religious leaders;<br>• school;<br>• family members;<br>• employer;<br>• media;<br>• government;<br>• friends; and,<br>• others |
| Practise describing cause-effect relationships. | Should the degree of influence exercised by an individual in the decision-making process reflect the position of that individual within the society? | Discuss how those individuals and institutions affect their individual lives, such as setting rules for behaviour, providing disposable income and career choices, etc.<br><br>Using analytical grids, have the students list the institutions that significantly affect their lives and indicate how decisions are made in those institutions. |
| Review using criteria as a basis for making evaluations. | Should decisions made by agreement of those concerned carry more moral authority than decisions made by one individual for the group? | The grid could contain the following information:<br>• Who makes the decisions?<br>• Who is involved in the decision-making process?<br>• Is there equality in the decision-making process?<br>• How are disagreements concerning decisions resolved? |

## Content

### A New Century: An International Paradigm of Mistrust

The assassination of the Austrian Archduke Ferdinand, in August of 1914, precipitated the outbreak of a world war. The assassination activated long-standing conditions that had made war a real possibility.

- **The major nations of Europe were all prepared with military plans and ensconced in rival alliances.**

- **The decisions of the powers to enter into a world war were determined by the leadership elites of those powers.**
  - The input of those nation's citizenry on the issue of entering the war was minimized.

- **The conditions which created the possibility and actuality of a world war were rooted in the radical changes which were taking place in the late nineteenth century.**

The changes which were transforming the industrialized nations were a product of a confluence of ideas and new technology :

- The emergence of ethnically-driven nationalism led to the formation of new nations and the destruction of other nations. Nationalism has proven to be a creative and destructive force in this century.

- An increasingly literate public was becoming aware of competing ideologies, each of which offered a prescription for meeting the agendas of some segment of society.

- Charles Darwin and Karl Marx provided new perspectives and visions of human beings and social organization. Their visions challenged traditional authority and values. Both men attracted adherents and influenced many.

- An urban working class emerged as a direct product of the growth of industry in Europe and North America. This new and large interest group organized and began action to realize its social and political agendas.

## Concepts (Knowledge Objectives)

### National Security

**Know that protecting the sovereignty of the nation involved the preparation of contingency plans for hostile aggression, including military activity.**

### Autonomy

Know that individuals need to feel that they have significant input in the decision-making processes guiding the events impacting on their lives.

### Decision Making

**A society has to balance the freedom of individuals to choose how they want to express their individuality and potential with the rights of others to order and security.**
- **Know that a society has to balance the freedom of the individual with the rights of the group.**

### Authoritarianism

Know that authoritarianism is a system of government in which decision-making is controlled by traditional leaders of government and coercion is utilized to enforce compliance.
- The system is based on the power of bureaucracies, the police, and loyal armies.

### Equality in Decision Making

Know that an egalitarian model of decision-making allows those parties impacted by a possible decision to be meaningfully involved in arriving at that decision.

### Power

Know that power is the ability to make and carry out decisions.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Decision Making, Authoritarianism, and Equality |
| | | Explain to the students that there are two main types of administrative philosophies and that these philosophies influence the style of decision making within an institution or society. |
| Learn to use analogies as a means of furthering one's understanding of concepts. | Should a national government be required to consult the public when making significant decisions such as a declaration of war? | Theory X states that human management must control people through strong discipline.<br>• This philosophy favours a restrictive process in which the leadership plays a dominant position.<br>• Decisions are arrived at in an authoritarian manner. |
| Review using criteria as a basis for making evaluations. | Does good leadership mean placing controls on people so that they are disciplined and orderly? | Theory Y states that human beings can be trusted to contribute to the organization's objectives if workers are allowed to participate in decision-making.<br>• This philosophy encourages a wide and meaningful participation in the formulation of decisions for the group.<br>• Decisions are arrived at through an egalitarian manner. |
| Practise identifying cause-effect relationships. | Does good leadership mean empowering people to take charge of their lives so that they can create a better society? | Note that many factors will influence the style of leadership utilized in the decision-making process. |
| Practise drawing inferences from historic and contemporary events and situations. | In a democratic society, how can freedom and rights be balanced against accountability and responsibility? | Discuss situations in which one style of decision-making seems more appropriate than the alternative style:<br>• If you are captain of a ship that is sinking, which style of decision-making would you use?<br>• If you are a captain of a sports team and you wish to establish a game strategy, which style of leadership would you use? |

## Content

- The industrialization of Europe and North America accelerated the need for resources and markets far beyond both continents.
  - Scientific and technological developments provided the means to acquire the needed resources and markets.

- Scientific and technological innovations profoundly affected the art of warfare making it more efficient and deadly.
  - Each nation competed to develop/acquire the most advanced weaponry.

- In such an atmosphere, a perception developed of the world as a hostile place, more akin to the jungle than to a network of rational relationships.
  - This paradigm was to influence national decision makers and the policies they enacted.

- This perception of the world, combined with the needs of an industrialized economy, prompted the major power to embark on a scramble for colonies and spheres of influence.
  - A fear of not having an empire, like other great powers, motivated the nations as much as materialistic motives.

- Nations, both large and small, increasingly sought security through networks of alliances.
  - These alliances were to lead to rapid globalization of war in 1914.

**This confluence of new ideas and new technology presented a challenge to the existing institutions and political order.**

- **Some societies/nations were able to respond to this challenge without great disruption of existing traditional institutions.**

- **The traditional order in other societies/nations was unable or unwilling to accept the changes.**

- **The consequences of resistance included political instability, social disorder, revolution and the appearance of totalitarian/authoritarian regimes.**

## Concepts (Knowledge Objectives)

### Change

**Know that an interplay exits among social, economic, political and cultural domains within a society and that changes within one of the domains will impact the other domains.**
- Changes in the economic structure of a nation will promote changes in the politics and political priorities of that nation.
- Economic needs will influence the foreign policies and activities of a nation.

**Know that change can be either evolutionary or revolutionary.**

### Reaction to Change

**Know that individuals and societies need a period of adjustment in order to adapt to change.**

The process of adjusting to change generally follows a process:
- Denial/rejection of the change occurs when the change is unthinkable. Any acceptance of change at this stage is coincidental.
- Acknowledgment of change occurs when the new idea is given some credence and recognition.
- Acceptance of change occurs when more of one's behaviour centres on the new approach than the old.
- Defence of change occurs when the old idea is seen as wrong and the new idea is basically viewed as common sense.

### International Paradigm

**Know that a world perceived as hostile required the availability of sufficient military resources to protect a nation's sovereignty.**
- **Often alliances with other nations were necessary to achieve that objective.**

### Sovereignty

**Know that modern nation states view the protection of sovereignty as being critical to national survival.**
- The threat to sovereignty may emanate from disruptive internal forces.
- External threats may emanate from the policies and actions of other nations.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Decision Making, Authoritarianism, and Equality<br><br>Have the students identify the strengths and weaknesses of each of the decision-making styles?<br><br>Discuss how nations can be organized:<br>• on an elitist, authoritarian basis; or,<br>• on an egalitarian, democratic basis.<br><br>Use several historical and contemporary examples of nations.<br><br>Students will assume the role of a leader of a nation.<br>• They are to prepare a short paper indicating their support for one of the two decision-making styles.<br>• They should indicate specific situations where they feel that their style of decision-making would be most appropriate.<br><br>Have the class construct criteria that national leaders should consider when determining whether a particular decision-making process should be implemented. |
| Practise stating a proposition based on an appropriate principle that will guide behaviour in this situation. | What are the factors which will predispose the adoption of a particular decision-making style?<br><br>Will the support and commitment of the membership to a decision be influenced by the method in which that decision was made? | |

## Content

**Conditions which contributed to the outbreak of world war one**

**Nationalism and the Nation State**

**The nationalism which swept nineteenth century Europe was to create new nations. The cost was the destruction the political status quo:**

- Italy and Germany both emerged as ethnically homogeneous nations.
- The Russian and Austro-Hungarian Empires were home to a multitude of ethnic groups. Some of these ethnic minorities desired their political independence. That desire proved to be a destabilizing force for these empires.
- **The clash of ethnically-driven nationalisms in the Balkans was to have tragic consequences for the entire world.**

This ethnic nationalism appeared even within the more democratic nations such as Great Britain.

- Ireland represented a continuing problem for Britain.
- The great famine had created a revolutionary movement among the Irish who saw British rule as the source of Ireland's problems.
- The British passed a Home Rule Bill which separated Protestant Ulster and the rest of Catholic Ireland.
- Neither the Protestants nor the Catholics, in Ireland, would compromise and a civil war was imminent.

Racism and Nationalism

Some extreme nationalists advocated that ethnically homogeneous nations could be achieved through the exclusion of differing ethnic groups.

- A manifestation of this attitude was the rise of anti-Semitism in a number of European states.

Anti-Semitism pervaded the Dreyfus Affair in France. In that affair, Dreyfus, a French Jew, was accused of spying for Germany.

- The Catholic hierarchy and anti-Semites, supported the French army which had manufactured false evidence against Dreyfus.
- Anti-Semites claimed that a Jew could not be a true citizen of France.

## Concepts (Knowledge Objectives)

Nationalism

**Know that nationalism involves:**

- **loyalty and commitment to the values and traditions of a nation or people seeking nationhood;**
- **assertion of a peoples' right to:**
  - **have or extend territorial sovereignty**
  - **command respect, fear or obedience of other peoples; and,**
  - **occupy ancestral land.**

**Know that for many groups, nationalism was based much more on their ethnic background than on membership in a large nation state which may be controlled by people of a different ethnic origin.**

Ethnicity

**Know that a group's ethnicity is determined by its collective history, geographical location, language, social organization, and belief systems.**

Austrian Empire

Know that this empire was a fragile political home to a number of nationalities, each of which desired political power and varying degrees of independence.

- The Germans of Austria, who held the political power, constituted only one-third of the Empire's population.
- The German dominance was being challenged by Hungarians, Czechs, and other ethnic groups.

Equality vs Hierarchy

Know that those groups in society, that had traditionally held the power to control and direct the society, felt that their power was being threatened by the middle and lower classes and became defensive about maintaining their control.

Racism and Nationalism

Know that nationalism can be used to stifle dissent and to force a consensus among various groups within society that otherwise would not occur.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Nationalism, Racism, Equality, Hierarchy, Authoritarianism, Radicalism and Sovereignty. (For additional information, see Activity Four in the Unit One Activity Guide.) |
| Practise making up a classification system that can be used to summarize and order data for presentation, discussion, and analysis.<br><br>Learn to examine the logic of arguments using concept maps.<br><br>Learn to look for the bias and assumptions in logical arguments and to evaluate their validity. | Is there a style of decision making that can decrease the likelihood of decisions that are or appear to be unjust towards individuals or groups?<br><br>Do tradition and traditional beliefs hinder achieving equal justice for all individuals?<br><br>How can the rights of the minority be protected within a society?<br><br>What method should a minority utilize to ensure that their rights are respected within a society?<br>• use violence as often as necessary in order to make the majority and authorities aware of the problem; or,<br>• use non-violent tactics that will not alienate the majority but may result in lessening their support of the minority cause? | Have student groups select one of the following case studies:<br>• the events in Paris in 1871;<br>• the Dreyfus Affair;<br>• the Irish Question; or,<br>• situation in Austria.<br><br>Each group is to prepare a presentation that includes:<br>• a brief description of the case, noting the parties (groups and key individuals) involved;<br>• a description of the opposing groups involved in these events;<br>• an identification of the basic paradigm (Theory X or Y) used by the opposing groups to guide their behaviour;<br>• an indication of whether racism and/or nationalism is involved;<br>• a description of why particular paradigms made sense to the groups adopting them; and,<br>• a discussion about whether, on the basis of the paradigm they are using, there is logic to the various groups' behaviour.<br><br>By today's standards (Charter of Rights and Freedoms) these events would be declared unjust.<br>• Even at that time, there were many who saw them as unjust and yet people persisted in perpetuating the injustices.<br><br>Have the students prepare a symposium which would discuss issues such as:<br>• How are injustices rationalized and perpetuated?<br>• What are the causes for this seemingly irrational behaviour regarding injustices? |

## Content

The Triumph of Industrialization

The Industrial Revolution had created a growing and dynamic economic system which was being extended rapidly over the world.

- The last half of the nineteenth century witnessed an enormous growth of trade within and between nations.
- The value of world trade, in 1913, was twenty-five times what it had been in 1800.
- Railroad and steamship technology made possible and stimulated this growth of trade.
- Technology was making the entire world a marketplace for the industrialized nations.

The Triumph of Science

Work in the branches of physics and chemistry investigated the relationships between heat and mechanical energy so that these processes could be systematically applied in industry.

- Work on electromagnetism led to the development of the dynamo making possible electric motors, lights, etc.
- Work in chemistry made possible the development of new compounds such as dyes and explosives.

Science and Social Beliefs: The Impact of Charles Darwin

Darwin's theory of evolution maintained that an underlying plan existed which directed and controlled the behaviour and development of natural life.

- Darwin hypothesized that each creature is born with slightly different characteristics.
- Certain characteristics allow an animal to survive long enough to reproduce.
- These characteristics are then passed on to the next generation while those creatures with characteristics inappropriate to the environment are destroyed and not allowed to pass their characteristics on to the next generation.

## Concepts (Knowledge Objectives)

**Know that nationalism mixed with racism has the potential to create serious barriers and dissension among peoples.**

Racism

Know that racism is the idea that there a causal link between the physical traits individuals inherit and their traits of personality, intellect, or culture which make individuals of one race superior to individuals of another race.

Radicalism

Know that some groups of people, who believed that they were being denied access to the decision-making processes, demanded radical and sweeping changes to broaden access to the decision-making processes of all institutions within society.

Economic Interdependence

Know that as societies become more specialized, they became more dependent on resources and markets outside of their borders.

Materialism

Know that the capacity of industrialization to increase the material well-being of people made it too attractive for any society to resist.

Science

Know that the high value placed on science had much to do with its capacity to make possible the production of goods and services.

Progress

Know that scientific developments convinced people that progress was possible and that an optimistic view of the future was a reasonable assumption.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| Learn to use the critical attributes of concepts as the basis for classifying data for analysis. | Is the Golden Rule a legitimate place to begin a search for fundamental values about human dignity? | Concept Development Lesson for: Race, Ethnicity, Racism, and Nationalism. (For additional information, see pg. 1-33 of the Unit One Activity Guide.) |
| Practise constructing and evaluating generalizations. | Are such concepts as race and ethnicity useful devices to categorize people and guide one's behaviour towards others?<br>• are racial and ethnic diversity quite minimal when compared to the biological similarities among people; or,<br>• can the behaviour of people be in part attributed to their racial ethnic background? | Provide students with several familiar examples of the process of concept development.<br>• outline the critical attributes; and,<br>• indicate the legitimate generalizations that could be derived.<br><br>Provide student groups with briefing material on the concepts of race, racism, ethnicity, and nationalism. Groups are to develop their own concepts of race, ethnicity and nationalism, and develop generalizations from their concepts. |
| Learn to select and apply values as criteria for evaluating generalizations. | Do all people belonging to a particular race or ethnic group have the same perceptions of the world? | The groups will share and discuss the concepts and generalizations they developed.<br><br>Using several examples of generalizations, have the students discuss whether they feel these are legitimate generalizations. |
| Practise using the critical attributes of concepts and values as criteria to evaluate historical situations. | On what basis should one resolve the contradiction between what one wishes to believe and what the facts or values suggest should be believed? | Provide the students with the definition of racism, as indicated in the concept column, and ask them whether this could be accepted as a legitimate generalization.<br><br>Provide the students with information on the Dreyfus Case, the situation in Austria, and British rule over Ireland. Ask the students to identify the presence of any of the four concepts in these historical situations. |

## Content

Darwin's revelations concerning nature found a ready audience among many in Europe who believed that the laws of nature should apply to human behaviour.

- The writings of Charles Darwin were applied to the realm of international affairs.
- They were to influence Europe's relationship with the rest of the world.
- Europe, and by extension, most of the so-called developed world, viewed the world as one large competition.
- The Darwinian law of survival of the fittest provided justification for aggression and territorial acquisitions and the view that other nations were more likely to be rivals than allies.
- The perception that some cultures were less advanced than other technologically "superior" cultures, seemed to provide verification of Darwin's theories and the appropriateness of applying his biological theories to the human condition.

The Issue of Imperialism

The growth of trade and the demands for increasing markets and raw resources, resulted in an outflow of European capital and investment to all parts of the world.

- By 1914, Europeans had invested over $40 billion outside Europe.
- The great majority of this capital was invested in North America, Australia, and New Zealand.

Support for Imperialism

Special interest groups supported and financially benefited from the expansion of political and economic empires. Among the groups that benefited were:

- Settlers on frontiers were constantly seeking more land and protection.
- Military men and colonial officials sought opportunities for advancement.
- Missionaries and humanitarians wanted to spread religion and stop the slave trade.
- Industrialists felt that the establishment of colonies would secure essential raw materials and markets free from foreign competition.

## Concepts (Knowledge Objectives)

Rationalism

Know that for many, science was a more reliable method of gaining accurate knowledge about reality that the traditional ways of religion, custom, and trial and error.

- In the nineteenth century, intellectuals began to apply the methodology of science to the study of society in an attempt to find whether there were a set of universal laws governing society in a manner similar to those governing the physical environment.

Scientific Determinism

Know that it was generally accepted that all natural processes were governed by a set of natural laws, such as the law of gravity, which are unchanging and dependable.

Newtonian Paradigm

Know that the Newtonian paradigm believed that all parts of nature are interconnected in a linear cause and effect relationship and that it would eventually be possible to predict all aspects of the behaviour of nature.

Evolution

Know that, for many, the process of evolution was seen to be a natural process which looked as if it were similar to other physical laws governing the physical universe.

Competition

Know that, for many, if the natural behaviour of organisms were accepted to be competitive then survival of the fittest might be considered an universal law.

**Social Darwinism**

**Know that if survival of the fittest could be seen as a natural law governing nature then it was accepted that it may also govern the social order of humans.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Concept Development Lesson for: Imperialism, Nationalism, Social Darwinism, Paradigm, Racism, and Ethnicity. (For additional information, see pg. 1-34 of the Unit One Activity Guide.) |
| Learn to use the criteria of paradigms as a basis for making evaluations. | Do paradigms serve as instruments to help define the world and events, or do they restrict a person's perception of the world and events? | In a class discussion, attempt to identify the critical attributes of the concepts of imperialism, nationalism, racism, and ethnicity. |
| Review distinguishing facts from opinions and conclusions. | Can human behaviour be adequately interpreted by applying a particular paradigm? | Discuss the implications/consequences which can arise when these concepts influence each other.<br>• How did Hitler bring these concepts together in a political action program?<br>• How did Hitler 'exploit' such concepts?<br>• What were the consequences? |
| Learn to identify the stated and unstated assumptions in a communication. | What are the consequences of adopting a particular paradigm? | Provide the students with the Student Information Sheet on Late-Nineteenth Century Paradigms.<br>• As a class, discuss each of the paradigms. |
| Learn to identify the underlying logic being used in a communication. | How should people treat the idea of certainty when they understand the limitations paradigms place on human understanding? | Present the students with the Darwinian Paradigm and Social Darwinism Paradigm.<br>**Darwinian Paradigm**<br>• Because there are too many creatures, survival of the fittest means that those creatures with better characteristics have a better chance to reproduce and pass on their characteristics. |
| | If it is possible that beliefs which at some point were accepted as truth can now be shown to have serious shortcomings, how should individuals go about deciding what can be relied on as truth? | **Social Darwinism**<br>• The groups with the more successful characteristics will come to dominate the other groups according to the law of survival of the fittest.<br>Using several contemporary statements, discuss how Darwin's ideas/theories impacted European decision makers during the late-nineteenth and early-twentieth centuries. |

## Content

Justifications for Imperialism

The negative consequences of imperialism on the Indigenous people did not go unnoticed by the colonizers. However, they justified their activities with the belief that the "strongest nation has always been conquering the weaker" and "the strongest tend to be the best."

- **It was widely accepted that racial struggle was nature's inescapable law. Therefore, the conquest of "inferior" people was justified.**
- The path of progress was a history of superior races using inferior peoples simply as stepping stones. Although this may be unfortunate, humans have risen to a higher intellectual level as a result of this path.
- Kipling defined the white man's burden as a responsibility to go out and provide unselfish service in distant lands.
- Religious leaders maintained that it was their duty to spread Christianity, the "true" faith.

Impact on Indigenous People

The European impact on the Indigenous people was not confined to their assumption of political and economic control of a region.

- The introduction of new diseases such as smallpox decimated people who possessed no inherent resistance to these foreign diseases.
- The cultures, social and political institutions of the Indigenous populations were destroyed.
- Traditional economic lifestyles were destroyed which led to a loss of economic independence for many Indigenous people and a growing dependence on foreign rulers.

## Concepts (Knowledge Objectives)

Economic Interdependence

Know that most industrialized nations relied on markets outside of their borders to supply them with raw materials and to provide markets to sell their surplus productivity.

Economic Growth

Know that economic growth depends on an economy's ability to produce a surplus (profit) which can be saved for investment in enterprises which, in turn, will produce a surplus.

Imperialism

**Know that many European nations had exhausted the resources and opportunities to create new wealth within their homelands, and that the establishment of colonies offered an opportunity to gain new resources and new opportunities to create wealth.**

Know that within various colonizing nations there were populations which actively supported the establishment of colonies.

Know that the opportunity to gain economically from the establishment of colonies was just one motivation. Other motives included the desire to spread Christianity, the need to "civilize" other races and the competitive spirit among the great powers of the day.

Opposition to Imperialism

The Indigenous people were not universally pleased with the intrusion of the colonial powers.

- On occasions, their opposition to colonizers took the form of violent resistance.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Continuation of the Concept Development Lesson for: Imperialism, Nationalism, Social Darwinism, Paradigm, Racism, and Ethnicity. (For additional information, see Activity Five of the Unit One Activity Guide.) |
| | | Present the following quotations to the students: |
| Practise distinguishing fact from opinions, values, and conclusions. | What criteria should be accepted as suitable guides for the treatment of other people? | • "All great nations in the fullness of their strength have desired to set their mark upon barbarian lands and those who fail to participate in this great rivalry will play a pitiable role in time to come." |
| Practise identifying unstated assumptions. | | • "Racial struggle is nature's inescapable law, therefore the conquest of 'inferior' peoples is just." |
| | | • "Europeans because they received so much have a duty to 'civilize' the more 'primitive' nonwhites." |
| Practise identifying the underlying logic being used in communications. | What are suitable tests for evaluating one set of behaviour guidelines against another set of guidelines? | • "History teaches us that the strongest nation has always been conquering the weaker...and the strongest tend to be the best." |
| | | Ask the students to consider whether the nineteenth century paradigm of Social Darwinism about the natural relationship between groups of people is a suitable guide for behaviour.<br><br>Suggest to the students that one way of evaluating a paradigm is to consider the effects or consequences of applying the paradigm to society. |

## Content

A New Dynamic Force: The Industrial Proletariat

As the workers of industry grew in numbers, their social, economic, and political interests attracted the attention of those who held power.

To achieve improvements in their collective condition and greater input into national and economic decision making, the working class organized for political action.

**Among the various ideologies, each offering a prescription for society's ills, the ideology of socialism attracted many adherents from the urban working class.**

Marx and the Growth of the Socialist Movement

Karl Marx was to author an ideological challenge to the capitalist system.

- The tenets of Karl Marx and the movements his theories engendered were to represent a real and ongoing threat to both nationalism and the nation state.
- Marx stated that "working men have no country" and that their allegiance should not be to their nation but to the workers of the world.
- Socialist parties, with varying degrees of adherence to Marxist theories, emerged throughout Europe and attracted sizeable support among the working class.

As the socialist parties gained political successes, sharp disagreements developed.

- Some Marxists continued to advocate that violent revolution was necessary to destroy capitalism.
- Other socialists advocated using the democratic process to seek gradual and peaceful change.

## Concepts (Knowledge Objectives)

Human Rights

Know that many of the lands that possessed resources desired by the industrialized nations were home to Indigenous cultures.

- Indigenous peoples lost control over the land and as such lost the means of economic survival.
- For certain Indigenous peoples, such as the Beothuks, competition for land and resources with Europeans led to extinction.

**Social Darwinism**

**Know that imperialism was justified on the basis that the domination of the technologically weak by the technologically powerful was implicit in the doctrine (law) of survival of the fittest.**

- **Because competition was seen as the natural order of things, any questioning of imperialism was considered to be irrelevant.**

Paternalism

Know that the Darwinian point of view could also be expressed in more benign terms which suggested that "civilized" peoples had a responsibility to help the "primitive" peoples evolve to a higher standard of civilization.

**Ideology**

**Know that an ideology is similar to a paradigm.**

**Know that the characteristics common to all ideologies are:**

- **a set of assumptions;**
- **an interpretation and explanation of the past and present;**
- **a vision of the future and a strategy to achieve that vision; and,**
- **a simple believable picture of reality.**

Socialist Electorial Success

Know that by 1912, the German Social Democratic Party was the largest party in the German parliament.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Imperialism, Nationalism, Social Darwinism, Paradigm, Racism, and Ethnicity. |
| | Should the social consequences of operating on the basis of a particular paradigm play a significant role in selecting one paradigm or another? | Have students (working individually or in groups) assume the role of a political leader during a particular time period. The groups are to prepare short presentations (reports) which will rationalize the need for their respective nation to establish colonies throughout the world. |
| Learn to use the criteria of paradigms as a basis for making evaluations. | Reflecting on the social consequences of applying the various paradigms, which paradigm or paradigms dominate our society? | • Their reports should use the tenets of Social Darwinism to support colonization.<br>• The reports should also note the economic and religious motivations for establishing colonies.<br>• The groups should indicate the positive consequences of colonization.<br>• Group should identify in their colonial policies the presence of the following concepts: imperialism, nationalism, Social Darwinism, ethnicity, and racism. |
| Practise classifying information using the ideas, beliefs, and values of paradigms. | Do you feel that one particular paradigm would improve our society if it became the dominant paradigm? | |
| | Do the laws of nature which apply to animals apply equally to human beings? | |
| | Is it possible for the races to live in peaceful co-existence? | |
| | Are social welfare programs intended to help the less fortunate in opposition to the laws of nature? | |

## Content

A Socialist Challenge to Marx: Democratic Socialism

- The leader of the German Social Democrats, Edward Bernstein, advocated gradual and peaceful reform.
- He claimed that the standard of living of the working class could be continually improved within the existing system.
- Bernstein's views gained support both within the German Social Democratic Party and in other socialist parties of Western Europe.
- As the standard of living of workers improved, the unions and their members became more moderate in their appraisal of the existing capitalist system.

Advocates of other ideologies were forced to respond to the increasingly active working class and the attraction of socialism for that population.

**Conservatism**

**Many of those in power were adherents to conservatism. They believed that society best functioned when an elite, with special abilities, governed for the well-being of all members of that society.**

- Sharing political/economic powers with the industrial working class was not deemed as a positive change.
- The social order had to be maintained to prevent anarchy.

**Liberalism**

**Liberalism achieved a great following among those who had most immediately benefited from industrialization, the factory owners, businessmen and professionals.**

- **all people are fundamentally equal and have the right to expect equal opportunity to fulfil their potential;**

## Concepts (Knowledge Objectives)

Legitimacy and the Social Contract

Know that a major purpose of an ideology is to define what would constitute a legitimate social contract.

- What is considered legitimate is based on the assumptions of the particular ideology.

Marxist theory

- Society is divided into classes according to the way it is organized economically;
- The organization is supported and defended by laws, religion, and philosophies whose purpose is to defend those in charge against those not in charge.
- Only a violent struggle between the two groups will cause a change in the economic organization.
- The struggle will continue until the workers are able to seize power from the middle class and create a classless society.

Know that the socialist movement believed that government should play an active role in improving the standard of life for the working class.

Revisionist Movement

Know that many socialist movements rejected Marx's call for violent revolution to destroy capitalism.

- Non-Marxist socialists were to gain a dominant position in most European socialist movements.
- Unions were more interested in achieving economic gains for their members than in promoting a revolution and they influenced the socialist parties.

They believed that:

- As workers improved their living conditions and gained the right to vote, they increasingly saw their welfare to be dependent upon the welfare of their nation.
- With the outbreak of the First World War nationalist feelings overwhelmed the internationalism which socialism stressed.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Marxism, Imperialism, Ethnicity, Racism, and Nationalism. (For additional information, see pg. 1-36 of the Unit One Activity Guide.) |
| Learn to use the critical attributes of concepts as the basis for classifying data for analysis. | Do economic factors explain all human behaviour in society? | Briefly review with students the basic tenets of Marx's analysis of society:<br>• Economics determines the relationship between groups of people within a society.<br>• Marx categorized people on the criteria of who controlled land, power, and wealth.<br>• All human activity is essentially a struggle between those who possess the wealth and power and those who do not. |
| Practise applying concepts to contemporary situations. | Do economic forces impact on relations between racial/ethnic groups within a society?<br>• Are racial/ethnic tensions reduced in a society which is experiencing general prosperity?<br>• In periods of high unemployment and deprivation, do racial/ethnic tensions increase within a society? | Have the student groups revisit their reports supporting colonization and prepare a Marxist critique of their reports.<br><br>Have students assume the role of a member of the new industrial proletariat in 1900. They should prepare responses to the following questions:<br><br>• Which paradigm, Social Darwinism or Marxism, produces the most favourable consequences for the industrial workers of Europe?<br>• Should the needs and priorities of one's own nation take precedence over the needs and priorities of other peoples (in the colonies)?<br><br>Have student groups select one of the following questions and prepare a response which then can be shared with the class.<br><br>• Are there classes in contemporary Canadian society?<br>• Is economics the primary force which drives human behaviour and societies?<br>• Is Marx's paradigm relevant for societies in the developing world?<br>• If you were a Marxist, how would you analyze Canadian society? |

## Content

- the state must not do for the individuals what the individual can do for themselves;
- citizens should have the right to share in the decision-making processes of society;
- merit should be the defining criteria for those who hold power in society; and,
- since those who hold power had demonstrated their merits in the economic world, they should play a prominent role in political decision making.

The competing ideologies found expression in the development of multi-party systems.

- Maintaining political power often depended on political coalitions.

Non-socialist governments were prepared to introduce programs/policies to counteract the appeal of socialism to the working class.

- In Germany, Bismarck pioneered social measures such as old-age pensions.
- The implementation of programs which directly benefited the citizenry not only contributed to national unity but also enhanced the political fortunes of those in power.

**It should be noted that in describing and allocating basic or natural rights, the ideologies were not automatically extending those rights to all people in society.**

The Issue of Universal Suffrage

The industrial work force was overwhelmingly male and the political concessions this group attained were directed towards extending the rights of males.

- The recognition of political rights for women came slowly.
- **The right to vote for women was yet to be won. It was not until 1913 that U.S. women obtained the vote.**
- **In other industrialized nations, it took the sustained efforts of the suffrage movements and the major involvement of women in the national war efforts, to facilitate the extension of the franchise to women in the 1920s.**

## Concepts (Knowledge Objectives)

Liberalism

Know that J.S. Mills believed that it was essential to create a method (constitution) which would protect the rights of those who were different in some way or who held unpopular opinions in a society where the majority was exercising increasing power to make decisions for society.

Urban Proletariat

Know that the development of heavy industry, the specialization of labour, and a infrastructure to support the industrialization process resulted in increasing numbers of urban labourers.

- The increasing numbers of urban labourers and the development of unions posed a threat to factory owners and business interests.

**Power**

**Know that the political process will allocate privilege, status or rewards on the basis of who can exert the greatest power on the decision-making process.**

**Gender and Political Equality**

**Know that the arguments used to justify universal male suffrage were not seen to be applicable to women.**

Political Accountability

Know that in most nations many political parties developed. All were prepared to assume the responsibility for governing.

Know that governments were forced to become increasingly responsive to the needs of people in order to maintain political power.

- Governments were determined to convey an appearance of caring for the well-being of ordinary people.

**Nationalism and Suffrage**

**Know that the extension of the vote to industrial urban workers gave this population a reason to feel loyal to their nations and the institutions of their nations.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| Practise working with a system for the classification of data. | Is there a best system which allows people to live, work, and socialize together? | Concept Application Lesson for: Ideology, Politics, Liberalism, Conservatism, Socialism, and Equality. (For additional information, see Activity Six of the Unit One Activity Guide.) |
| | What should be the power and role of people in the political decision-making process? | In order for students to gain a greater understanding of the relevance of ideologies, provide them with an opportunity to investigate ideologies in the context of contemporary issues. |
| Practise describing the main parts. | What should be the power and role of people in the economic decision-making process? | This activity will allow students to understand how different ideological perspectives respond to some major issues. |
| Practise describing how the parts of a whole are related to each other. | What criteria should be used to determine when societal-collective rights should supersede individual rights? | Provide students with Student Information Sheets on Issues in Canadian Society and have them select the responses with which they agree the most. |
| Learn to find order in what might seem to be random responses. | What criteria should be used to determine when individual rights should supersede societal-collective rights? | Upon completion, have the students determine if there is a pattern to their response by checking whether their responses tend to come from one column or one area of the sheet more than from other areas. |
| | | Provide students with the Student Information Sheet on The Political Spectrum. The sheet will help them correlate their responses to the issues with a political ideology and provide some indication where they stand on the political spectrum. |

## Content

Women were not the only population to be denied political rights.

- Aboriginal populations, many of whom had recently become subjects of colonial powers, were denied the rights of citizenship. They were to participate in the economies of the colonizing nation but were to have no meaningful input in the decision-making processes which affected their lives.

**A Network of Alliances: Europe at the End of the Nineteenth Century**

**The instability engendered by domestic strife, the scramble for colonies, and the view of the world as a hostile environment convinced most nations to seek security.**

- **A favoured strategy was to establish alliances with other nations.**

Bismark, the German Chancellor, had dominated European politics in the 1870s and 1880s.

- Bismarck was skilful enough to reduce the conflicting interests of Russia and Austria in the Balkans and to keep a resentful France from forming an anti-German alliance.
- Bismarck's balancing act came undone when Kaiser Wilhelm dismissed the aging politician and assumed control of German foreign policy.

Kaiser Wilhelm made a number of foreign policy errors:

- His actions and statements contributed to the European powers uniting to form two rival and militarily powerful alliances.
- His refusal to renew the Reinsurance Treaty with Russia provided France with an opportunity to form an alliance with Russia. Such an alliance made Germany vulnerable a possible two-front war.
- His desire to challenge British naval supremacy soured the good relations which had existed between Germany and Britain.

## Concepts (Knowledge Objectives)

**Politics**

**Know that the alternative to authoritarian rule, with its implicit reliance on force, is recourse to politics, with its reliance on open debate in an attempt to reach a consensus acceptable to the majority.**

**Balance of Power**

**Know that the balance of power enabled the major powers to maintain an equilibrium, in which less powerful nations joined together to match or exceed the power of a stronger nation.**

**Alliances**

Know that the system of alliances developed by Bismarck were designed to isolate a hostile France, to reduce the risk of Germany being drawn into a war in the Balkans due to hostilities between Russia and Austria, and to avoid a general European war.

**Know that a Triple Alliance of Germany, Austria and Italy was formed in 1882.**

**Know that a common fear of German aggression and the Triple Alliance led to the formation of the Triple Entente involving Britain, Russia and France.**

**Know that these alliances created a real possibility that a conflict between two European states would escalate into a conflict involving all the major European powers.**

Naval Supremacy

Know that Britain, an island nation, and a nation possessing an empire stretching around the world, felt that its existence depended on maintaining naval supremacy.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Communication*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Liberalism, Constitutionalism, Power, Suffrage, and Gender. (For additional information, see pg. 1-42-to 1-44 and Activity Seven of the Unit One Activity Guide.) |
| Review using the critical attributes of paradigms as the basis for classifying data for analysis. | Do paradigms serve as instruments to help define the world and events, or do they restrict a person's perception of the world and events? | Inform students that for many centuries inequities have existed between the treatment of men and women.<br>• Provide the students with several historical examples of such inequities. |
| Practise using criteria as a basis for analyzing information. | If a set of values and beliefs are acceptable for applying to oneself, should they also be applied to others? | Provide students with the Student Information Sheets on Conservative, Liberal and Socialist Ideological Paradigms.<br>• Note the impact that paradigms have on our perception and responses to issues. |
| Practise using the critical attributes of concepts and values as criteria to evaluate historical situations. | Do traditional beliefs concerning the societal role of men and women continue to impact on the issue of equality of rights?<br><br>On what basis should one decide what is a positive and constructive consequence and what are negative and destructive consequences?<br><br>**On what basis can it be justified that the rights of citizenship be given to some groups and not to others?** | Have student groups prepare responses to some/all of following questions:<br>• How would the particular ideological paradigm explain the existing gender inequality in pre-1914 society?<br>• How would the particular paradigm define the "proper" role for women and men in society?<br>• How would the particular paradigms respond to other important issues of that time:<br>  • the extension of full rights to the Indigenous populations in colonies;<br>  • the issue of health care for the general population;<br>  • the right of workers to organize and form unions;<br>  • the right of free speech; and,<br>  • the rights of people suffering mental disabilities?<br><br>Have the students list these and other issues on the Student Information Sheets and then discuss their responses.<br>• Note that one method of evaluating a paradigm is to consider the effects or consequences of applying the paradigm to society.<br>• Discuss the societal consequences of each of the paradigms. |

## Content

### Russian Autocracy: Resistance to Reform

**Each of the European powers responded differently to the challenges of the late 1800s.**

- **Some states accommodated and exploited the changing realities.**
- **Imperial Russia, with its institutionalized autocracy, proved unable or unwilling to adapt successfully to the changing world.**

### Conditions in Late-Nineteenth Century Russia

- **Russia lagged behind the other European powers in terms of industrialization, military capabilities, and political reform.**
- Russia's defeat in the Crimean War revealed the weakness of Russia's military and undermined the existing regime.
- The peasantry, which represented over ninety percent of the population, were discontented because of the hardships of the war, the burden of taxation, and the lack of individual rights.

Russia did experience some notable economic progress throughout the latter nineteenth century.

- Foreign investment stimulated oil production and the construction of railroads.
- By 1900, Russia had become the world's fourth largest producer of oil.
- This impressive economic growth provided funds to modernize the Russian military. The military was to pressure the government into aggressive foreign policies.

### Increasing Demands for Reform

**Demands for political and social reforms to accompany the economic growth were resisted by the Tsars. They were determined to maintain their autocratic powers.**

- The wealth produced by the economic boom was not shared by all the Russian people. The urban workers did not receive the benefits of economic development.

## Concepts (Knowledge Objectives)

### Autocracy

**Know that autocracy gives the government complete control over the people.**

- **The Russian government was unwilling to share the decision-making processes with the general public.**

### Sovereignty and National Power

Know that the protection of sovereignty depends upon an economy's ability to develop enough national power to resist the national power of other nations.

### Underdevelopment

Know that industrialization means that any nation will be considered underdeveloped if it has not created the infrastructure necessary to support industrial production.

### Economic Change and Political Change

**Know that it is difficult to provide economic change without people also beginning to expect the kind of political change that will allow them to play a role in the political process.**

**Know that the Tsarist regime hoped that economic reforms would reduce the outcry for more political freedoms.**

### Economic Development

Know that an economy's ability to meet rising expectations depends upon its ability to raise the capital which will support economic development.

### Capitalization

Know that capitalization is the process of investing surplus wealth in the development of goods and services which are used to produce consumer goods and services.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Ideology, Underdevelopment, Inequality, Economic Development, Radicalism, Economic and Political Change.<br><br>Divide the class into four groups, each representing a particular ideology present in Russian society. |
| Practise classifying the ideas, beliefs, and values of a paradigm. | Do ideologies restrict their adherents in terms of defining society and perceiving policy options in solving societal problems? | • Reactionary ideology:<br>  • authoritarian political system; and,<br>  • economic development controlled by the traditional elites.<br>• Liberal ideology:<br>  • constitutional monarchy; and,<br>  • economic development based on market principles of entrepreneurship, investment and risk.<br>• Menshevik ideology:<br>  • democratic republic; and,<br>  • economic development based on socialist principles of cooperation, sharing and investment.<br>• Bolshevik ideology:<br>  • dictatorship of the vanguard; and,<br>  • economic development based on Marxist principles of state ownership. |
| Learn to identify connections between ideas. | Does the merit of a particular ideology depend on the number of supporters it attracts? | |
| | Are there certain critical attributes a society must possess in order to benefit successfully from mass participation in national decision making? | Have the students match the ideological groupings in Russia, before the First World War, with the contemporary ideological descriptions:<br>Reaction - Conservatism<br>Liberal - Liberal<br>Mensevik - Democratic Socialism<br>Bolshevik - Communist<br><br>Using the information contained in the content column of this unit and other sources, provide the students with a short case study of Russia on the eve of the twentieth century. |

## Content

- The failure of factory owners and government to improve working conditions and wages resulted in a radicalization of the urban labour force. Marx's ideas found a receptive audience among the workers.
- In the countryside, the standard of life for the peasants had not improved.

**Opposition to the existing regime increased.**

- **Various forms of socialism were advocated. Some groups were prepared to use violence to change the system.**
- In 1881, Tsar Alexander II was assassinated. His successor, Alexander III, was determined to prevent any political reforms.

**Russia: Expansionist Adventures**

**To divert the public's attention away from domestic concerns and to enhance the popularity of the regime, the Tsars sought foreign successes.**

- Increasing Russian involvement in the Balkans as the protector of Slavic peoples, created growing tension with Austria.
- Russian expansionist policies in the Far East were to collide with the new emerging power, Japan.
- Both nations looked to China as an area to exploit. The competing interests were to result in the Russo-Japanese War of 1904.
- Russia was the first European power to be defeated by an Asian nation.
- The Romanov dynasty was further discredited.

## Concepts (Knowledge Objectives)

**Rising Expectations**

**Know that successfully filling the expectations of ordinary people in one part of the world will eventually create similar expectations in other parts of the world.**

Inequality

Know that an authoritarian society finds it difficult to respond to social changes that would improve the well-being of ordinary people.

**Radicalism**

**Know that as the expectations of people are increasingly frustrated their response is to become increasingly radical and strident in their criticisms of the existing system.**

- Know that Russian socialists were becoming the most radical of all European socialists.
- Know that one socialist group, the Bolsheviks, were convinced that only a violent revolution could realize social change in Russia.
- Know that another branch of Russian socialism, the Mensheviks, were prepared to work within the political system to gain reforms.

**Know that foreign adventures were seen as another way of diverting people's attention from the lack of political change at home.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Ideology, Underdevelopment, Inequality, Economic Development, Radicalism, Economic, and Political Change. |
| Learn to identify connections between ideas in a communication.<br><br>Practise identifying cause-effect and analogous relationships.<br><br>Review defining a problem or problems facing a society. | Which is the better choice for an underdeveloped nation:<br>• to take wealth from the poor in order to invest in a higher standard of living later; or,<br>• to use as much wealth as possible to live a better life now? | • Discuss with the students the problems involved with developing an economy which in many ways is still at the feudal level.<br>• Groups are to prepare a program, based on their ideology, to modernize and reform Russia.<br><br>Have the students meet at a conference, in 1910, to discuss the direction that Russian should take in the future.<br><br>The groups should be reminded that they represent certain classes and groups of Russian society and must defend the interests of those groups. |
| Review the skill of hypothesizing: stating a proposition that is testable, is useful as a guide for looking for relevant data, and may provide a course of action to be followed. | What is the moral and ethical response to the issue of change in a society by:<br>• those who have been traditionally in power; or,<br>• those who feel a sense of grievance and injustice? | Review the concept of power and the sources of power to enable the students to exert influence on the decision-making process.<br><br>As the conference proceeds, students should take into account the contemporary events which affected the decisions made at this time:<br>• terrorist acts (bombings and assassinations);<br>• use of secret police;<br>• growing union radicalism;<br>• use of external military actions in the Balkans and the Far East;<br>• military defeat by Japan in 1905; and,<br>• external military threats from Germany and Austria. |

## Content

### World War One and the Destruction of the Old Order

**When Germany invaded Belgium in August 1914, the people of Europe expected a short war and one which would not greatly differ from previous wars.**

**The war was greeted with almost universal enthusiasm, patriotism, and nationalism.**

- In France, the war offered an opportunity to redress the humiliation and injustices of the Franco-Prussian War of 1871.
- In Russia, groups that opposed the existing regime rallied to the Tsar and the national war effort.
- Many Russians felt that Russia had to protect the Slavic people of the Balkans.
- The Tsar hoped to secure his regime through a military victory and erase the humiliating defeat in the Russo-Japanese War.

### The Reality of World War One

**The magnitude and nature of the War differentiated that conflict from previous ones.**

- **This was the first "total war". It established the idea of unrestricted warfare.**
- **The massive population growth in Europe combined with the expansion of industry and military innovations made possible the mobilization and equipping of millions.**
- **The potential for mass destruction was realized.**

**The totality, magnitude and extent of the war necessitated the mobilization of the total resources of the nations involved.**

- **The only agency possessing the authority and the tools to manage this task was government.** It had the infrastructure and the bureaucracy, which could be expanded to meet the national war effort.

## Concepts (Knowledge Objectives)

**Know that for many people there existed a belief that this war would settle things between the great powers and allow people to proceed with their personal lives.**

### Patriotism

**Know that in every nation, nationalism and patriotism contributed to national unity and an energetic war effort.**

Know that people throughout Europe were affected by the jingoism and propaganda that appeared in the popular press.

- In France a desire exists to re-acquire the territory of Alsace-Lorraine.
- In Russia, the public entered the war with patriotism and united in the belief that the war would be good for Russia.
- For the Russian middle class, political reform meant the end of the absolutist monarchy and the establishment of a liberal regime such as the British constitutional monarchy.

### Nationalism

**Know that the forces supporting internationalism, such as socialism, proved to be weaker than the forces of nationalism.**

- The internationalism stressed by the socialist movement was overwhelmed by nationalism and patriotism in 1914.
- Throughout Europe, socialists rallied to their national war efforts.

### Modern Warfare

**Know that the national leaders, including the military, did not fully comprehend the destructive power of modern military technology.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy*<br>• *Numeracy* |
| Practice the skill of hypothesizing.<br><br>Learn to provide support for a particular position on an issue.<br><br>Practice communicating complex ideas in a seminar format.<br><br>Practise identifying cause-effect, and part-whole relationships.<br><br>Practise identifying connections, interactions and arrangement of parts. | Does the credibility of an analysis improve when the process used to arrive at the analysis involves the exchange of ideas and perceptions rather than the result of perceptions based on a single idea? | Concept Application Lesson for: Patriotism, Nationalism, Sovereignty and Consequences. (For additional information, see pg. 1-47 of the Unit One Curriculum Guide.)<br><br>As a class, review and list the major factors which contributed to the coming of World War I.<br>• nationalism, imperialism, territorial disputes, technology, etc.<br><br>Student groups are to select **one** factor (e.g. technological improvements) and prepare an argument in support of their selection as being the key factor in bringing about the World War.<br><br>Groups are to:<br>• prepare a value claim expressing the belief that their selected factor was the key factor in causing the World War; and,<br>• provide the major reasons for justifying the group's position.<br><br>Two groups are to meet and present their respective arguments.<br><br>Groups are to prepare a brief paper which includes:<br>• a value claim expressing their group's position;<br>• the major reasons in support of their position;<br>• a value claim of the other group's position;<br>• the major reasons in support of that group's position; and,<br>• a concluding position in light of the arguments supporting the two positions. |

## Content

### Impact of the War on National Societies

**Government Intervention:**

**The war demonstrated that government could successfully manage large sectors of the economy.**

- The pre-war lassez-faire liberalism, with its belief in the non-intervention of government in the marketplace, was challenged.
- **The experiences of government intervention during the war lent support for the notion that governments could significantly control the nation's direction.**

Germany

Germany went the furthest in implementing a planned economy. The War Raw Materials Board was established to ration and distribute raw materials.

The German military became increasingly powerful as the war continued and insisted that all national resources had to be mobilized to meet the war's needs.

- The Auxiliary Service Law, forced through Parliament, required that all males, between 17 and 60, could only work at jobs considered critical to the war effort.

Britain

Britain did not react as quickly as Germany in instituting a planned economy. However, shortages of war necessities quickly led to the creation of the Ministry of Munitions.

## Concepts (Knowledge Objectives)

### Total War

**Know that large-scale warfare now necessitated the participants transforming their entire societies and national economies to sustain their respective war efforts.**

- **Technological advances and the implementation of universal conscription resulted in massive casualties.**
- **The new weaponry made war on a global scale possible.**
- **Global warfare impacted both non-combatant populations within the warring states and non-combatant nations.**

### Planned Economy

**Know that the traditional operation of the marketplace was not adequate to provide the resources necessary to sustain involvement in the war.**

- **Government dramatically increased its involvement in regulating and priorizing the nation's resources.**

Know that Germany's defeat was not evidence of the failure of the German government to regulate and allocate the nation's resources, but more a reflection of the finite nature of Germany's resources.

### Consequences of the War

**Know that the occurrence and course of the First World War profoundly influenced events for many decades after its conclusion.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy*<br><br>Concept Application Lesson for: Nationalism, Internationalism, and Modern Warfare. (For additional information see pg. 1-48 and 1-49 of the Unit One Activity Guide.) |
| Practise making and evaluating generalizations.<br><br>Practise stating a proposition based on a rule, principle or theory that might serve as a testable hypothesis.<br><br>Practise analyzing the data to determine whether the hypothesis was confirmed.<br><br>Practise categorizing and classifying data so that inferences may be drawn.<br><br>Practise defining a problem. | What should be the balance between the rights of the individual and the collective needs of society?<br><br>Should an individual citizen's freedom of speech be curtailed in order to maintain unity within a society during a period of crisis?<br><br>Are there any ethical standards that should guide the behaviour of government in attempting to maintain the support of the public?<br><br>Should government use coercion in attempting to maintain public support during a national crisis?<br><br>Does a national emergency necessarily involve a loss of rights for the nation's citizens?<br><br>What are the responsibilities of a citizen in supporting a national war effort?<br>• should the citizen comply with national conscription;<br>• become a conscientious objector; or,<br>• express opposition by fleeing the nation? | Discuss with the students how and why the European public generally supported their nation's entry into the First World War. Pose a number of questions:<br>• Why was nationalism stronger than internationalism?<br>• Who was supportive of the war?<br>• If you supported the war or were opposed to it, what steps would you take to affect the situation?<br><br>Have the students consider the statistics associated with the war. Speculate as to why, considering the devastation of the war, people continued to support it.<br><br>Form student groups representing Russia, Germany, France, Britain and Canada. Subdivided each group into those who favour continuing the war and those opposed to the war.<br><br>Once the students have completed the preceding task, have them review the background situation for their respective nations.<br><br>Have the students respond to the following questions:<br>• Why was militarism more powerful than pacifism?<br>• Using the critical attributes of power as your criteria, why do you believe that people continued to support the war? |

## Content

### Involvement of Women in the War

To sustain the war effort required the active involvement of the entire population.

- As more and more men were sent to the front, women provided the labour on the home front.
- They participated in all sectors of the economy.
- **This mass participation in the market place led to demands for greater participation in the nation's decision-making processes following the war.**

### Growing Public Disenchantment: The War and the Political Status Quo

**At the beginning of the war, the citizenry of the belligerent nations supported both their governments and the war effort.**

- **As the war continued and the costs rose, support for the war declined.**

In Great Britain, both national unity and enthusiasm for the war effort declined as the war continued.

- In April of 1916, Irish nationalists in Dublin revolted against British home rule.

**The majority of the battles, throughout 1915 and 1916, had occurred in France. French casualties were severe.**

- **Following the disastrous offensives of May 1917, many French units refused to continue fighting.**
- Morale also declined among the French civilian population.
- Premier Clemenceau relied on severe actions to sustain the war effort. By late 1917, he had established a virtual dictatorship.
- For Clemenceau there would no compromise with Germany but only a total victory.

### Total Victory

**The military deadlock which came to characterize the conflict only intensified the perseverance of the combatants to achieve total victory.**

- The German decision to utilize unrestricted submarine warfare caused the United States to enter the war.
- Russia's reluctance to leave the war resulted in the downfall of the Romanov Dynasty and the ultimate accession of the Bolsheviks.

## Concepts (Knowledge Objectives)

### Gender Equality

Know that conditions arising from the war acted to encourage women in unprecedented numbers to enter the national workforce. The range of employment available to women was dramatically increased.

- **Know that increased involvement of women in the economy contributed to a movement for their increased participation in national decision-making.**

### Political Accountability

**Know that political accountability would demand that those responsible for governing should take responsibility for their decisions.**

### National Consensus

**Know as the war continued, the national consensus supporting the war dissolved in many nations.**

- In the early years of the war, loyalty remained quite strong.
- As the war situation became more desperate, the pressure to use dictatorial political methods increased.
- Governments became increasingly concerned about controlling public opinion as a way of boosting morale.

Know that only brutal military justice and a tacit promise of no future grand offensives, allowed the French high command to restore order in the French army.

**Know that not all participating governments were successful in mobilizing and managing their respective nation's resources.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Application Lesson for: Modern Warfare, Nationalism and Internationalism. |
| Practise analyzing the data to determine whether the hypothesis was confirmed. | Is it necessary for a national government to place limits on the rights of its civilians to demonstrate and express their opposition to a war effort? | • What segments of the population remained supportive of the war effort and what segments did not?<br>  • the older, more traditional generation?<br>• the elites:<br>  • the industrialists?<br>  • the military leaders?<br>  • the aristocrats? |
| Practise using the criteria from the critical attributes of a relevant concept. | Should the people who are not directly involved in the war be allowed to make decisions about whether and how long the war should be conducted? | • the middle class:<br>  • the politicians?<br>  • newspapermen?<br>  • intellectuals?<br>  • businessmen?<br>  • managers?<br>  • clergy?<br>  • teachers? |
| Practise categorizing and classifying data so that inferences may be drawn. | How can the values of dissent in a democratic society be reconciled with the need for total commitment by a society to winning a war? | • the working class:<br>  • workers?<br>  • unions? |
| Practise defining a problem. | | • the youth:<br>  • students? |
| Learn to synthesize parts into a meaningful whole, integrate them, and create a new product, rule or theory by:<br>• identifying the parts to be combined and the relationships among them;<br>• identifying a theme or organizer; and,<br>• identifying an effective means of presentation. | Is the opposition to one's nation's war effort:<br>• a moral stance; or,<br>• an act of a traitor? | If you supported the war and wished to see it continue until final victory, what steps would you take to make this possible?<br>• Would you allow those who opposed the war to promote their opposition in public?<br><br>If you were against the war, how would you proceed?<br>• Are you free to openly demonstrate your opposition to the war?<br>• What might be the consequences of your opposition?<br><br>How can one know the will of the people?<br>• Can the will of the people be manipulated to suit the needs of those in power?<br>• How was propaganda in the media and other opinion-forming institutions used in World War I to achieve the above objectives? |

## Content

**World War I produced conditions and attitudes which were to profoundly influence the decades following the conflict. Each of the participating nations was in some measure affected.**

**Russia and World War I: An Inflexible System**

**The war radically transformed Russia. Its institutions of power which had existed for centuries were swept away by events precipitated by the war.**

**Russia was not prepared for the war:**
- **It lacked the industrial infrastructure to successfully meet the needs of such a war of attrition.**
- **Its military unpreparedness was to result in millions of casualties and a series of massive defeats.**
- **Millions of soldiers were killed; others simply deserted.**

**As the war and defeats continued, military and civilian morale declined.**
- **People were losing faith in the Tsar and the old order.**

Unlike their allies, the Russian people were not fighting to preserve democracy.
- Demands for democratic reform increased as the frustrations of the war increased.
- Russia was ripe for revolution.

**The Tsar refused to relinquish any of his decision-making powers.**
- His overriding goal was to maintain the institution of autocracy.
- His advisors were either incompetent or corrupt.

In response to demands for political reform, the Tsar simply left the capital and the debate, and assumed leadership of the army at the front.

## Concepts (Knowledge Objectives)

Know that often the logic that prevails in such situations argues that all of the past sacrifices of life will be lost unless the war, with more sacrifices of lives, continues.

**Know that Russia was industrially and militarily ill-equipped to deal with a modern total war.**

Know that during the early phase of the war loyalty and support for the war effort remained strong among the Russian public.
- As the war became a series of military disasters, public support for the war declined as did the credibility of the government.
- Despite the size and population of Russia, such enormous manpower losses could not be sustained without public disfavour.

Know that the war between Germany and Russia was not an ideological struggle between two contrasting political systems.

**Accountability**

Know that the principle of political accountability would demand that those in charge of a situation should take responsibility for their errors.

**Know that the failure of the Russian government to intervene and manage the nation's resources effectively contributed to Russia's disastrous war efforts and domestic political instability.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| Practise using the critical attributes of a concept. | Do necessities which arise from the crises that face a nation necessitate a diminishing of public involvement in national decision making? | Concept Application Lesson for: Autocracy, Democracy, Decision Making, Accountability, Ideology, Economic, and Political Change. (For additional information, see pg. 50-52 of the Unit One Activity Guide.) |
| Practise using grids as a method of analyzing a situation. | Does a democratically elected government have the moral authority to institute an autocratically styled decision-making process during national crises?<br><br>Should the resolution of domestic issues be suspended to allow for an united effort to meet the necessities of a national emergency such as a war? | Discuss the situation facing Russia in January 1917.<br>• Note how the Russian leadership responded to the war;<br>• Note the military successes/failures; and,<br>• Note the conditions at the home front.<br><br>In a class discussion, identify and list the key attributes of autocracy and democracy.<br><br>Discuss how the two political decision-making systems would respond to factors that are necessary for successful prosecution of a war effort by addressing the following issues:<br>• decision making regarding the allocation of resources;<br>• responding to emergency situations which demand decisions;<br>• maintaining public support for the war effort;<br>• maintaining the commitment of the armed forces; and,<br>• determining the degree of public participating in major national decisions.<br><br>Have the students construct grids indicating how a democracy or autocracy responded to the above issues.<br><br>Have students investigate how Tsarist Russia responded to the above factors.<br>• Was the Tsar's autocracy efficient? Why? |

## Content

**The Russian Revolution: The March Revolution**

**The fall of the Romanov dynasty started with a series of food demonstrations in the capital.**

- In March 1917, the women of Petrograd demonstrated over food shortages. They received the support of factory workers. The food strike became a general strike.
- The traditional tool of repression, the Cossak troops, refused to fire on the demonstrators.
- Some Cossaks joined the demonstrators. Effective government ceased to exist.

**Contested 'Legitimacy': An Ideological Struggle**

**On March 12, a provisional government was formed by the Duma. The Tsar abdicated and the Romanov Dynasty came to an end. Two political bodies competed for the support of the people. Each had its own vision of Russia's future:**

**The Provisional Government**

- **Was controlled by liberals and moderate socialists.**
- **Wanted to continue the unpopular war**
- **Had no plans to break up the large estates and give land to the peasantry.**

**The Soviets**

- **Workers and soldiers had created their own representative councils, the "soviets".**
- **The soviets claimed to represent the "true" interests of the people.**
- **The soviets wanted to end the war.**

**Increasing Public Discontent**

**The military disasters of 1917 only intensified the dissatisfaction with the war.**

- The number of desertions increased.
- In the countryside, the peasants disregarded the Provisional Government and seized the large estates.

## Concepts (Knowledge Objectives)

Revolutionary Change

Know that change engendered by warfare is often change which comes about suddenly and profoundly.

Know that the March Revolution, in Russia, was not a planned coordinated affair with leaders possessing coherent plans of action.

- Know that military discipline collapsed and that troops sided with the demonstrators.

Constitutionalism

Know that for the middle class the removal of the Tsar meant changing from an absolutist monarchy to some form of liberal regime similar to the British constitutional monarchy.

- They believed that now was the time to gain more liberty and democracy.

**Legitimacy**

**Know that the Provisional Government was not the sole claimant for control of the nation's decision-making process.**

Radicalism

Know that many of the soviets were influenced by socialists and other leftists.

- The Petrograd Soviet, in one proclamation, stripped military officers of their authority to maintain military discipline.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Application Lesson for: Autocracy, Democracy, Decision Making, Accountability, Ideology, Economic, and Political Change. |
| Practise classifying the ideas, beliefs, and values of a paradigm. | Do ideologies restrict their adherents, in terms of defining society and perceiving policy options, in solving societal problems? | Have the students review the four ideologically-based groups (Reactionary, Liberal, Menshevik, and Bolshevik).<br>• The groups will be meeting at a conference in January of 1917. |
| Learn to identify connections between ideas. | Do the merits of a particular ideology depend on the number of supporters it attracts?<br><br>Are there certain critical attributes a society must possess in order to benefit successfully from mass participation in national decision making? | Groups will prepare a report containing the following points:<br>• their ideological analysis of why the Russian war effort seems to be failing;<br>• an opinion as to whether the existing Russian leadership should be prosecuted for their involvement in the war;<br>• an opinion as to whether the war should be continued;<br>• an opinion as to whether new political and economic decision-making processes are needed in Russia; and,<br>• an outline of a new political system for Russia with the goal of improving the lives of the citizens. |

## Content

### Vladimir Ilyich Ulyanov (Lenin)

Many Russian revolutionaries had been exiled during the rule of the Tsars. At the time of the March revolution, Lenin resided in Zurich. He wished to return to Russia and participate in the momentous events.

**Lenin, a disciple of Marx, believed that only a violent revolution would destroy capitalism. To accomplish this task required the leadership of a highly disciplined workers' party.**

- A small revolutionary elite would lead the revolution.
- This leadership or vanguard would ensure the ideological integrity of the movement and direct activities to precipitate the revolution.
- The vanguard would exercise power after the revolution to ensure that the revolution continued properly.

The Germans assisted Lenin to return to Russia. Appearing before the All-Russian Conference of Soviets, he issued his **"April Theses"** which enunciated his program:

- **all power would be given to the soviets;**
- **the provisional government had to be eliminated;**
- **capitalism would be destroyed, the war would be ended; and,**
- **the peasants would be given land.**

**The Provisional Government faced many problems:**

- **The western powers demanded that Russia continue its war effort.**
- **The peasants were seizing land.**
- **Non-Russian parts of the nation were seeking independence.;**
- **It had many opponents on the extreme political right and left.**

Aware of the general unrest and political instability, the Bolsheviks attempted a coup in July.

- The coup failed and Lenin fled to Finland.

## Concepts (Knowledge Objectives)

### Anarchy

**Know that with the collapse of the traditional social contract, no one institution possessed the authority to wield power.**

**Know that prolonging the war meant more war weariness and suffering which undermined support for the provisional government.**

Know that the Tsarist regime traditionally either exiled revolutionaries to Siberia or deported them.

- Lenin had been exiled to Europe.

Know that the Germans wished that Russia leave the war and saw Lenin and other revolutionaries as forces working for Russia's withdrawal from the war.

- They aided Lenin in returning to Russia.

### Revolutionary Leadership

**Know that Lenin believed that revolutions could only happen if they were highly organized and led by a disciplined leadership.**

- **Lenin stated that the Vanguard would have to assume dictatorial powers, for a short time, to ensure the revolution's direction.**

Know that Lenin provided a clear program of action which appealed to the peasantry and the urban workers.

### Social Contract

**Know that the social contract defined who should have power, the basis on which political decisions are made, the sanctions that enforce them, and the obligations of the rulers and the ruled.**

Know that the social contract, in Russia, was breaking apart.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | In attempting to achieve social justice in a society, do the ends justify the means? | Concept Development Lesson for: Justice, Accountability, Constitutionalism, and Social Contract. |
| Practise identifying relationships between parts of a situation. | What is the most appropriate response by a citizen to a perceived injustice in the society?<br>• Is it acceptable for a citizen to commit unlawful acts in opposing a perceived injustice?<br>• Is it unacceptable for a citizen to commit unlawful acts in opposing a perceived injustice? | Initiate a discussion with the students in which they are challenged to consider the following issues:<br>Justice vs. Injustice<br>Change vs. Stability<br>Freedom vs. Order<br>Equality vs. Hierarchy<br><br>In a class discussion have the students examine the concept of social justice in order to define its critical attributes. (The students might construct analogies such as: justice is most like a game, injustice is most like a war. |
| Practise developing criteria that may be used to evaluate other situations. | What rights should citizens possess which ensure that the society protects the *rights* of all citizens? | From this activity develop the critical attributes of justice and injustice which can be applied to some examples of possible injustice from both historical situations and contemporary events. (See activity guide.) |
| | Is it acceptable for government to curtail the rights of citizens to meet national emergencies? | Ask the students to imagine they are members of a particular segment of the Russia population:<br>• the Tsar, his government and the military leadership;<br>• the middle class;<br>• the factory workers;<br>• the peasants; and,<br>• the soldiers at the front. |

## Content

The Provisional Government, led by Alexander Kerenski, called upon the General Kornilov to restore order.

- Kornilov did not support democracy and rather than eliminating the political opponents of the government he attempted a military coup.
- The failed coup damaged the credibility of the government.

### The Bolshevik Assumption of Power

The Bolsheviks claimed the credit for stopping Kornilov. Throughout the summer of 1917, they increased their support among the workers and soldiers of Petrograd.

**In November 1917, the Bolsheviks seized control of Petrograd. Many members of the Provisional Government were arrested.**

**The Bolshevik seizure of power was not universally supported. The Bolsheviks were unable to gain a majority in the constituent assembly elections shortly after the coup.**

### Peace with Germany

**Lenin realized that the existence of his new regime depended on ending the war.**

- **Negotiations with the Germans were quickly initiated.**
- The Germans dictated the terms of the Treaty of Brest-Litovsk. Russia lost a third of its population. Poland and Finland gained their independence.

### Contested Legitimacy: Civil War in Russia

**Lenin now faced civil war. Leon Trotsky organized and directed the "Red" army. Those opposing the Bolsheviks included army officers, royalists, liberals and many others who became known as the "Whites".**

## Concepts (Knowledge Objectives)

### Military Discipline

Know that the Provisional Government relied on a disciplined army for continued power.

- Elements of the army leadership opposed revolution and worked to restore the old order.

Know that military discipline had collapsed and the army ceased to be an active political force.

Know that Trotsky made elaborate plans to stage a Bolshevik coup.

- Trotsky felt that resistance to a coup would be reduced if it was staged in the name of the popular soviets.

Know that the Provisional Government received little public or military support during the coup.

### Consolidating of Power

**Know that those who gain power through a coup d'etat must act to consolidate their hold on power.**

Know that those who assume power will attempt to maintain power by conciliating with other sources of power in the society.

Sources of Power

Know that the power bases will be based on the sources of power:

- the control of numbers;
- the control of resources; and,
- the control of organization.

Know that Lenin supported the peasants seizing land from the aristocrats and the church.

Peace Terms

Know that the terms of the Treaty of Brest-Litovsk were extremely harsh on Russian and that even the Bolsheviks were reluctant to agree to the terms.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Concept Application Lesson for: Justice, Accountability, Revolution, Constitutionalism, Radicalism, Social Contract, Anarchy, and Bolshevism. |
| Practise applying criteria about the ideals of justice to actual situations. | Are there segments of a society which are entitled, because of education and experience, to dominate the national decision-making processes?<br><br>Is it possible for all segments of a society to have equal participation in national decision making? | Student groups are to fulfil the following tasks:<br><br>• Student groups are to select one Russian population segment and assess the justice or injustice of that group's position. They are to examine ways that any injustices might be rectified. |
| Practise defining a problem, stating an hypothesis that can be used to deal with the problem, and finding data which will confirm or disprove the hypothesis. | What is the moral and ethical response to systemic injustice within a society?<br>• violent methods to end the injustice; or,<br>• peaceful methods such as non-violent disobedience?<br><br>In attempting to right injustice, does the end justify the means?<br><br>If people are dying as a result of the behaviour of the existing regime:<br>• how much force can morally be used to impose change?<br>• is it moral to tacitly accept the situation and continue to allow people to suffer and die by refusing to use as much force as is possible to use? | • Based upon the proposals of each of the available ideological groups in Russia (Reactionary, Liberal, Menshevik, and Bolshevik) they are to select the ideology which seems best to meet their group's particular needs.<br><br>• Groups will then decide to actively support the ideologically-based group of their choice.<br><br>• Groups then decide how they are going to use the sources of power at their disposal to fulfil their goal of social, political, and economic change.<br><br>Review with the students the sources of power which are available to them:<br>• numbers;<br>• organization; and,<br>• resources.<br><br>Review the expressions of power:<br>• authority;<br>• charisma; and,<br>• force.<br><br>The groups present their choices to the class. |

## Content

**Russia's wartime allies supported the Whites.**

- They sought to prevent the Red Army from seizing supplies they had sent to the Tsar's regime and hoped to topple the Bolsheviks.
- **The allied intervention and impact on the civil war was minimal.** The western public was tired of war.

Trotsky's efforts were aided by the German collapse in 1918. The Red Army recaptured the Ukraine. The failure of the White forces to coordinate their military efforts contributed to the Bolshevik victory.

War Communism

**On the home front, Lenin established "war communism" in an attempt to mobilize all resources.** All banks were nationalized. Grain was seized from the peasants. Rationing was instituted.

- **Those who opposed the Bolsheviks were severely punished.** The secret police, the Cheka, sought out "enemies of the state" and executed thousands. The Tsar and his family were executed.

**The civil war ended in victory for Lenin and the Red Army.**

**Germany: The Shock of Defeat and the Impact of the Russian Revolution**

News of the revolution in Russia raised the hopes of German military and political leaders. They hoped with Russia out of the war and the transfer of German forces to the western front, a final victorious offensive would occur.

The need for military success was immediate.

- In July 1918, moderates and socialists in the German parliament were calling for a compromise peace.
- Parliamentary dissatisfaction was echoed by a growing number of strikes by war-weary workers.
- The military responded with a de facto dictatorship. It was placing its faith in a military victory. However, the offensive of spring 1918 failed.

## Concepts (Knowledge Objectives)

Know that Russia's wartime allies were deeply concerned about Russia's withdrawal from the war and hoped to see the downfall of the Bolshevik regime.

Foreign Intervention and Nationalism

Know that the net effect of foreign intervention in the civil war was to help the Bolsheviks by arousing Russian nationalism against foreign invaders.

- The western public's support for military intervention in Russia was not great.

**Military Organization**

**Know that the White forces operated independently and with differing political and military agendas.**

- **The effectiveness of the White Forces was diminished.**
- **The successes of the Red Army was largely due to the talents and organizational skill of Trotsky.**

**War Communism**

**Know that Lenin was prepared to use all forces available including coercive tactics to eliminate political opposition during the civil war.**

Know that the German government saw the military advantage of Russia leaving the war.

- Social and economic conditions within Germany were deteriorating and dissatisfaction with the war was increasing.

Know that in Germany the nation's resources, including food became increasingly scarce as the war continued.

- People averaged little more than one thousand calories per day.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Application Lesson for: Justice, Accountability, Revolution, Constitutionalism, Radicalism, Social Contract, Anarchy, and Bolshevism. |
| | Is it morally possible to create a progressive social contract:<br>• with force;<br>• by allowing tradition to decide; or,<br>• by allowing freedom to decide? | Groups are to prepare a plan of action they intend to follow. They should be prepared to discuss their plan with the other groups at a conference.<br>• They are to suggest changes that are necessary to the existing Russian social contract. |
| Practise defining problems, stating a hypothesis, and analyzing data to confirm or disprove the hypothesis. | | Encourage groups to work out what they want, (the paradigms) and how they are going to realize their plans (power and its expressions).<br><br>As the conference proceeds, the teacher's role will be to provide information such as crises which will force the students to adapt their plans and strategies as they negotiate with other groups. |
| Practise synthesizing all the relevant parts into a meaningful whole to create a new theory for the situation. | Is it more just to base a social contract:<br>• on conservative traditional values;<br>• on liberal values;<br>• on social democratic values; or,<br>• on Marxist values? | The key objective is that the students understand that a social contract must be re-reestablished and that all the groups realize that in accepting the new social contract (and the assumptions, values, ideas, rules and laws in that new contract) they are accepting something that will last for many years to come. |

## Content

For the working class and revolutionary groups in Germany, the Bolshevik revolution was seen as the beginning of a world revolution leading to the destruction of capitalism

End of the War

Germany now faced the impact of America's entry into the war. Thousands of American troops poured into Europe. By September, the Allies were advancing on all fronts. Defeat was now evident even to the military leaders.

- Military discipline began to collapse and the Emperor abdicated and fled the nation.

Germany became a republic with a provisional government, composed of socialists and liberals.

- They had no choice but to accept the Draconian peace terms dictated by the Allies.

**The Spectre of Revolution in Germany**

**The provisional government faced the challenge of the workers' and soldiers' councils. These councils were radical and deeply influenced by the Bolshevik victory in Russia.**

- In January 1919, Karl Liebknecht and Rosa Luxemborg led German radicals in an attempt to seize control of Berlin.

The Provisional Government called upon the army to crush the uprising. With great brutality, the uprising was crushed.

- Liebknecht and Luxemborg were arrested and executed.

Hungary: Another Bolshevik Revolution?

In March 1919, the communist Bela Kun gained control of the Hungarian government and established a soviet-styled regime. Private property was abolished. A reign of terror was instituted to eliminate opponents. The Kun regime lasted less than one year.

## Concepts (Knowledge Objectives)

**Public Morale**

**Know that despite the German government's propaganda and its efforts to be seen to be equitable, the people were breaking under the strain of the war by spring of 1916.**

- The national unity of the first years of the war was collapsing and social conflict increased in Germany.
- A coalition of unions and radical political parties was no longer prepared to accept the continuation of the war.

**Know that the events of the Russian Revolution had a significant effect on the expectations of the workers, unions, and the radical political parties in Germany.**

**Accountability**

**Know that political accountability would mean that those holding the decision-making power should take responsibility for their decisions.**

Political Stability

Know that political upheaval in Germany would continue many years after the end of the war.

- Know that the Bolshevik attempt to stage a coup failed in Germany because the great majority of socialists and workers were moderates, committed to the gradual transformation of capitalism to socialism.

Know that the new liberal government officially sought an end to the hostilities; therefore, the government not the military assumed the burden of Germany's defeat.

Know that the moderate German Socialists were also nationalists and were opposed to a civil war and the use of revolutionary terror as a means to change German society.

- They opposed the violent revolution proposed by Lenin and others.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Justice, Accountability, Revolution, Constitutionalism, Radicalism, Social Contract, Anarchy, and Bolshevism. |
| Practise using the critical attributes from concepts used in previous historical situations to analyze data for another historical situation.<br><br>Practise defining a problem, identifying relationships, stating a proposition to be used as a hypothesis, collecting data, and confirming or disproving the hypothesis. | In attempting to right injustice, does the end justify the means?<br><br>What are the moral and ethical reasons for ways of using power to achieve change within society?<br><br>Is it more just to base a social contract:<br>• on conservative traditional values;<br>• on liberal values;<br>• on social democratic values; or,<br>• on Marxist values?<br><br>Is it morally possible to create a progressive social contract:<br>• with force;<br>• by allowing tradition to decide; or,<br>• by allowing freedom to decide? | Utilizing the following groupings, have the students examine background information on the situation in Germany immediately following World War I.<br><br>• urban workers;<br>• businessmen and professionals;<br>• returning soldiers;<br>• traditional ruling elite;<br>• farmers; and,<br>• Bolsheviks.<br><br>Groups are to determine what they believe would be the best course of action for their group, to meet the following imperatives:<br><br>• reducing class antagonism;<br>• ending the war; and,<br>• identifying the best type of government for post-war Germany.<br><br>Groups will present their course of action to a class conference. The conference could attempt to agree upon the best way to establish a new social contract for Germany at that time.<br><br>**Evaluation discussion/essay:**<br><br>Once the discussion is over, have the students examine the historical record.<br><br>Why did the German people make different choices than the Russian people and what might be the implications and consequences of those choices? |

## Content

World-Wide Revolution

The world-wide revolution, a basic tenet of Marxists, did not materialize after the Russian Revolution.

- Communism did spread outside Russia but did not gain sufficient strength to gain power throughout the world.
- Other less radical forms of socialism achieved greater successes throughout Europe.

**On November 11, 1918, the bloodiest conflict yet known had ended. No nation wished to repeat the carnage.**

**Competing Visions for International Security**

**Wilson's Collective Security Vision and the Reality of European Politics.**

**Two visions of future international relations and security, one a dramatic departure from the past and one relying on traditional mechanisms, were to collide at the Versailles Peace Conference of 1919.**

- **Woodrow Wilson, the American President, envisaged a new international framework to ensure future international stability and security. His proposal was enunciated in his "Fourteen Points".**

His "Fourteen Point" Plan included calls for:

- ending secret treaties and establishing complete open negotiations;
- ensuring freedom of the seas;
- ending economic barriers between nations;
- reducing armaments;
- **redrawing the map of Europe to ensure national self determination; and,**
- **creating a general association of nations that would ensure political independence and territorial integrity.**

**The world order which Wilson enunciated was challenged by both traditional and revolutionary ideals.**

## Concepts (Knowledge Objectives)

Revisionism

Know that the German and other European socialist movements accepted the strategy of Edward Bernstein who believed that it was possible to change society through the organized pressure of labour unions and by means of the parliamentary process.

Social Costs

Know that the war of the trenches shattered an entire generation of young men.

- Millions of young men and women who could have provided leadership and made other contributions after the war were now not available.

**Collective Security**

**Know that there was strong concern that ways be found which would make it impossible for a similar war to ever occur again.**

**Know that one method of achieving collective security is by establishing international institutions and mechanisms which will intervene in disputes between nations.**

**National Security**

Know that traditional mechanisms to secure national security had not prevented a destructive war.

**Know that the leaders of some nations still relied on traditional methods to achieve national security.**

**Know that the proposals presented by Wilson were a dramatic departure from existing paradigms of international relations.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Ideology, Change, and Consequences |
| Practise using the critical attributes from a concept to analyze data.<br><br>Practise constructing a grid to draw comparisons.<br><br>Practise skills in communicating ideas and propositions. | Does it require a crisis such as a war to create the need to change the prevailing ideology?<br><br>Is an ideology that permits conditions to arise which result in a war completely discredited? | Review with the students the characteristics common to all ideologies.<br><br>Identify the ideology that prevailed during the prewar period, early years of World War I, and the period immediately after the war, in the following nations:<br>• Germany;<br>• Russia;<br>• Austria;<br>• France;<br>• Britain; and,<br>• United States.<br><br>Have the students construct grids, utilizing the common characteristics of ideologies, for each of the nations. (This activity can be done in small groups dealing with specific nations.)<br><br>Have the students use the information on the grids to prepare responses to the following questions:<br><br>• How did the war affect the existing ideology in the particular nation?<br>• What segments of society would support particular ideological positions? |

## Content

**Wilson's vision was challenged by his European war-time allies.**

- Those European allies continued to seek future security through the traditional methods of exacting peace settlements and establishing networks of alliances.
- The agenda of the French Government was typical of a prevailing attitude among the European victors.
  - The major battles of the war had occurred on French soil and France had lost a generation of youth to the war.
  - The French wanted revenge and security from any future threats from Germany.
  - To ensure peace, Clemenceau sought to permanently weaken Germany, by seeking the demilitarization of Germany and exacting vast German reparations.
  - Clemenceau wanted to continue France's wartime alliance with Britain and the United States to further ensure France's security.

The British, led by Lloyd George, judged the sentiments of the British public for exacting peace terms to be imposed on Germany.

- Being a successful politician, he followed the public's disposition.

### Ideological Challenge to Wilson

**Lenin and his new Bolshevik regimen were to pose an ideological challenge to Wilson and his vision:**

- **Both Wilson and Lenin were proposing a global institution to regulate world affairs. Lenin called for a Communist International, Wilson argued for a League of Nations.**
- **Lenin called for *world revolution* and the destruction of the entire bourgeois state.**
- **Wilson called for national self-determination and democracy.**

## Concepts (Knowledge Objectives)

**Know that the major powers were unable to agree on how best to ensure future peace.**

National Sovereignty

Know that collective security is often viewed with suspicion because it appears to interfere with the prerogatives of national sovereignty.

**National Power**

**Know that one way of increasing a nation's security is at the expense of the nations that threaten that security.**

International Paradigm

Know that France had been weakened by the devastating war and felt that it could not stand alone against a future German threat.

- France was insecure about the future and was determined to use the reparations as a weapon against Germany.

Accountability

Know that many people in the Allied Nations felt that someone was responsible and should be held accountable for the destruction and suffering of the war years.

**Ideology**

**Know that competing ideologies were present at the end of the war.**

- **The ideological tenor of the postwar period was magnified and altered by the creation of the Soviet Union.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | Why are national governments reluctant to relinquish any meaningful decision-makings powers to an international body?<br>• fear of a loss of national decision-making powers;<br>• fear, by the leadership, of a loss of domestic support;<br>• opposition of significant segments of the domestic populace; or,<br>• fear of foreign interference in domestic matters? | Concept Development Lesson for: National Sovereignty, National Security, and Collective Security.<br><br>Review Wilson's Fourteen Point Plan for world security. Discuss some of the problems facing the implementation of such a vast program.<br><br>The class discussion should focus on the situation in the years leading to World War I. |
| Practise defining cause-effect relationships.<br><br>Practise drawing inferences from generalizations that seem reliable.<br><br>Practise making hypotheses based on reasonable assumptions and inferences. | What methods should be used to ensure that nations do not commit unjustified aggression against other nations?<br><br>Should nations or groups of nations become involved in the internal affairs of another nation?<br><br>Has the occurrence of two major world wars and the dangers of a nuclear war diminished the reluctance of national governments to relinquish power to an international body? | Have the students prepare a short essay on the question of identifying points of the Wilson Plan which, if they had been implemented in the decades preceding the war, might have prevented the First World War.<br><br>An alternative student activity would be to have students analyze Wilson's Plan in contemporary times.<br>• Could such a plan work today?<br>• Are contemporary conditions more favourable for the acceptance of such a program or elements of that program?<br>• Is the present UN capable of implementing Wilson's vision? |

## Content

**The Versailles Treaty: The Victor's Retribution**

**The Peace Conference was dominated by the United States, France, and Great Britain.**

- **The three powers did not agree on the terms of a peace treaty and mechanisms to ensure a lasting peace.**

Wilson was obsessed with creating a League of Nations and insisted that its creation be the first priority of the peace conference.

- Despite Wilson's obsession, the U.S. citizenry were deeply suspicious of the U.S. becoming involved in any international organization which could possibly entangle the U.S. in future foreign conflicts.
- **Wilson's European Allies unenthusiastically supported the creation of the League of Nations.**

**The peace treaty was to reflect the exacting peace settlement sought by France and other allied European powers.**

**German representatives were not permitted to be present at the Peace Conference when the terms of the treaty were formulated.**

- **They were only invited to participate in the signing of the peace treaty.**
- **Germany had to accept total blame for starting the war. This "guilt clause" allowed the Allies to require Germany to pay for all Allied civilian damages incurred in the war.**
- Alsace-Lorraine was returned to France.
- Germany was required to pay $33 billion in reparations. The reparation payments were to contribute to economic and political instability within Germany.
- The creation of the new nations of Poland and Czechoslovakia resulted in ethnic Germans being made citizens of these new nations.
- Germany had to limit its army to 100,000 men and was forbidden to establish any fortifications along the Rhineland.
- German colonies were given to France, Britain and Japan as League of Nations mandates.

## Concepts (Knowledge Objectives)

Know that the peace conference was charged with the responsibility for ensuring a lasting peace.

Know that Germany was not in a position to resist the terms of the imposed peace treaty.

- The German economy was ravaged by the war. The Allied naval blockade continued after the war. Food shortages were common.

**Justice**

**Know that all political parties in Germany saw the treaty as a dictated and harsh peace which had to be changed as soon as possible.**

- Germany was stripped of all its colonial possessions and its former colonies became mandates of the new League of Nations.
- Germany lost its pre-1914 European territorial gains and its ability to wage future wars was weakened.
- Germany lost significant German populated territory to new nations created after the war.
- **The loss of German lands caused German populations to be forcibly located in new nations. This created great resentment within Germany and among the Germans in these new nations.**

**War Guilt**

**Know that Germany was declared by the Allies to be responsible for the war and therefore was responsible for reparations equal to all civilian damages caused by the war.**

**Know that the German government protested against what they saw as an unfair and harsh treatment by the Allies and reluctantly signed the treaty.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | What is the best strategy to guarantee the compliance of parties to an agreement:<br>• apply coercion such as the threat of force to non-compliant parties; or,<br>• ensure that all affected parties have meaningful participation in formulating the agreement? | Concept Development Lesson for: Social costs, Accountability, National Power, Collective Security, and National Sovereignty. (For additional information see pg. 1-54 and 1-55 of Unit One Activity Guide.)<br><br>Have student groups represent the following nations: United States, Britain, France, Germany, Austria, and Canada. |
| Practise basic research skills:<br>• finding information;<br>• classifying information into meaningful categories;<br>• distinguishing between relevant and less relevant information; and,<br>• summarizing information. | How do domestic considerations impact on the ability of governments to negotiate international agreements?<br>• Do domestic considerations restrict the options of governments in negotiations?<br>• Will domestic considerations ensure that international agreements will be honoured? | Groups are to investigate the following areas:<br>• the costs of the war for the nation they represent;<br>• the terms that their nation would desire in a peace treaty with the defeated enemies;<br>• the issues surrounding the empires of the defeated powers;<br>• size of post-war military establishments; and,<br>• payment for the damages incurred during the war. |
| Review the skills and attitudes of cooperative learning.<br><br>Review communication skills.<br><br>Learn/practise communicating complex ideas in a seminar format. | | Once groups have established positions on the above issues, set up a conference of the nations to negotiate the details of the treaty with Germany and Austria. |

## Content

- France was given the right to utilize the Saar Basin coal mines, for 15 years, as partial compensation for the destruction of its mines by the Germans.

**Reaction to Versailles: German Resentment**

**Most Germans viewed the terms of the peace as being "unfair".**

- Some Germans now found themselves not living in Germany but as minorities within the borders of the new nations of Poland and Czechoslovakia.
- **The concept of national self-determination which had resulted in the creation of several new nations in Europe, was not equally applied to Germans.**
- **The Germans particularly resented their nation being totally blamed for the war.**

**The German government, composed of moderate social democrats, protested the terms of the treaty, but signed the treaty.**

- **Many Germans came to associate the new republic with Germany's defeat and the harsh terms of the peace treaty.**

American Reaction to the Peace Treaty
The U.S. Senate refused to ratify the Treaty of Versailles unless proposals for the new League were significantly changed.

Consequences of the World War I
The consequences of the war were to play a pivotal role in influencing the politics of Europe for many decades after the official end of the war.

- The politics of Europe were to influence the world.
- Some suggest that World War I was a turning point in world history.

**European Stability**

**The peace treaty which ended the war did little to stabilize European politics. Indeed, some aspects of the treaty were destabilizing.**

- **There was great resentment in Germany over the terms of the peace treaty and Germany being solely blamed for the war.**

## Concepts (Knowledge Objectives)

Blame for Germany's Defeat

Know that the German army transferred the blame for the outcome of the war onto the politicians and denied any military defeat.

- **The civilian government and the new republic were blamed for the humiliation of the war's outcome, and the consequences of defeat.**

Know that the Americans could not accept the clause which would require member states to take collective action against aggression because this would infringe on the right of the U.S. Congress to declare war.

**Know that the Treaty of Versailles was neither harsh enough to crush Germany nor soft enough to conciliate Germany.**

- **Germany's territorial integrity and industrial infrastructure were left largely intact at the end of the war.**

**Self Determination**

**Know that the desire of ethnic groups to achieve national sovereignty was a key political force operating at the end of the war.**

**Know that the ethnic disposition of the groups in Eastern Europe made the establishment of ethnically homogeneous nations impossible.**

Know that the end of the war did not lead to a relaxation of relations between the nations of Europe and in particular between France and Germany.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | Should national leaders be more concerned with short-term consequences rather than long-term consequences? | Concept Application Lesson for: Accountability, National Power, Collective Security, and National Sovereignty.<br><br>Have the students examine the two major paradigms which illustrate how the war could be settled: |
| Learn to use the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how parts of the whole are related to each other. | Do domestic political realities impact international agreements? | • include in a peace treaty provisions which would weaken the defeated parties and thus ensure that they could not pose a threat in the future; and,<br>• ensure the active participation of all participants in the war and include in a peace treaty provisions which would solve some of the issues which precipitated the war. |
| | What process in decision making best ensures the commitment of the parties involved in the process? | |
| | What criteria should be used to establish a just and lasting peace settlement? | Have student groups prepare:<br>• an argument in support of one paradigm;<br>• arguments in opposition to the alternative paradigm; and,<br>• a presentation for the class in which they defend their position. |
| Practise using the criteria of paradigms as a basis for making evaluations. | | In a class discussion, evaluate the implications of the alternatives and decide on which would be the best approach to guarantee future peace. |
| | Should peace treaties include provisions which:<br>• indicate sole responsibility for the conflict;<br>• require the losing parties to forfeit land;<br>• force the losing parties to provide compensation to the victors for losses sustained in the war; or,<br>• limit the war-making capabilities of the defeated? | Present the students with the following statement made by President Wilson: |
| Practice identifying cause-effect relationships. | | "It must be a peace without victory...Victory would mean a peace forced upon the loser. It would be accepted in humiliation, under duress, at an intolerable sacrifice, and would leave a sting, a resentment, a bitter memory upon which terms of peace would rest, not permanently, but only as upon quicksand." |
| | | Note that Germany was not permitted to participate in the formulation of the terms of the treaty. |

## Content

- Relations between France and Germany were strained by the French occupation of the Ruhr.
- Germany's war-making potential was largely intact after the war.
- The coalition needed to restrain future German aggression had dissolved.
- Great Britain also refused to ratify its defensive alliance with France.
- The new nations of Czechoslovakia and Yugoslavia contained ethnic minorities who desired not to be in those states.
- Localized wars between Poland and the Soviet Union and between Greece and Turkey occurred.
- Internal disorder in Germany, Italy, and Hungary gave Europe the appearance of general anarchy.

World War I resulted in the mass extermination of a generation of youth. Over 10 million were killed and 21 million were wounded. Most of the casualties were European.

- Europe was the major battlefield and the carnage contributed to a reduction Europe's preeminence on the world stage.
- The European powers had expended much of their resources in the war.
- Germany lost all its colonies.
- The war accelerated industrialization in the non-European world.

### Rejecting the Past

**The horrific price of the World War I diminished people's desire for a return to pre-war leadership.**

- The Hapsburg, Hohenzollern, and Romanov Dynasties no longer ruled. The Ottoman Empire was dissected by the European powers.
- **Following the war, many nations and people were prepared to accept radical and extremist visions of the future.**
- The emerging regimes, some totalitarian, were to redefine the rights of the individual and the role of the citizen.
- Although espousing radical changes in society, the totalitarian regimes did little to endorse participation of the citizen in national decision making.

## Concepts (Knowledge Objectives)

Know that in Europe both the defeated and the victors suffered greatly in the war.

- It is estimated that the war cost $30 billion.
- Europe's economic relationship with other regions of the world was seriously compromised by the war.

### Outcomes of the War

**Know that the existing political order was either destroyed or discredited by the occurrence of World War I.**

Know that World War I gave rise to ideology emerging as a driving force in international politics.

Know that an ideology is similar to a paradigm.

Know that the characteristics common to all ideologies are:

- a set of assumptions;
- an interpretation and explanation of the past and present;
- a vision of the future and strategy to achieve that vision; and,
- a simple, believable picture of reality.

Totalitarianism

Know that the new totalitarian regimes were effective monitors of all public activity. The regimes, their agents, and their "messages", pervaded all aspects of civil life.

Know that in some postwar regimes, such as Stalin's Soviet Union, the degree of public involvement in decision making and individual liberty in nonpolitical aspects of life was actually diminished.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Accountability, National Power, Collective Security, and National Sovereignty. |
| Practise using the critical attributes of concepts as criteria to evaluate historical situations. | Is it possible to clearly identify which party is solely responsible for a war? | Discuss with students the major provisions of the Versailles Treaty, as they apply to Germany. Identify those Treaty provisions that seemed to have settled long-standing issues and those long-standing issues that remained unresolved. |
| | | Student groups are to prepare a report on one of the following topics:<br>• The Treaty of Versailles reflected President Wilson's statement;<br>• The Treaty of Versailles did not end the First World War, but began the Second World War; or,<br>• The Treaty of Versailles had short-term and long-term consequences. |

# History 20
# Unit Two
# The Totalitarian State

## Unit Two: The Totalitarian State

### Overview

The Versailles Treaty and its creation, the League of Nations, did not produce long-term peace and security. Indeed, the Treaty contained terms which promoted conditions of instability and resentment.

This unit will examine:

- how the appearance of totalitarian regimes were, in part, a product of conditions and policies that promoted economic and political instability at national and international levels;
- how the pervasive nature of totalitarian regimes affected the rights of the citizens of those totalitarian nations;
- how the inclination of totalitarian regimes to utilize state violence at both the domestic and international levels was to continue; and,
- how the inability and/or unwillingness of the international community, particularly the Western democracies, to confront the aggressive tendencies of these totalitarian regimes was to have profound consequences.

The major powers were profoundly affected by their experiences during the First World War. In some nations, the war had produced conditions which contributed to the destruction of existing political establishments. The old ruling elites of Russia and Germany did not survive the war. Indeed, Russia became the Soviet Union and experienced a giant social experiment, the creation of a communist state.

The fledgling German democracy was unable to survive the ideological extremism which divided German society and the profound tensions produced by the defeat in the War. It did not have a democratic history and lacked the political sophistication that democracies demand. The world-wide depression, beginning in 1929, only exacerbated both social divisions within societies and the loss of faith in the existing political institutions. The politics of extremism were to overwhelm German democracy and result in a totalitarian regime.

Germany was not unique. Totalitarian regimes appeared in a number of nations including Italy and Spain. Although the expressions of totalitarianism differed in each nation, the regimes did share some common attributes in that they all profoundly restricted the rights of their citizenry, and were prone to use state violence to achieve national and/or international objectives.

The non-totalitarian nations were either unprepared or unwilling to confront the aggressive tendencies/actions of totalitarian regimes. The leaders and publics of the democracies remembered the agonies of the world war. They allowed totalitarian aggression in the vain hope that some gains would satisfy the political appetites of those regimes and prevent a military confrontation which could lead to another world war.

## Unit Two: Foundational Objectives

### Concept: Totalitarianism

**Knowledge Objectives** The student will:

- Know that effective, collective security at the international level is challenged by the reluctance of nations to relinquish any of their national sovereignty and national decision-making powers.
- Know that economic and political instability can engender a climate conducive to the rise of radical/extreme political movements.
- Know that traditional political institutions and political processes are questioned/challenged during periods of social, economic, and political instability.
- Know that political accountability implies that those in power are held responsible for the consequences of policies that they have implemented.
- Know that within each society, an interplay exists between individual needs and rights and collective needs and rights.
- Know that various political systems exists which a society can adopt and that each of the various alternative political paradigms possesses its own definition of the relationship between individual and collective rights.
- Know that both totalitarian and authoritarian regimes place restrictions on the rights of individual citizens and the involvement of individual citizens in national decision making.
- Know that the traditional mechanisms utilized by totalitarian and authoritarian regimes to control the actions of citizens include a compliant and loyal police; obedient bureaucracies, military and judiciary; effective control of all forms of communication; and severe limits on public participation in political decision-making processes.
- Know that authoritarian and totalitarian regimes institute many similar policies such as limiting legal political opposition, curtailing the rights of association, free speech, and judicial safeguards for the public.

**Skills/Abilities** The student will:

- Learn and practise the basic research skills of:
  - finding information;
  - classifying information into meaningful categories;
  - distinguishing between relevant and less relevant information; and,
  - summarizing information.
- Learn and practise using the critical attributes of concepts and paradigms as criteria for classifying, evaluating, and analysis.
- Learn and practise using analytical grids to categorize and organize information to make it meaningful.
- Learn and practise the skills of decision making and conflict resolution.

**Values Issues** The student will:

- Discuss whether domestic political and economic considerations significantly influence the foreign policy decisions of a nation?
- Discuss whether the application of the concepts of national sovereignty and collective security can be reconciled in the formulation of national foreign policies?
- Discuss whether there is a criterion which should determine what areas of life should be considered the domain of the individual and the domain of the state?
- Consider how a society should balance the rights of the individual and the collective rights of the group?
- Reflect on how a society will determine whether a traditional value or an utilitarian value should become the societal norm?

## Core Material for Unit Two

| Core Content | Core Concepts | Suggested Time Allotment |
|---|---|---|
| The Search for Peace and Stability (p.208)<br>• The Political Situation in Germany of the 1920s (p.208)<br>• The League of Nations: A Search for Collective Security (p.212)<br>• The Global Depression: Public Disillusionment with Traditional Answers (p.218) | Collective Security<br>Balance of Power<br><br>Political Accountability<br>Economic Interdependence<br>Social Effects | 4 hours |
| The Rise of Totalitarianism and the Impact on the Individual (p.220)<br>• Stalin and the Creation of a Police State (p.220)<br>• Hitler and the Politics of Extreme Nationalism and Racism (p.228) | Totalitarianism<br>Authoritarianism<br>Political Instability<br>Racism<br>Anti-Semitism | 6 hours |
| The Era of the Aggressors (p.238)<br>• Aggression and the League: A Failed Response (p.242)<br>• Hitler: The Failure of Appeasement (p.248)<br>• Appeasement in Action: Munich and the Demise of Czechoslovakia (p.250)<br>• The End of Appeasement and Another World War (p.252) | National Imperatives<br>Credibility<br>Strategic Interests<br>Sanctions<br><br>Foreign Policy<br>Appeasement<br>Consequences | 6 hours |

| | |
|---|---|
| Time to cover the core material | 16 hours |
| Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension | 4 hours |
| Total class time | 20 hours |

The core material appears in bold type on the pages that follow. The remainder of the material in the unit is not core; teachers may choose to work through all, some or none of the material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the concepts, skills, and values objectives of the course.

## Content

## Introduction

World War I proved not to be the war "to end wars."

- The terms of the peace treaty, which held Germany solely responsible, did not engender political stability throughout Europe.

- Germans resented the guilt placed on their nation, the territorial losses, and the reparation payments.

- The new League of Nations did not receive meaningful support from the major world powers and was unable to dissuade major powers from engaging in aggression against other nations.

- A sustained world-wide economic depression provided a force which destabilized existing political structures.
  - Several forms of aggressive and totalitarian regimes emerged in the following decades.

- The war had undermined or destroyed the credibility of the old order and institutions.
  - In many nations a political vacuum was created which permitted the rise of non-traditional political solutions.

Challenges to Tradition: The Rise of Utilitarian Values and the Secularization of Society

A generation of people had jubilantly marched off to a "war to end all wars". Some of them returned from the trenches with their bodies and their illusions shattered.

Many of the traditional values of European society were being questioned by people who until now were not considered to have the right to do this.
- Women, skilled workmen, and unions who had made important contributions to the war effort and had taken on important responsibilities within society were now unwilling to return to the traditional order of society.

## Concepts (Knowledge Objectives)

Change in World Views

**Know that at certain times in history societies have to reject some images and select new suitable images for society to pursue.**

Know that women and workers were both questioning the moral and ethical values which traditionally circumscribed their roles and behaviour in society.
- Unions believed that they had earned a right to play a significant role in the governance of society.

Traditional Values

**Know that for many people tradition is a base on which they can build their lives and that they find it frightening and frustrating to have their assumptions challenged.**
- Know that many ideas and events would occur in the next years which would disconcert and frighten traditionalists.

Utilitarian Values

**Know that people began to demand that the traditional norms of society be replaced with new norms that were justified by their utility.**

Modernity

Know that the central process in modernization is moving away from traditional ceremonial values toward values that are impersonal and utilitarian.

Secularization

Know that secularized societies are much more fragmented with people and institutions becoming more and more separated by their functions and their beliefs.

Rationalism

Humanism, liberalism, and socialism all set a high premium on the rationality of humankind and believed that institutions such as science and education pointed the way to a brighter future for humankind.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Change, World View, Traditional Values, Utilitarian Values, Secularization, and Modernity. (For additional information see pg. 2-6 of the Unit Two Activity Guide.) |
| Practise identifying unstated assumptions.<br><br>Practise classifying information using the ideas, beliefs, and values of paradigms.<br><br>Learn to define and apply criteria as a basis for making evaluations. | On what basis does one determine whether traditional values should be sustained or altered to meet contemporary situations:<br>• the consequences of employing the traditional value; or<br>• societal pressures to conform?<br><br>How does a society establish whether a traditional value or an utilitarian value should become the societal norm?<br><br>What are acceptable methods to resolve a clash of traditional and utilitarian values:<br>• majority will prevailing; or<br>• accommodate a divergence of views within the society? | In a class discussion, provide students with several scenarios and discuss whether they would be comfortable with a new world view that resulted from challenges to traditional paradigms based on utilitarian values.<br><br>Example 1:<br><br>Patriarchy - the traditional belief that the father is the head of the family and the head of society.<br><br>Utilitarian values argue that men and women should have equal rights because women's perspectives have as much to contribute to the management of families, businesses, and politics, as those of men.<br><br>Example 2:<br><br>Patriotism - the traditional belief that the state represents a higher moral authority than the individual. |

## Content

- Strikes such as the Winnipeg general strike and protest movements by women would become increasingly common in an attempt to force societies to accept social changes.

Now European societies were faced with rebuilding their social organizations.

- The scientific, technological, and social choices made by these societies resulted in them becoming increasingly secularized.
- These kinds of secular societies came to be referred to as modern.

### The Search for Peace and Stability

The experiences of the war did not automatically lead to a lessening of international tensions and disagreements. Indeed, in some instances, pre-war politics still seemed to guide national policies.

**The future of Germany was one issue which caused dissention among the victorious wartime allies.**

- **France feared that Germany would pose a military threat in the future. It was determined to keep Germany weak.**
- France's sense of insecurity was reinforced by both the ending of its wartime alliances with Britain and the U.S. and the refusal of the U.S. to join the League of Nations.

The British were suspicious of both France's insistence on keeping a large army and the objectives of French foreign policy.

- The British attitude was that reducing Germany to a second-rate power would create economic hardships for all countries, including Britain, by reducing the prosperity brought about by trade.

### The Political Situation in Germany in the 1920s: Germany and Political Instability

**The early years of the 1920s were chaotic for Germans. Politics was characterized by extremes of the right and left.**

## Concepts (Knowledge Objectives)

### Balance of Power

**Know that despite the creation of the League of Nations and the concept of collective security nations still behaved according to the rules under the balance of power concept.**

Know that mistrust between the major powers did not diminish after the war.

### National Power

Know that as far as France was concerned any tactic such as the imposition of reparations, which would weaken Germany and strengthen France, was deemed a positive policy.

- France was determined to keep Germany economically and militarily weak.

### Trade

Know that the British believed that if the German economy would become healthy and prosperous, Germany would become a significant trading partner for Britain and that this trade would benefit the economies of both nations.

### Radical vs. Moderate Politics

**Know that the Weimar government was attempting to create a political consensus based on a moderate, centrist, coalition in order to preserve a liberal, republican democracy.**

### Political Accountability

**Know that many Germans felt a strong need to blame someone: Western governments, their own government, big business, the Jews, the workers, the communists, etc. for their misfortune.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Change, World View, Traditional Values, Utilitarian Values, Secularization, and Modernity. |
| | What are the implications for the individual citizen in a society:<br>• based on traditional values?<br>• based on utilitarian values? | Utilitarian values argue that no nation can be so certain of its moral superiority that it has the right to force individuals to take part in activities such as war and executions, against their will. |
| Practise using the critical attributes of concepts as criteria to analyze similarities and differences. | | Have the students compare and contrast the critical attributes of the concepts of tradition and utility. (See p. 2 of the Unit Two for information on the attributes of these two concepts.) |
| Practise using the critical attributes of concepts and values as criteria to evaluate historical and contemporary situations. | Does tradition or utility offer the more acceptable basis for:<br>• criteria to serve as basic assumptions;<br>• rules of proof; or,<br>• a final authority? | Have the students use these critical attributes to analyze the logic underlying the above scenarios. |
| | Does traditional or secular society offer the better basis for creating a moral society? | Discuss with the students how we attempt to resolve the contradictions between traditional values and utilitarian values in modern society.<br>• Getting married<br>  • church wedding (traditional value); or,<br>  • courthouse wedding (utilitarian value). |
| | | Have the students provide other examples and analyze them using the concepts of tradition and utility. |

## Content

**The political right was composed of nationalists, monarchists, and elements of the army.**

- It was united in its opposition to the democratic republic and wanted to redress Germany's defeat.

**On the political left, many communists were influenced by events that had occurred in the new Soviet Union.**

- The German communists were particularly antagonistic towards the Social Democrats who, they believed, had betrayed the workers' revolution in 1919.
- There would be no political cooperation between the communists and the Social Democrats.
- Both groups were to compete for the allegiance of the German working class.
- The Social Democrats were more successful.

**The issue of reparation payments illustrated the mutual mistrust following the war.**

**The Issue of Reparations**

**In 1922, the German government announced that it was unable to meet its reparation obligations. The German economy suffered from high inflation. It proposed a suspension of reparation payments for three years.**

Britain was prepared to accept the German request. France refused to accept this situation and was determined to collect reparations in the form of German resources.

- French forces occupied the industrial Ruhr, Germany's steel and coal heartland.
- France was determined to use reparations from Germany to repay the money it borrowed from the United States.
- The German workers in the Ruhr went on strike and the French were unable to collect reparations.
- The French occupation of the Ruhr devastated the German economy.

Germany began to print large amount of money to pay its bills. This triggered runaway inflation destroying the currency and the life savings of its citizens.

## Concepts (Knowledge Objectives)

**Know that many people were looking for radical alternatives that could put the world right again.**

- **There were many groups, from both the right and the left, who did not believe that a liberal democracy was the best direction for German society to take.**

Inflation

Know that in economic terms, currency serves as both a medium of exchange and a store of value.

- When quantities of a currency are produced far beyond the wealth of the economy to back that currency, the currency's value will diminish so that it cannot perform the roles of exchange and storing value.

Dawes Plan

Know that by 1923, both France and Germany were willing to find a compromise. The Dawes Plan of 1924 reduced the rate of reparations payments and provided Germany with large loans from American banks. The Plan facilitated a moderate economic recovery in Germany.

Know that the inflationary policy followed by the German government was a social catastrophe. It crippled the economy and ridiculed all the German middle class values of thrift, caution, and self-reliance.

**Reparations**

**Know that the issue of who was responsible for World War I and who should pay for the costs and losses of the war would remain a divisive and contentious issue.**

Scarcity

Know that if the finite amounts of surplus wealth are used to retire debt, the wealth will not be available to meet other needs.

**Know that the reparation payments placed a severe strain on the German economy and reduced the available resources necessary to rebuild the German economy.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Reparations, Justice, National Power, Trade, and Balance of Power. |
| Practise using criteria as a basis for making evaluations.<br><br>Practise the skill of comparing and contrasting. | On what basis should relationships between nations be constructed with the objective of maintaining long term peace:<br>• each nation should maintain large military forces; or,<br>• the nations should reach agreement on a mechanism to settle disputes between them? | Discuss with students the reparations issue and how it relates to the issues of war guilt and responsibility and who should pay for war damages.<br><br>Indicate that a number of different perspectives exist on how to handle the issue:<br>• The French perspective centred on security, national power, and revenge.<br>• The British perspective centred on trade, prosperity, and equity.<br>• The American perspective centred on debt, repayments, and isolation.<br>• The German perspective centred on lack of money, deprivation, and injustice. |
| Practise communicating complex ideas in a seminar format.<br><br>Practise using facts, good argumentation and sound reasoning to support your opinions. | Does generalized economic instability result in political instability on the international stage?<br><br>Do domestic political and economic considerations direct the foreign policy decisions of a nation? | Have the students examine the issues and prepare a logical case on how the issue should be handled.<br><br>The students could present their views in a seminar so that the different perspectives and views can be debated. |

## Content

- **The economic difficulties contributed to political instability and the rise of political extremism.**

**League of Nations: A Search for Collective Security.**

The Versailles Treaty provided for the creation of a League of Nations.

- **The new League of Nations, which was to reconcile disagreements between nations and contribute to political stability possessed inherent weaknesses that contributed to its failure.**

The League consisted of a Council of Great Powers, an Assembly of all members, each with one vote and a Secretariat.

- Action on the part of the League required the unanimous vote of the Assembly. This made any serious action improbable.
- The League lacked the force of authority to achieve its goals. It was essentially an open forum for international discussion.

**The League was seriously weakened by the reluctance of some major powers to join.**

- The United States Senate rejected the entire Versailles Treaty and as a result, the U.S. did not join the League. Indeed, the American public favoured a policy of isolationism.
- Germany and Russia also did not join the League at its inception.

International Economic Prosperity and Political Stability

The late 1920s was a period of general prosperity for both Europe and North America.

- The economies of both continents became increasingly interconnected through the trade of goods and capital.
- Many European states borrowed American capital to rebuild their economies after the war and to meet rising consumer demands.
- The major stock markets experienced a boom. People borrowed money to buy stocks that were quickly rising in value.
- Governments did little to control stock speculation.

## Concepts (Knowledge Objectives)

Know that the League of Nations was established to maintain international security.

Weakness of the League

**Know that the structure of the League made it difficult for acceptable decisions to be made.**

- The League lacked any military force to enact its decisions.

**Know that the League was significantly weakened by the absence of some major nations as members.**

American Isolationism

Know that strong sentiment existed within the United States to avoid future American involvement in foreign wars. Many feared that the new League could entangle the U.S. in future international conflicts.

Know that the League did have some successes in mediating disputes between smaller nations, such as Greece and Bulgaria and Iraq and Turkey, in the 1920s.

- In the 1930s, the League was unable to prevent aggression by the larger powers.

**Know that the major powers did not have great faith in the League and were prepared to follow policies based on meeting their respective national goals rather than following policies drafted by the world organization.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Reparations, Scarcity, and Inflation.<br><br>Provide the students with a brief summary of the events surrounding the clash between France and Germany over the reparations issue. |
| Practise identifying cause-effect relationships.<br><br>Practise using criteria as a basis for making evaluations.<br><br>Practise constructing concept maps as a means of analyzing data.<br><br>Learn to synthesize parts into a meaningful whole, integrate them and create a new product, rule or theory. | On what basis should relationships between nations be constructed with the objective of maintaining long term peace:<br>• each nation should maintain large military forces; or,<br>• the nations reach agreement on a mechanism to settle disputes between them?<br><br>Do domestic political and economic considerations direct the foreign policy decisions of a nation? | Investigate the alternative policy options facing both the German and the French governments.<br>• Note the benefits and costs associated with each of the policy options.<br>• From the narrow perspective of cheating the French, the inflation alternative might seem like a good choice. However, the impact of high inflation on domestic politics and the attitudes of German citizens might not be all that acceptable.<br>• The narrow perspective of utilizing the French military to force the Germans to pay the reparations would affect long-term relations between France and Germany.<br><br>Ask the students to prepare basic concept maps for the above perspectives and use them as the basis for preparing a short paper explaining what they believe to be the most productive way of solving the dispute. |

## Content

France in the 1920s

France prospered throughout most of the 1920s. Repairing the war damage stimulated the economy.

Britain in the 1920s

British social harmony was maintained by the trend towards social equality. The major problem facing the nation was unemployment created by the dislocations caused by the war.

The Labour Party replaced the Liberal Party as one of the two largest parties.

- It promoted programs such as unemployment benefits, subsidized housing, and improved old-age pensions.
- These programs contributed to maintenance of the standard of living and reduced social unrest.

Political Stability

The economic prosperity was matched by a developing sense of international cooperation as evident in the Locarno treaties.

- Germany and France agreed to recognize their mutual border.
- Germany joined the League of Nations in 1926.
- The Kellogg-Briand Pact of 1928 which renounced the use of war to settle international disputes was signed by fifteen nations.

**International events in the 1930s were to be shaped by two major developments:**

- **a global economic depression which disrupted world trade and contributed to both national and international economic instability; and,**
- **a significant increase in foreign aggression on the part of the larger totalitarian regimes.**

## Concepts (Knowledge Objectives)

Know that the infusion of large amounts of American capital into the European economy stimulated an economic recovery in Europe.

Know that governments, in the industrialized nations, did not actively regulate the marketplace.

Know that the growing economic stability throughout Europe helped reduce political tensions between the European states.

- **Know that economic forces and concerns affect on the foreign policies of nations.**

Political Consensus

Know that the political process resulted in moderate political policies which, while they did not make any one group completely satisfied, were able to satisfy enough people so a government could get the necessary support to govern.

Economic Management

Know that economic management which results in prosperity is, for most people, a far more important consideration than ideology.

Economic Equality

Know that when an economy is not prosperous, there is a great deal of pressure on the government to provide social programs that will ameliorate conditions for those who are being hurt.

Ideology and the Role of Government

Know that the appeal of the Labour Party was based on a program of moderate socialism, whereas the appeal of the Conservative Party was based on the ideals of competitive capitalism, limited government control, and individual responsibility.

Know that by the mid-1920s, Germany was being readmitted to international politics and accepted as an equal independent nation.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | Are the forces of nationalism stronger than the forces of internationalism? | Concept Development Lesson for: National Sovereignty, and Collective Security. |
| Practise stating how the parts are related to each other and to the whole. | What prevents nations from relying primarily on an international body to preserve peace? | Discuss with students the following issues concerning the League of Nations:<br>• intended goals of the League;<br>• major institutions of the League;<br>• powers to enforce the League's decisions;<br>• membership in the League; and,<br>• forces operating to weaken the effectiveness of the League. |
| Practise using the critical attributes of concepts as criteria to evaluate historical situations. | Is it necessary for an international body such as the League of Nations or the United Nations to have the military capabilities to prevent aggression?<br>• Can the use of sanctions be an effective tool to dissuade an aggressor nation?<br>• Can the moral persuasion of such a body be an effective tool?<br>• Can such international bodies establish conciliation mechanisms to prevent conflicts from involving military clashes? | Note that independent nations are reluctant to surrender any meaningful national decision-making powers to any international body. Why?<br><br>Have the student groups, prepare responses to **one** or **several** of the following questions:<br>• How was this reluctance demonstrated in the enforcement provisions of the League's Charter?<br>• What were the major weaknesses of the League?<br>• Could the League have prevented a major power from committing aggressive acts?<br>• What changes were necessary to strengthen the League?<br><br>Groups will present and defend their positions to the class. |

## Content

### The Impact of the Global Depression

**On October 24, 1929, the New York stock market experienced a dramatic drop in the value of shares.**

- Black Thursday signalled that prosperity had ended.

The strength that the stock markets displayed before the crash was created by investors buying stocks on margin. This meant that they had contracted to pay, at a certain time, up to 90 percent of the stock's value.

- When the crash occurred, stock values rapidly declined.
- People did not have the money to pay their debts or to cover the loans used to buy on speculation.
- Many investors suffered bankruptcy.

**The impact on the American economy was devastating. The crash created both shortages in disposable incomes and a general fear and pessimism about the future.**

- People began to hoard their remaining wealth and refused to spend it.
- As the demand for manufactured goods declined, millions of workers became unemployed.
- As unemployment increased, the demand for consumer goods further decreased.
- This began a downward spiral because the unemployed workers were now unable to purchase goods and this triggered further layoffs.
- With the collapse of the American stock market, American loans to Europe were curtailed. American banks began recalling these loans.
- Gold reserves began to flow from Europe to the United States which made it difficult for European businessmen to borrow capital to reinvest.
- On both continents, citizens feared losing their wealth and began to withdraw their money from banks.
- A number of European financial institutions were not able to maintain their solvency. In May 1931, Austria's largest bank collapsed.

## Concepts (Knowledge Objectives)

Economic Cycles

Know that market economies move in a cycle from prosperity to hard times and back again.

### Market Economies

**Know that when many individuals lose confidence in the economy they may postpone spending and/or they may refuse to invest to create new wealth. This means higher levels of unemployment which in turn leads to a further decline in spending and investment.**

Know that those economies which had no social welfare policies such as unemployment insurance found that personal consumption fell off rapidly causing deflation to occur more rapidly.

**Know that by 1932 there were twelve million people unemployed in the United States.**

Banking Systems

Know that banks lend their depositors money to borrowers.

- At any time, the banks' reserves represent only a small portion of the money that has been deposited.
- In a financial panic, banks would not be able to meet all of their obligations to their depositors.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy* |
| | In facing a political and economic crises, should decisions be more influenced by short-term consequences or long-term consequences?<br>• Short-term remedies may restore political stability and order within the society.<br>• Long-term remedies will not diminish social and political pressures which in turn may lead to greater societal fragmentation.<br><br>What would be the best decision-making process to handle such issues and achieve some degree of social cohesion within the society? | Concept Development Lesson for: Economic cycles, Deflation, Market Economies, Devaluation, and Protective tariffs. (For additional information see pg. 2-11 of the Unit Two Activity Guide.)<br><br>To help the students understand the basic fundamentals of managing a market economy give them the scenario in the Activity Guide. It provides students with a simple illustration of the situation facing most capitalistic nations after 1929.<br>• The students will be asked to make some economic choices and then look examine the consequences of those choices.<br><br>Once students begin to understand the economics, they can then look at the choices made by various nations at this time.<br><br>Have the students read the *Student Information Sheet: The Depression Scenario.*<br><br>You are an economist who has been asked to help the government of a small nonexistent nation to provide some solution to its sick economy.<br><br>Note how the Governments of Canada and the United States have responded to the economic difficulties that plagued the economies of the two nation during the early-1990s.<br><br>Instruct the student groups to prepare a plan of action for the Prime Minister. The plan:<br>• should contain not more than 10 points.<br>• should address the unemployment issue.<br>• should describe how to deal with foreign trade and the imposition of tariffs.<br>• should describe how the government can gain the public's confidence.<br>Groups will present/defend their plan to the class. |
| Practise stating how the parts are related to each other and to the whole.<br><br>Practise using facts, good argumentation, and sound reasoning to support your opinions. | | |

## Content

**The American panic triggered a world-wide financial crisis.**

- Following World War I, the U.S. lent large sums of money to many European states.
- With this capital, the Europeans then purchased American goods.

Businesses responded to the downfall in domestic consumer demand by dumping surplus products on the world market.

- Consequently, the world prices for various products declined.
- Throughout the industrialized world, production levels declined.

**To protect their respective national economies and employment, nations tried to restrict foreign competition by imposing protective tariffs and/or currency devaluations. The tariffs further reduced world trade.**

**Public Disillusionment With Traditional Political Answers and the Rise of Political Extremism**

Unemployment became a serious social crisis for most nations.

- In Britain, unemployment which had averaged 12 percent in the 1920s, rose to 18 percent in the 1930s.
- In the U.S., unemployment which had averaged 5 percent in the 1920s, rose to 33 percent in 1933.

**As the unemployment rates increased, civil unrest and public disorder increased and challenged the existing political establishments. People turned against the governments that had allowed the economic devastation.**

**The ideologies of the extreme Right and Left promised simplistic solutions to the widespread misery.**

- **Various forms of totalitarian regimes were to emerge throughout Europe.**
- Stalin's Soviet Union provided a model of the ideologically-based, totalitarian state.

## Concepts (Knowledge Objectives)

**Economic Interdependence**

**Know that the interchange of capital and increased industrial production had tied the national economies closer together.**

Surplus Production

Know that the workings of supply and demand means that when production outstrips demand for a product the value of that product will decrease.

Currency Devaluation

Know that governments will devalue their national currency in order to make their nation's goods cheaper on the world markets and more attractive to buyers.

**Protective Tariffs**

**Know that raising protective tariffs so that internal markets could be protected from outside competition was often demanded by those who felt threatened by outside competition.**

- This action was rapidly copied by other nations and this crippled international trade.

Human Costs

Know that for most people, having a job and making a contribution to society is a major way in which they receive validation as being worthy.

Know that the personal human costs of the Depression were enormous because:

- people lost their dignity and spirit;
- homes and family life were seriously damaged;
- suicide and mental illness rose.

**Social Effects**

**Know that the social effects of mass unemployment were enormous because whose societies were full of anger waiting only for some event or leader to release it.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy* |
| | Does the political and cultural history of a society influence how that society responds to crises? | Concept Application Lesson for: Economic cycles, Deflation, Market Economies, Devaluation, Protective tariffs, Management, Costs, Effect, Paradigms, and Resistance. (For additional information, see Activity Two of the Unit Two Activity Guide.) |
| Practise basic research skills:<br>• finding information;<br>• classifying information into meaningful categories;<br>• distinguishing between relevant and less relevant information; and<br>• summarizing information. | Was a particular political paradigm more successful in coping with the crises caused by the Great Depression than other paradigms? | Have student groups select one of the following nations: Britain, France, Germany United States, Canada, or Japan. Then ask the groups to do the following tasks:<br>• do a statistical analysis of the economic and social conditions in the nation they selected;<br>• examine the political situation statistically and qualitatively to obtain a picture of the political climate in the selected nation; and<br>• examine, as necessary, the paradigms of socialism, Marxism, and Fascism as they apply to that country. |
| Practise using the critical attributes of concepts and paradigms as criteria to evaluate historical situations. | What is the relationship between political stability and economic stability?<br><br>Should the political freedoms of citizens be abrogated or suspended in order to meet economic and social crises? | Groups should be prepared to present their findings and conclusions to the class and to debate their conclusions with other groups.<br><br>In the follow-up discussion with the class, ask the students to consider why the political and social behaviour of the various nations varied so much.<br><br>Indicate that some nations chose to retain liberal democratic institutions, some seriously questioned them, and others threw them completely aside. |
| | Are certain responses to economic crises justified?:<br>• creating mass unemployment;<br>• assigning blame to a particular group within the society;<br>• assigning blame to external (foreign) factors;<br>• placing restrictions on wages and prices; or<br>• suspending certain rights such as the right to strike? | |

## Content

### The Rise of Totalitarianism and the Impact on the Individual

Despite winning the civil war by 1921, Lenin's new regime faced many difficulties.
- The peasants were resisting any attempt to take their lands.
- The party did not have the expertise to run industries and production declined.
- Other nations refused to trade with a communist state.

Lenin realized that some departures from Marxist doctrine were required to restore the economy and ensure the survival of the new Communist regime.

Lenin's New Economic Policy (NEP) allowed some measure of private enterprise.
- Private ownership of small factories was permitted.
- Peasants were allowed to sell part of their produce on the open market.
- These policies stimulated both the economy and foreign trade.

### Stalin and the Creation of a Police State

Lenin's death in 1924 initiated a struggle for the leadership of the Communist Party.
- **The two major rival were Leon Trotsky and Joseph Stalin. The two men had different visions of the future of communism.**
- **Trotsky believed that communism could not survive in one nation and therefore, a world revolution had to be promoted.**
- **Stalin argued that it was first necessary to consolidate the communist revolution in Russia and then promote a world revolution.**

### Stalinist Era: The Impact on the Individual

**Stalin gained control of the Party by 1927, by placing his supporters in key positions. The Party adopted his policy of "socialism in one country" and all deviations from Stalin's policies were to be condemned.**

## Concepts (Knowledge Objectives)

Political Expediency

Know that the Communists had no experience running a national economy and the imposition of Marxist economic theories initially met with little success.

Know that Lenin was prepared to deviate from traditional Marxism in order to deal with political realities.

### Totalitarianism

**Know that modern totalitarianism originated with the implementation of "total war" in World War I. In the war, government assumed pervasive control of their nation's economic effort and directed all activity to the needs of the war.**

**Know that in a totalitarian state, not even the individual could have a higher value than the society.**

**Know that modern totalitarianism reached maturity in both the Soviet Union and Germany of the 1930s.**

**Know that both states shared several fundamental characteristics of totalitarianism:**
- **A totalitarian state begins as a dictatorship whose objective is to exercise complete political power.**
- **The state demands control over the economic, social, intellectual and cultural aspects of society.**
- **Any deviation by the individual, in any aspect of life, could result in criminal prosecution.**
- **Nothing can be considered politically neutral. Everything is in the purview of the state.**

Know that Stalin and Trotsky offered two radically different visions concerning communism.
- The two "paths to socialism" had implications for Soviet foreign policy and relations with other nations.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy* |
| Practise making and testing generalizations.<br><br>Practise drawing inferences from generalizations that seem reliable.<br><br>Practise categorizing information by using the grids to make it meaningful.<br><br>Practise the skills of discussion. | Which of the decision-making processes used by various nations seemed the most appropriate in responding to the urgencies created by the Depression?<br><br>How did such a crisis as the Depression affect the relationships between segments of society?<br><br>Why did some nations opt for authoritarian rather than democratic systems of decision making in response to the Depression and the ills associated with it? | Continuation of the Concept Application Lesson for: Economic Cycles, Deflation, Market Economies, Devaluation, Protective Tariffs, Management, Costs, Effects, Paradigms, and Resistance.<br><br>Have the students consider the role and priorities of the following factors in determining the choices the various nations made:<br>• economic hardship;<br>• internal political conflict;<br>• class conflict;<br>• external political hardship;<br>• frustrated nationalism;<br>• cultural values, beliefs, and ideas;<br>• past historical choices and events; and<br>• power of social, economic, and political paradigms.<br><br>Have the students create analytical grids. They should place the factors they consider most significant along one axis and the nations they are analyzing along the other axis. |

## Content

The Five-Year Plans: Centralized Planning

Stalin's economic policies were enunciated in a series of five-year plans.

- Agriculture was a priority on both ideological and economic grounds. The peasants had won their land and would become, in Stalin's view, a conservative antisocialist force if allowed to keep their land. Private ownership of land had to end.

**Collectivization**

**All peasants were to give up their farms and form large state-run collectives.**

- In 1929, the peasants were ordered to surrender their land and livestock and form collectives.
- The Kulaks, the wealthier peasants, were to be liquidated as a class. Most of them either died of starvation or were deported to forced-labour camps for "re-education".
- Despite the resistance of the peasants, by 1939 over 90% of farms had been collectivized.
- **Collectivization did not result in an increase in productivity.**

Industrial Production

Stalin's industrial five-year plans proved to be more successful. The output of industry doubled during the first five-year plan. Steel production increased 500% between 1928 and 1937.

- The industrial gains were achieved by limiting the production of consumer goods.

**Creation of a Police State**

**To create the new socialist state required the compliance of the citizenry. The traditional tools of totalitarian regimes were used to ensure that compliance.**

- **Unrestricted police terrorism was characteristic of Stalin's regime.**
- **Stalin eliminated any opposition within the Communist party.** A series of public trials of well-known Communists were staged. Forced confessions became the standard feature of these trials. All potential political rivals were eliminated.

## Concepts (Knowledge Objectives)

Communist Economic Decision Making

Know that the five-year plans were more than a set of economic goals.

They were a renewed attempt to complete the goal of creating the socialist society.

Know that unlimited violence and state control were used to consolidate the revolution.

Collectivization

Know that collectivization resulted in widespread famine and million of untimely deaths.

- Millions of peasants resisted collectivization and the government attempted to gain the support of poorer peasants by attacking the wealthier peasants.
- Collectivization did not immediately lead to an increase in agricultural production.
- Grain production did not greatly increase and only reached pre-1914 levels in 1938.
- Collectivization had a high price. Stalin indicated that as many as ten million people died during the process.

**Totalitarian Leadership**

**Know that in a totalitarian state, it was accepted that leadership should be monopolized by one leader or group and that the leadership should be free from any restraints.**

**Know that Stalin, although having complete control over the Communist Party, distrusted other leaders within the Party.**

- **Stalin would not permit any opposition to his leadership of the communist movement.**

## Skills/Abilities Objectives

| Values Objectives | Suggested Teaching & Evaluation Strategies | |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Concept Development Lesson for: Totalitarianism, War, Political Control, Cultural Control, Power, Conflict, and Force. (For additional information, see Activity Two and Activity Three of the Unit Two Activity Guide.) |
| | Does the goal of group cohesion mean a loss of freedom for the individual member of the group? | |
| Practise using the critical attributes of paradigms for the purpose of analysis. | | Discuss with students the concept of totalitarianism so that the students understand the essential critical attributes of this concept and their implications and consequences. |
| | | One strategy is to create a grid in which students use the political and social processes of our society as a basis for comparison with a totalitarian society. The Activity Guide provides a sample grid. |
| | How does a totalitarian state differ from a democratic state in stressing the importance of the individual?<br>• Is the state rather than the individual of utmost importance?<br>• Is the individual rather than the state of utmost importance? | |
| Practise classifying data using a grid so that relationships between data can be seen and interpreted. | | Once students have discussed this topic and formulated a list of critical attributes for a democracy, suggest to them that one way to understand totalitarianism is to look at it as the antithesis of democracy. Have the students, using the critical attributes of a democracy, construct a list of the critical attributes of totalitarianism.<br><br>Additional columns may be added to the grid. See the activity guide for a model grid. |

## Content

The Red Army's officer core was purged in the late 1930s. This greatly weakened the morale, leadership and effectiveness of the Army when the Germans invaded the Soviet Union in 1941.

The ordinary citizen was not immune to the intrusion of the state.

- There was continuous propaganda campaign to indoctrinate the citizen and glorify the revolution, socialism, and Stalin. This campaign intruded into every aspect of the citizen's life.
- Party activists lectured the factory workers and the peasants on the new collective farms.

Women in Stalin's Soviet Union

Although life for the average Soviet citizen was not greatly improve during Stalin's regime, the opportunities for women did increase.

- Throughout the 1920s, women were encouraged to work outside of the home and to be liberated from traditional constraints.
- Education become accessible to Soviet women. Increasing numbers were allowed to study and to enter better-paying occupations in industry and science. Women came to play a prominent role in the medical profession.

**Mussolini and the Authoritarian State**

Italy entered World War I with the hope of acquiring additional territory. It paid a high price for its involvement. 600,000 Italian soldiers were killed in the conflict. The Versailles Treaty did not result in the expected gains.

The returning soldiers were faced with unemployment, rising inflation, and food shortages. Labour unrest paralyzed industry. In rural areas, peasants used violence to seize land.

**The parliamentary government seemed incapable of dealing with the multitude of problems.**

## Concepts (Knowledge Objectives)

Know that nations seldom allocate more than one-sixth of their net national income to investment. The Soviet Union was investing more than one-third of its net income.

- This allocation resulted in decreased production of consumer goods.

Know that there were no improvements in the standard of living for Soviet citizens. Their purchasing power actually decreased between 1928 and 1932.

**Political Omnipresence**

**Know that the Soviet people were constantly barraged with propaganda and indoctrination:**

- **The media was controlled and used to enhance a positive image of Stalin and the Party.**
- **Russian history was rewritten so that Tsars like Ivan the Terrible and Peter the Great became suitable predecessors to Stalin.**
- **A goal of Stalin's regime was to create a new socialist society.**

**Know that the use of the secret police, to ensure public compliance and to detect antisocialist elements, was pervasive.**

- **At least eight million people were arrested and either placed in forced labour camps or executed.**

Gender Equality

Know that immediately after the 1917 Revolution, the new Communist Government proclaimed that women possessed complete equality of rights.

- Most Soviet males traditionally considered the home and children to be women's responsibility.

Know that Italy was encouraged to enter the Allied cause in World War I with the promise of territorial acquisitions.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Concept Application Lesson for: Totalitarianism, War, Political Control, Cultural Control, Power, Conflict, Authoritarianism, and Force. (For additional information, see Activity Four of the Unit Two Activity Guide.) |
| Practise stating how the parts are related to each other and to the whole. | Should privacy be considered a fundamental right of the individual? | Have the students examine the course of history in Italy, Germany, U.S.S.R., and Japan to gain an understanding of how large civilian populations could be manipulated and controlled. |
| Practice constructing concept maps as a means of analyzing data. | What areas of life should be considered the domain of government? | The students might consider some of the following concepts while researching and analyzing these nations:<br>• power;<br>• force;<br>• media propaganda;<br>• cultural metaphors;<br>• bureaucracy;<br>• change;<br>• human nature;<br>• racism;<br>• insecurity;<br>• war;<br>• values;<br>• beliefs;<br>• ideas. |
| Practise using grids as a way of organizing information for analysis. | What areas of life should be considered the domain of the individual?<br><br>What limits should be placed on the activities of agencies designated to maintaining the law?<br><br>Are there aspects in the life of the individual citizen that should be considered private and outside the domain of government and its agencies?<br><br>How can the individual, in a totalitarian regime, express his/her identity as an individual? | Ask the students to take a list of the major concepts that have been developed and use it to create a concept map and/or an analytical grid and apply it to the totalitarian societies under study. |

## Content

### Benito Mussolini

**Mussolini, an ex-socialist, organized war veterans and small property owners who feared Bolshevism into an organization called the Fascists (a union of forces). His hatred of communism gained him support from the Catholic and business communities.**

Mussolini was determined to create a totalitarian state. His motto was "Everything in the state, nothing outside the state, nothing against the state."

- **Upon assuming power in 1922, Mussolini transformed Italy from a parliamentary democracy into a dictatorship.**
- **All political opposition was crushed. Civil rights were suspended. Strikes were outlawed.**

**Mussolini's assumption to power did not result in a social or economic revolution.**

- **Unlike some totalitarian regimes, Mussolini's government was not diligent in regulating all aspects of life.**
- **The traditional groups that controlled Italy did not suffer greatly under the fascists.**
- **The old conservative classes retained control of the army and industry.**

Mussolini's convictions concerning the role of women in society were quite traditional.

- He abolished divorce and encourage women to stay at home and raise large families.
- Women were restricted to no more that 10% of better paying jobs in industry and government.

The Italian fascists were not overly interested in persecuting the Jewish community. It was not until late in the Second World War and under heavy German pressure, that the Jewish population were targeted.

- Only 23 political prisoners were executed between 1926 and 1944.

## Concepts (Knowledge Objectives)

### Authoritarianism

**Know that conservative authoritarianism was the traditional form of antidemocratic government.**

- **This type of government depended on obedient bureaucracies, watchful police departments, and loyal armies as means of maintaining power.**
- **These governments had limited objectives and power. They were only interested in controlling their citizens' lives to the extent that they would pay taxes, join the army when needed, and quietly accept the rule of the elites of the society.**
- **The only groups allowed to participate in government were the natural allies of landlords, bureaucrats, and high church officials, groups such as liberals, democrats, and socialists were often imprisoned.**

Know that anti-Semitism was not rampant in Italian society and the advent of the fascist regime did not greatly change this stance.

**Know that Mussolini's regime did not undertake a social revolution. The existing class structure was not greatly changed.**

- People could have some latitude in their personal independence as long as they did not try to change the system.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| Review using the critical attributes of paradigms as a basis for classifying data and analyzing data.<br><br>Review the skills of brainstorming and exchanging information. | In an authoritarian regime, what values are deemed to be the most critical to society?<br>• individual freedom and expression; or<br>• collective needs and goals?<br><br>What needs are deemed to be the most critical to individuals:<br>• satisfying economic needs; or<br>• protecting political freedoms?<br><br>In an authoritarian regime, how can the individual express his/her opposition to the regime? | Concept Development Lesson for: Authoritarian Decision Making, Democratic Decision Making, and Conflict. (For additional information, see Activity Five of the Unit Two Activity Guide.)<br><br>Discuss with the students the assumptions that lie behind democratic political processes.<br><br>Have the students examine some concrete examples in which societies make political decisions.<br>• Should a law be passed that limits where smoking can occur?<br><br>Have the students brainstorm about what must occur if a decision such as the one above is to be made through the democratic political process:<br><br>• What attitudes and beliefs must people have about preparing to make a democratic political decision:<br><br>• What attitudes and beliefs must people have about dealing with biases and prejudices?<br><br>• What attitudes and beliefs must people have about deciding what is truthful information?<br><br>• What attitudes and beliefs must people have about deciding what criteria should be applied to this situation? |

## Content

On the economic front, employment was stimulated through an extensive program of public works.
- Land reclamation projects increased agricultural output.
- The taxation system was revised to encourage foreign investment. The economy did record growth.

To obtain the support of the Catholic Church, Mussolini reached an agreement with the Church which recognized the sovereignty of the Vatican and made the Catholic religion the official state religion.

Mussolini wanted to restore the ancient glories of Rome. He wanted to create a new Roman Empire. His activities on the international stage were to be a destabilizing influence.

**Hitler and the Politics of Extreme Nationalism and Racism**

**World War I tested many of the old ideas of the nineteenth century. Some institutions such as the hereditary monarchy were destroyed. The old systems of running nations had led to the First World War and therefore, had to be replaced.**

As in Russia, the war had ended the old order in Germany. However, a new vision was not to emerge immediately after the war's end.
- The Hohenzollern dynasty was replaced by a republican government at the end of the war. The Weimar Republic's constitution provided for a system of proportional representation in parliament.

**The Weimar Republic was faced with a number of serious problems.**
- **A series of coalition governments proved incapable of meeting such problems as reparation payments, political violence, and runaway inflation.**
- Throughout the 1920s, no one political party was able to obtain 50% of the popular vote.

## Concepts (Knowledge Objectives)

Consolidation of Power and Public Support

Know that the Mussolini regime attempted to solicit public support by rekindling Italy's past glories.

Know that public support of leaders depends on the ability of the leadership to meet the needs of the majority of the public.

Know that the power of leadership is also dependent upon the support of significant societal forces or groups.
- Italy is predominately a Catholic nation and the Church possessed significant public support.

**Political Legitimacy**

**Know that within Germany, the traditional hierarchical social contract had been discredited by the dislocations created by World War I.**

Know that the Bolshevik model of society was available to replace the discredited old regime.
- There was limited support for adoption of the Bolshevik model of society in Germany.

**Political Instability**

**Know that the Weimar Republic was plagued by political extremism which made the practice of government very difficult.**

**Know that the democratic system of parliamentary government became discredited as it failed to respond to economic emergencies and political violence engineered by political extremists.**
- **Many Germans were prepared to accept new nondemocratic forms of government.**

**Know that the Weimar Republic was further discredited by being unjustly blamed for Germany's military defeat and humiliation.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Authoritarian Decision Making, Democratic Decision Making,and Conflict. |
| Review using the critical attributes of paradigms as a basis for classifying data and analysis. | How does an authoritarian regime attempt to gain the support of the populace, when it is not prepared to grant political freedoms? | What attitudes and beliefs must people have about making a democratic political decision?<br>• that people should be provided with an opportunity to understand the issues;<br>• that people should believe their concerns are being heard;<br>• that win-win is better for society than win-lose;<br>• that people have to have ownership for the laws of society; and,<br>• that the end does not justify the means. |
| Practice identifying concepts that contain common elements. | What groups in a society oppose radical changes in the process of national decision making:<br>• wealthy landlords and industrialists;<br>• Church officials;<br>• military hierarchy; or<br>• government bureaucracy? | What attitudes and beliefs must people have about enforcing the decision after it is made:<br>• that everyone is subject to the rule of law;<br>• that we have an obligation to abide by the spirit of the law; or,<br>• that there is a fine and difficult balance to be drawn between fighting against an unjust law and recognizing the importance of accepting and living with laws you may not agree with? |
| | | Discuss with the students things that can paralyze the democratic process. |
| | | Provide the students with some scenarios from Italy, Spain, Germany, Japan and the U.S.S.R. and ask them to use the above criteria to examine what happened in these nations. |

## Content

**The republic was also burdened with the humiliation of Germany's defeat. These conditions led many Germans to lose faith in democracy. Some began to look for new visions for Germany.**

### Adolf Hitler

Hitler was born in 1889 in the Austrian town of Braunau. After an unexceptional education, Hitler travelled to Vienna in the hopes of entering the art academy. He was rejected and lived in poverty for several years.

**It was during his stay in Vienna, shortly before the war, that Hitler acquired two ideas which were to guide his political vision.**

- **Hitler adopted the concept of "pan-Germanism" which called for the uniting of all Germans into one German Nation.**
- **Hitler developed a fervent anti-Semitism which pervaded prewar Vienna.**

Hitler joined the German army at the outbreak of World War I. He was twice decorated for bravery. When Germany was defeated in 1918, he was distraught.

**Hitler was convinced that Germany had been "stabbed in the back" by Jews and Marxists. Turning to politics as a vehicle to promote his beliefs, Hitler joined the small German Workers' Party. He quickly became its leader.**

**A combination of economic instability and Hitler's ability to appeal to the fears of the people resulted in the Party increasing its membership in the 1920s.**

In 1923, Hitler staged an failed coup attempt against the Bavarian Government. Hitler used his subsequent trial as a stage to gain national attention and promote his ideas.

- Hitler served less than one year of a five-year sentence.
- **During that year, he wrote his political testament "Mein Kampf" in which he outlined his beliefs and the actions he would take when he assumed power.**

## Concepts (Knowledge Objectives)

Know that Hitler's early experiences and lack of successes influenced his beliefs.

### Mein Kampf

**Know that Mein Kampf contained the basic tenets of Hitler's political program:**

- **anti-Semitism and the necessity of German racial purity;**
- **living space for Germans which necessitated a future war and uses for the acquired land; and**
- **the belief in the Fuhrer Principle.**

### Racism

**Know that racism implies the belief that a particular race possesses superior or inferior qualities not possessed by another race.**

**Know that although Austrian Hitler was an extreme German nationalist and believed in a "pure" German nation.**

### Race

**Know that anthropologists have encountered many difficulties in establishing a racial classification system because there are no clear differences between the races. There is also no agreement on the number of races.**

### Anti-Semitism

Know that Vienna's Jewish population played a prominent role in the city's economic and social life. This aroused the anti-Jewish feelings among the lower-class Viennese.

**Know that anti-Semitism was not limited to any one European nation.**

- **Know that restrictions on economic activities for Jews resulted in limited occupational choices for European Jewry.**
- **Historically, Jews often became the "scapegoats" when the goals or needs of ethnic groups were not realized.**

Know that unemployment rose from 1.3 million in 1929 to 5 million in 1930. Industrial production fell by 50% from 1929 to 1932.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | What are the responsibilities of citizenship in a democracy? | Concept Application Lesson for: Authoritarianism, Totalitarianism, Political control, Cultural control, Individual Rights and Force. (For additional information, see Activity Six of the Unit Two Activity Guide.) |
| Practise defining a problem. | When should a citizen accept the political process and when should a citizen be civilly disobedient? | Review with students the critical attributes of a democracy as discovered in the previous activities. |
| Practise using the criteria from the critical attributes of a relevant concept. | Should there be limits to the form and degree of political opposition within a society? | Discuss the problem of maintaining a democracy in the face of systematic, organized subversion while, at the same time, protecting rights of free speech, etc. |
| | Who should define the limits to the right of expression of beliefs? | Some of the value issues, identified in the value objective column, might focus the discussion. |
| | What limits should be placed on the individual citizens right to:<br>• express opposition within a society;<br>• advocate violent acts; and,<br>• promote racial tensions. | |

## Content

**The Great Depression provided conditions which favoured growth in the National Socialist cause:**

- **Unemployment greatly increased during the early 1930s.**
- **Support for the Communist Party increased and this frightened members of the middle class.**
- **As the Depression continued, the republic was plagued with a series of short-lived governing coalitions.**

Hitler and his party took advantage of the situation.

- **The Nazis contributed to political instability. Nazi supporters (SA) battled communists in the streets.**
- Hitler promised economic, military, and political salvation to the nation.
- The relative youth of the Nazi leadership appealed to young Germans.

The Social Democrats and Communists, despite commanding a majority in the Reichstag, were unwilling to cooperate and stop the Nazis.

**Consolidation of Power**

On January 30, 1933, Hitler was appointed Chancellor by President Hindenburg.

Hitler realized that two forces within Germany represented potential challengers to his power, the army and the S.A.

- Hitler decided that the military support was more crucial and had Himmler's S.S. execute the leaders of the S.A. including Rohm.

**The death of President Hindenburg offered Hitler an opportunity to consolidate the powers of the Chancellor and the President. Hitler was now head of state, commander of the armed forces and the political head of the government.**

- **Having secured the loyalty of the armed forces, the Nazi regime enacted measures which transformed the German nation into a totalitarian state.**

## Concepts (Knowledge Objectives)

Know that the unwillingness of the Socialists to provide the Republic with needed stability, combined to weaken public faith in the democratic process.

Know that Hitler realized that the best strategy to obtain power was through subverting the available democratic processes.

**Know that Hitler was a master of propaganda and political showmanship.**

- **Hitler used mass rallies to excite the audience into a frenzy with attacks on Jews, the Versailles Treaty, fear of communism, and the Weimar Republic.**

Political Consolidation

Know that the army indicated that the price of their support would be the dissolving of the S.A.

**Know that Hitler aimed his promises at the middle- and lower-middle classes:**

- **who had been disillusioned by the rampant inflation of the early 1920s;**
- **who were panic stricken at the growing number of bankruptcies and rising unemployment; and**
- **who feared the growing electoral successes of the Communists.**

Know that Hitler persuaded the military and industrialists that he would stop communism and the control the unions and enlarge the armed forces.

Know that all members of the armed forces swore an oath of "unquestioned obedience" to the Fuhrer, Adolf Hitler.

Know that although the Nazis were the government they lacked the support of the majority of German people. In the elections of March 1933, the Nazis obtained only 44% of the national vote.

Know that Hitler was prepared to sacrifice party allies in order to secure his power base.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values and Skills* |
| | Why do populations, at times, support government-initiated campaigns of persecution of racial minorities? | Concept Application Lesson for: Authoritarianism, Totalitarianism, War, Political Control, Cultural Control, Power, Conflict, Force, and Racism. (For additional information, see pg. 2-25 of the Unit Two Activity Guide.) |
| | Why do racial hatred and racial persecution arise within a society? | Suggest to some students that they investigate the systematic use of racism and racial hatred in totalitarian states. They could study Hitler's and Stalin's approaches as well as looking at the work of writers such as H.S. Chamberlain, de Gobineau, Moberley, etc. |
| Learn to develop generalizations about a concept based on the material.<br><br>Practise using the critical attributes of a concept to evaluate historical situations. | What is the basis of racial intolerance:<br>• fear that another group will diminish one's own group's status within the society; or,<br>• a sense of superiority over another group?<br><br>Can any society be free from racial intolerance? | Some issues that could be examined include:<br>• What role does racial hatred play in facilitating a totalitarian state?<br>• How did Hitler, Stalin or Mussolini capitalize on racial hatred?<br>• What are the sources of racism in a population?<br>• What role does propaganda play in fomenting racism? |

## Content

- **In March 1933, the Enabling Act was passed which gave Hitler the power to make his own laws.**
- **In May, 1933, the independent unions were abolished and all workers were forced to join the Nazi-controlled German Labour Front.**
- **In July 1933, a law was instituted that banned all political parties except the Nazis.**

**Virtually all aspects of life were brought under Nazi control.**

- **The Propaganda Ministry controlled all the media.**
- **Membership in the Hitler Youth was made compulsory for German youth.**

**Nazi Campaign Against German Jews**

**Know that anti-Semitism became a feature of daily life in Germany. Jews were banned from public parks, taunted in public and were excluded from most professions. Much of the Nazi propaganda promoted hatred of Jews.**

**German Economy**

**Hitler realized that public support depended on dealing with the economic problems associated with the Depression.**

- An extensive public project program, compulsory military service, and the rearmament program for the enlarged military, stimulated the German economy.
- Unemployment decreased.

Despite the edicts of party policy, women were allowed to work to meet this labour shortage.

- Nazi doctrine maintained that German women should be primarily concerned with maintaining the family. German women were rewarded for raising large families.

**Successes on the economic front were to be equalled by successes in foreign affairs.**

- **In 'Mein Kampf', Hitler clearly stated his intention to regain German territory lost in World War I. His new Germany would include all ethnic Germans residing in neighbouring nations.**

## Concepts (Knowledge Objectives)

Economic Policy

Know that Hitler began public works programs such as the building of super highways and public housing to stimulate the German economy.

Know that the standard of living rose 20 percent between 1932 and 1938. Profits increased along with the economic recovery. Public support for the Nazis increased.

Know that Hitler broke the terms of the Treaty of Versailles which limited the size of the German army.

Know that the Nazis believed that the traditional patriarchal view of women's role in society was the correct view.

**Police Terror**

Know that S.S. controlled by Heinrich Himmler became the personal instrument of Hitler to eliminate all political opponents within Germany.

**Know that concentration camps were established soon after the Nazis assumed power.**

- **By 1939, 25,000 Germans were prisoners in the camps. This number included not only political opponents of the Nazis but also Jehovah Witnesses, Jews, criminals, and homosexuals.**

**Anti-Semitism**

**Hitler's anti-Semitism was quickly institutionalized after he achieved power. Among his anti-Semitic measures were:**

- **In April 1933, Jews were excluded from government jobs.**
- **In September 1933, Jews lost the rights of German citizenship and marriage between Jews and German citizens were forbidden.**
- **In November 1938, all Jewish children were excluded from German schools and universities.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | Can the public make an informed decision based only on information presented in propaganda campaigns? | Concept Application Lesson for: Authoritarianism, Totalitarianism, War, Political Control, Cultural Control, Power, Conflict, Force, and Propaganda. (See the Activity Guide for additional information). |
| Learn to develop generalizations about a concept based on the available information. | Are there legitimate occasions for governments to utilize propaganda campaigns? | Suggest to some students that they might investigate the systematic use of propaganda in totalitarian states. They could study the actions of Hitler's or Stalin's regimes or the works of authors such as George Orwell. |
| Practise using the critical attributes of a concept to evaluated historical situations. | What is the difference between propaganda and information? | Issues which could be investigated:<br>• How does propaganda work?<br>• How does propaganda use the beliefs, values, and ideas of people in a manipulative way?<br>• How did Hitler pitch his message to various audiences?<br>• How do we learn to see through the manipulation?<br>• How do citizens decide whether the messages they are receiving are accurate or propaganda? |
| | What balance should be drawn between censorship of unpopular ideas and freedom of expression? | |
| | How does one evaluate the consequences of the information and the decisions one takes as a citizen:<br>• by their short term consequences; or<br>• by their long term consequences? | |

## Content

Non-Totalitarian Responses to the Depression: Balancing the Rights of the Individual and the Needs of the Group

The economic hardships of the Great Depression did not result in all nations establishing totalitarian regimes as was the case in Nazi Germany.

- Many nations opted for political solutions which allowed for greater participation by the state in the economic and social life of the nation, without impinging on the individual rights of citizens.
- In the Scandinavian nations, the Social Democratic Governments implemented economic and social policies closely linked to the policies advocated by Keynes.
- Significant government intervention in economic and social areas were not solely a reaction to the Depression. The Social Democrats had introduced numerous reforms, including universal medical care, well before the 1930s.
- Throughout the 1930s, the Social Democrats did not pursue a policy of fiscal restraint like other governments. They were prepared to incur large deficits to finance government spending and thereby fuel the economy.

United States: Roosevelt and the New Deal

The Depression was the dominant issue of the 1932 U.S. presidential election. Franklin Roosevelt, the victor in the election, believed that government had to play a significant role in regulating the national economy and mitigating the negative impact of the Depression.

- Roosevelt rejected socialism and opted for reforming the capitalist system. His administration initiated a host of publicly-funded work projects in an attempt to reduce unemployment and regenerate the flagging economy.
- In conjunction with the massive public work program, the Roosevelt Administration did introduce a number of social programs including old-age pensions and unemployment benefits.

## Concepts (Knowledge Objectives)

**Government Intervention**

**Know that government's experience in planning and directing market economies during World War I helped them respond to the Depression.**

Know that democracies came to understand that if revolution was to be prevented, the standard of living of the majority of citizens had to be improved.

Keynesian Economics

Know that J.M. Keynes developed a theory of counter-cyclical economic policies which advocated saving in economic good times so that spending could be increased during bad economic times.

Know that many people believed that some form of socialism was a superior alternative to capitalism.

- Scandinavian socialism was a flexible and pragmatic socialism which emanated from a tradition of cooperative community action.

Know that labour leaders and capitalists also utilized the tradition of cooperative action as a basis for solving mutual problems.

Capitalism

Know that fundamental values of capitalism include:

- economic growth depends upon individual initiative;
- less government is the best government; and,
- private property is sacred.

Know that the public projects did employ thousands of Americans.

- The Agricultural Adjustment Administration planned food production and ensured reasonable prices for farmers.

Know that despite the unprecedented economic intervention of the American Government, unemployment remained high throughout the 1930s.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Individual Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy* |
| Learn to develop generalizations about a concept based on the available information. | What values should dominate the actions of leaders and the public within a society?<br>• utilitarian values; or<br>• moral values? | Concept Application Lesson for: Authoritarianism, Totalitarianism, War, Political Control, Cultural Control, Power, Conflict, Force, Standard of Living, and Nationalism.<br><br>Both Hilter and Stalin believed that only a single-minded totalitarian state could achieve the goal of improving the living standards of the people. They both initiated job creation programs. Students could study the approaches used by Hitler and Stalin. |
| Practise using the critical attributes of a concept to evaluate on historical situation. | Does the need for security and stability override the need for freedom of expression in a society?<br><br>At this stage, was Hitler justified in what he was doing economically on the basis of utilitarian values?<br><br>How would you respond to Hitler's action using moral values? | Some issues which could be examined include:<br>• How should a nation which feels that it has significantly lagged behind its competitors proceed to improve its economic development?<br>• How difficult is it to get people to lower consumption levels to levels similar to Stalin's Russia without dictatorial control?<br>• Are these Draconian measures productive?<br>• Is effective and long-lasting development more likely to occur in a democracy? |
| | Do external threats, perceived or real, justify a curtailment of the individual rights of the citizenry by government?<br><br>Should the military have a significant role in national decision making?<br><br>Does an emphasis on nationalism and the distinctiveness of a nation, affect the rights of minorities within that nation? | Suggest to some students that they investigate the role of militarism, maintaining the perception of a threatening enemy, and nationalism as a way of insuring loyalty and obedience to a totalitarian state.<br><br>The students could investigate Hitler's and Stalin's approaches and examine the writings of Clausewitz and Mahan.<br><br>Some issues they could consider include:<br>• Hitler's argument that war is the natural state of mankind and that it brings out the best in humanity; and<br>• The proper relationship between the state, the military, and the industrial complex. |

## Content

**The Era of the Aggressors: Economic Imperatives and the Rise of the Japanese Military**

**Japan was unique among Asian nations.**
- **It had not succumbed to either a colonial status or to economic subservience to European powers as occurred throughout Asia.**
- **Since the 1860s, Japan consciously worked to acquire the military strength to resist foreign intrusions and create a modern industrialized nation.**
- By the 1920s, Japan was not only the leading Asian industrial nation but also the only independent Asian power with her own colonies.
- Prior to the First World War, Japan had gained control of Formosa and Korea.
- As a victorious Allied power in World War I, Japan occupied Germany's Asian colonies.

**Japan's relations with the Western powers deteriorated in the 1920s.**
- **The naval agreement of 1921 had limited the size of Japan's navy in relation to the British and American fleets.**
- **The U.S. Exclusion Act and similar Canadian legislation halting Japanese immigration to North America greatly angered the Japanese.**

**Japan lacked sufficient resources such as coal and iron necessary to fuel an industrialized economy.**
- **The resources of Manchuria, a Chinese province, attracted Japanese investment and involvement.**

**The onslaught of the Great Depression seriously harmed the Japanese economy.**
- Japan's principle export, raw silk, declined by 50 percent and the nation ran short of currency to buy rice. The real prospect of food shortages existed for the Japanese public.
- The export of manufactured goods dropped by two-thirds. Millions of peasant farmers were ruined as demand for and prices of food and raw materials declined.

## Concepts (Knowledge Objectives)

Accommodation

Know that the Japanese policy towards foreign cultures was one of accommodation. The Japanese maintained their culture while adopting the technology of the West.
- Japan borrowed the ideas and technological knowledge of the West.

Know that Japan was determined to become a major world power and resented the treatment accorded to it by the European powers and the United States.
- Japan had strategic interests which conflicted with the strategic interests of other nations.

Position of the Military in Japanese Society

Know that the traditional prestige of the Samurai had not diminished in the twentieth century. The military possessed significant power and influence within Japanese society.

**Economic Influences on Foreign Policy**

**Know that the islands of Japan lack sufficient key resources to support a highly industrialized nation.**

**National Imperatives**

**Know that the chief concern of a government is the survival of its population.**
- **Know that Japan's growing population was increasingly straining Japan's limited food-producing capabilities.**

Know that Japan's economy was heavily dependent on world trade and that the Great Depression greatly reduced the amount and value of world trade.

Imperialism

Know that one of the major motives for securing control of foreign lands is the desire/need to obtain essential raw materials.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | Is the use of military force ever justified in order to meet domestic concerns? | Concept Development Lesson for: Scarcity, Domestic Issues, External Policies, and Policy Options. |
| Practise defining problems facing a society. | | This simulation activity allows the students to assume the role of Japanese foreign policy makers in 1941. |
| Practise using criteria as a basis for making decisions. | Should the military establishment of a nation play a major role in determining the foreign policies of that nation? | Indicate to the class the situation facing Japan in mid-1941:<br>• Japan's growing population was creating pressure to secure additional sources of food and other resources.<br>• Japanese forces had occupied French Indo-China.<br>• Japanese military forces were deeply involved in military activities on the Chinese mainland.<br>• In response to Japanese military activities, the Americans and British had instituted an oil boycott of Japan.<br>• Both Japan's economy and military activities would be seriously affected by the shortage of oil within a few months.<br>• The Japanese public is still upset over North American immigration laws which discriminate against Japanese citizens.<br>• The Japanese military was pressuring the government to institute military action against the western powers and secure the needed oil resources in the Dutch East Indies. |

## Content

The importance of Manchuria's resources to Japan's well-being increased as the Depression continued.

- Japan insisted on the presence of military forces in the province to protect Japanese interests.

**Without the approval of Japan's civilian government, the military staged a military incident to justify the occupation of all of Manchuria. This was accomplished by December 1931.**

**Japan did not incur any tangible penalty for its land grab on the Asian mainland.**

- China's appealed to the League of Nations to take action against the Japanese.
- The League condemned Japan's aggression and established a commission to investigate the situation in Manchuria.
- The commission's recommendation was that Japan leave Manchuria and that the League govern that province.
- In response, Japan left the League and kept Manchuria.

**The credibility of the League of Nations to protect its members from aggression, on the part of any major power, was severely weakened.**

The invasion of Manchuria raised the prestige and power of the Japanese army and allowed it to put enormous pressure on the Japanese government to pursue a policy of imperial expansion.

- In July 1937, the second phase of Japanese expansion targeted the major ports of China.
- War between China and Japan was expanding and attracting more international concern.

Japan's military activities in China and the growth of its armed forces particularly concerned the American government.

- The U.S. had extensive economic and political interests throughout eastern Asia and was determined to protect those interests.
- Japan was increasingly viewed as a potential hostile power to American interests.

## Concepts (Knowledge Objectives)

### Credibility

Know that the League of Nations was faced with its first case of a major member committing aggression against another member.

- The League did not possess a military option in dealing with aggression.

**Know that Japan's ability to commit aggression, without incurring any substantial penalty, was noted by other major powers.**

- The failure of the League to redress the aggressive actions of Japan seriously weakened the faith smaller nations placed in the League.

New Order

Know that Japan attempted to justify its aggression as aggression against non-Asians and thereby attempted to win the support of the Asian populace.

Know that the military successes made it possible for Japan's military to put massive pressure on the civilian government to support a policy of imperial expansion.

### Political Decision Making

**Know that Japan's civilian authorities did not have effective control over Japan's armed forces.**

### Strategic Interests

**Know that often the strategic interests of one nation will clash with the strategic interests of other nations.**

- Japan's strategic interests in Southeast Asia conflicted with the strategic interests of the United States and several European powers.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Scarcity, Domestic Issues, External Policies, and Policy Options. |
| | Within a society, what group should play a significant role in national decision making:<br>• elected government;<br>• military establishment;<br>• industrialists;<br>• general populace;<br>• non-elected aristocracy; and/or<br>• bureaucracy? | Discuss the options open to the Japanese government in meeting the hardships of the Depression. These include:<br>• continued use of the military to secure the vital resources necessary to feed the Japanese public and fuel the economy;<br>• respond to American pressure and withdraw its military forces from the Asian mainland;<br>• institute domestic policies aimed at slowing population growth and reduce the expectations of the populace concerning their standard of living; and,<br>• conduct a military campaign against American, British and Dutch military bases in the region. |
| | What internal and external conditions favour the expansion of the influence of the military in a society? | |
| | Is the use of the military in aggressive actions ever justified? | Have the students, in groups, adopt one of the policy options and prepare a short paper indicating the merits of their policy option. Also ask them to identify the short-term and long-term consequences of their chosen foreign policy option.<br><br>Groups will present their policy option to the class and defend their position. The class can attempt to reach agreement on the policy option to adopt. |
| Practise the skill of hypothesizing, and stating a proposition that it is testable and may provide a course of action to be followed.<br><br>Practise using facts, good argumentation, and sound reasoning to support your opinions. | | Provide the students with a description of the policy options that Japan pursued and the consequences of those actions. |

## Content

To mask its imperial intentions, Japan declared that its military actions were designed to end European control over Asians and to create a "New Order" that would allow Asians to control Asia.

The European colonies of South East Asia possessed resources which were deemed essential to Japan's growth. However, to obtain these valuable resources would involve Japan in a major world war.

### Aggression and the League: A Failed Response

**Mussolini dreamed of making Italy a great imperial power. He sought to have an empire like the British and French. The Mediterranean was to become an Italian lake.**

- Italy's first foreign acquisition, Albania in 1924, did not raise sustained foreign interest.

**Mussolini's actions concerning Ethiopia were to have international ramifications.**

- In late 1934, Italian and Ethiopian forces clashed. Not interested in a peaceful settlement, Mussolini refused to accept the creation of an arbitration commission to settle the dispute. Italian forces invaded Ethiopia.
- Italian forces captured the capital of Ethiopia in May 1936.

### Another Failure for the League

**The League of Nations declared Italy the aggressor and instituted economic sanctions against Mussolini's regime. The sanctions did not cover such essential resources as oil, iron, and steel.**

- To place more pressure on Italy to cease hostilities, Canada and other League members sought to extend the embargo to include oil.
- Britain and France refused to extend sanctions against Italy in the hope of securing Italy's support in containing Hitler.

## Concepts (Knowledge Objectives)

Know that European and American economic and political interests in China were threatened by the growing power and expanding influence of Japan.

- The European colonies of South East Asia possessed resources such as oil and rubber, which all industrialized economies need.
- In response to Japan's growing influence, the United States instituted a number of trade restrictions on Japanese imports.

Know that Mussolini and his Fascists were not elected to government but rather threatened a civil war to obtain power.

### Ethiopia

Know that Ethiopia was one of only two countries in Africa not under European control.

Know that the Italian forces used tanks, planes and poison gas against the poorly armed Ethiopians.

- The Ethiopian forces lacked modern weapons.

**Know that Emperor Haile Selassie appealed to the League of Nations to stop the Italian invasion.**

### Sanctions

**Know that the sanctions the League imposed on Italy did not include the essential war-making commodities of steel, iron, coal, and oil.**

- Know that the League, particularly Britain and France, did not wish to alienate Italy and drive Mussolini into an alliance with Hitler's Germany.

**Know that the Italian success in Ethiopia and the failure of the League to deal effectively with the Italian aggression was noted by Hitler.**

## Skills/Abilities Objectives

Practise establishing criteria to evaluate ideas and decisions.

Practise making hypotheses based on reasonable assumptions and inferences.

Practise the following analytical skills:
- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

## Values Objectives

On what basis do national governments determine the foreign policy stands?
- Do domestic considerations dominate foreign policy decisions?
- Does the "morality" of the foreign act determine the government's policy on that foreign issue?

Do international priorities ever take precedence over domestic issues?

Are there any justifiable reasons to commit aggressive acts against another power?
- to become involved in the domestic affairs of another nation?
- to honour treaties or international agreements?

Does national self-interest always takes precedence over international commitments?

What is the criteria on which national governments balance their foreign policy options against domestic concerns?

Is the threat of military action the most effective means to curtail aggressive acts by nations against other nations?

## Suggested Teaching & Evaluation Strategies

**Incorporating the C.E.L.s**
- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson for: Imperialism, National Interests, Collective Security, Sanctions, and Technological Sophistication. (For additional information, see Activity Seven of the Unit Two Activity Guide.)

Show students where Ethiopia and Italy are located on the globe. Provide the students with the following information on Ethiopia:
- Ethiopia was unique in terms of its political status in Africa, as one of the few independent nations. It had not become an European colony.
- Ethiopia did not possess any resources which would have been of great value to an industrialized nation.
- Ethiopia's military lacked modern equipment and training.

Have the students identify possible motives for Mussolini's determination to conquer Ethiopia.

Indicate the response of the League of Nations. Pose the following questions:
- Why did the League not institute severe measures against Italy for invasion of Ethiopia?
- How did the forces of national self-interest and sense of internationalism collide during this dispute?

Have student groups select one of the major world powers of the 1930s and prepare a paper outlining their nation's position on the League stopping aggression and on their nation's direct response to Italy.
- Ask the groups to present their position papers to the class. They must be prepared to defend their nation's course of action.
- A concluding activity could involve a class discussion focusing on the issue of the reluctance of individual nations to sacrifice self-interests to international concerns.

## Content

**The Rewards of Aggression: Lessons for the Dictators**

**The Ethiopian affair proved that the League would/could do little to stop a major power from committing aggression.**

- **Smaller nations lost faith in the League and tried to find other types of protection.**
- **Dictators observed that aggression seemed to involve few risks for the aggressor state.**

In March 1936, breaking the terms of the Treaty of Versailles, Hitler sent German forces into the Rhineland.

- The French government was prepared to stop Hitler by mobilizing French forces and issuing an ultimatum for the removal of German forces.
- The British were not as prepared to use force to stop Hitler.

**Alliance of the Dictators**

Relations between the Germany and Italy improved with the Austro-German accord of July 1936.

- In the accord, Hitler promised to honour the independence of Austria.
- Mussolini wanted an independent Austria to act as a buffer between Germany and Italy.

The outbreak of the Spanish Civil War, also in July of 1936, afforded Italy and Germany an opportunity to cooperate on the international stage.

- Both nations were to provide military aid to Franco's forces in that war.

**In October 1936, the Rome-Berlin Axis was signed. Shortly after that Japan formed an alliance with the Axis powers in an anti-Communist pact.**

Spanish Civil War: A Clash of Ideologies

Spanish society was racked by a deep division between the ruling oligarchy and the peasants and workers. The oligarchy was composed of the large landowners, the army, and the church. The oligarchy had no wish to share its power.

## Concepts (Knowledge Objectives)

**Know that inability on the part of the Western Powers to develop a common policy regarding enforcement of the Treaty of Versailles enabled Hitler to break the Treaty's terms without suffering any negative consequences.**

Alliances

**Know that a nation will conclude an alliance with another nation or nations if that agreement secures conditions which fulfils national needs such as security or economic enhancement.**

Know that Italy feared the expansion of Germany into Austria.

Know that Hitler had clearly indicated in "Mein Kampf" that he intended to unite Austria with Germany.

Know that Italian interests in the Mediterranean clashed with the strategic interests of Britain and France.

**Axis Alliance**

**Know that in October 1936, the Rome-Berlin Axis was signed. It stated that the Italian acquisition of Ethiopia would be recognized by Germany in return for economic concessions.**

- **Know that shortly after the signing of the Rome-Berlin Axis Japan formed an alliance with the Axis powers in an anti-Communist pact.**

Hierarchy

Know that the Church and the large landowners had controlled Spanish society for centuries.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy* |
| Practise using grids as a way of analyzing information. | Why are people prepared to relinquish or curtail their freedoms and permit an individual or small group to take command of the nation's decision making processes? | Concept Development Lesson for: Leadership, Authoritarianism, Totalitarianism, and Political Expediency. |
| Practise the skill of comparing and contrasting. | Are there domestic conditions which favour the rise of totalitarian regimes? | Have students prepare a grid with two columns, one labelled Hitler and the other Mussolini. The columns can be divided into topics such as:<br>• attitude towards the Treaty of Versailles;<br>• tactics used to obtain power;<br>• tactics used to retain power;<br>• leadership style;<br>• perceived enemies;<br>• racial policies; and<br>• attitude towards social change. |
| | Do totalitarian regimes have a common perception (paradigm) of the world community? | |
| | What criteria would a totalitarian leader utilize in determining relationships with other nations? | Have the class discuss which of the two leaders they feel was the most effective. |
| Practise making hypotheses based on reasonable assumptions and inferences. | | Students should prepare a short paper on one of the following topics:<br>• What role did the Depression play in the Hitler or Mussolini's use to power?<br>• Why were the people prepared to relinquish their individual rights and accept dictatorial regimes in Germany and Italy?<br>• Prepare a successful formula for a politician planning to create a dictatorship. What conditions and actions would you recommend? |

## Content

Throughout the early decades of the twentieth century, Spanish industrial workers became increasingly radical and were making demands such as the redistribution of the immense wealth of the church and landlords. In rural areas, the peasants sought the breakup of the vast estates.

Spain became a republic in 1931. The new republic did not have the support of the old oligarchy. The nation was divided.

- In 1936, the leftist republican government initiated a program to break up the estates of the landlords. Violence ensued.
- In June, the army moved against the republican government. The army was supported by the Church and landlords.

**Foreign Intervention and Testing Ground for the Modern Technology of Warfare**

**The right-wing Nationalist forces were led by General Franco and were greatly aided by Hitler and Mussolini.**

- **Both German and Italian forces were committed to the Civil War.**

The war offered both Hitler and Mussolini an opportunity to test their equipment and military strategies. Hitler also expected Franco's assistance in any future German war.

- German air forces bombed numerous Spanish cities and towns. Guernica, an unprotected town of no significant military value, was one such target.

**The republican forces received limited support from the democracies. The Soviet Union was the only major nation to significantly support the Spanish Republic.** As the war continued, communists came to dominate the republican forces.

**Franco's nationalist forces were able to defeat the republican forces in early 1936.**

The Spanish Civil War had demonstrated that the major democracies of Europe were not prepared to use force to protect another democracy.

## Concepts (Knowledge Objectives)

**Spanish Civil War**

**Know that the Spanish civil war was fought on ideological lines and had a profound effect on world politics.**

**Ideologies**

**Know that the application of specific ideological tenets to the organization of a society will result in a distinct distribution of decision-making powers.**

Know that the Spanish Civil War was fought on ideological lines and had a profound effect on world politics.

**Foreign Intervention**

**Know that both Italy and Germany provided substantial military support for the Nationalist forces led by Franco.**

- The use of German and Italian air power significantly aided the Nationalist cause and influenced public opinion throughout Europe.
- Know that the Luftwaffe bombings of Spanish cities and the resulting high numbers of civilian casualties provided British and French leaders with a realistic vision of a large-scale world war.
- It increased their desire to avoid such a war.

Know that the communist-dominated republican forces received aid from the Soviet Union.

- The "International Brigades" from a number of democracies fought in support of the republican government.

Political Expediency

Know that political leaders will often use contemporary political, social and/or economic instability to secure political goals.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values Skills* |
| | Are there "just" reasons for a nation to become involved in the domestic politics of another nation? | Concept Development Lesson for: Foreign Intervention, National Interests, and Ideology. (For additional information, see pg. 2-30 and 2-31 of the Unit Two Activity Guide.) |
| Practise categorizing and classifying data so that inferences may be drawn. | What criteria could be used to determine whether foreign intervention is justified:<br>• large-scale civilian suffering;<br>• ideological reasons; or<br>• self-defense interests? | Provide students with a description of the opposing sides in the Spanish Civil War. Indicate the following information:<br><br>Identify:<br>• groups within Spanish society that supported the elected republican government;<br>• nations and groups, outside of Spain supporting the republican government;<br>• groups within Spanish society supporting the forces seeking to overthrow the government;<br>• nations and groups, outside of Spain supporting Franco's forces;<br>• the ideological positions of the two opposing sides; and,<br>• foreign intervention in the Civil War. |
| Practise various communication skills.<br><br>Practise establishing criteria to evaluate ideas and decisions. | Are there types of foreign intervention which are "acceptable":<br>• medical and food supplies;<br>• attempts at mediation;<br>• supplies of arms to one side in the domestic dispute; or<br>• protect valuable resources? | Divide the class into groups representing the major powers and investigate the response of each of the powers to the Civil War.<br><br>Groups will:<br>• determine the political objectives of their nation; and<br>• detail the rationale for their nation's actions.<br><br>Representatives of each of the international powers, each side in the Civil War, and the League will attend a conference intended to end the hostilities and foreign intervention, and seek a resolution of the conflict. |

## Content

### Hitler: The Failure of Appeasement

**The leaders of Britain and France had experienced the devastation of World War I. They were determined to avoid another world war.**

- **The policy of appeasement was based on the calculation that Hitler would be satisfied with limited gains. The only other option, that of war, was unacceptable.**
- The policy of appeasement was championed by British Prime Minister Neville Chamberlain.

In 1935, Hitler established a general military draft and declared that Germany would no longer accept the "unequal" disarmament provisions of the Treaty of Versailles.

### The Abrogation of Versailles and the Non-Response of the Democracies

France protested the abrogation of the disarmament provisions of the Treaty of Versailles. Other nations became more acutely aware of the rising threat of Hitler and a rearmed Germany.

- **The Treaty of Versailles completely died when German forces marched into the Rhineland.**
- **The major European powers, France, Britain and the Soviet Union, only protested the German occupation of the Rhineland.**
- Many Europeans hoped to use Hitler and a strong Germany as a bulwark against the Soviet Union.

Anschluss: The Disappearance of an Independent Austria

Hitler's policies towards adjoining nations were not a surprise. He had clearly stated in "Mein Kampf" that he intended to unite all Germans into the Greater Germany. He also identified the need for additional living space for the growing German population.

- The Austrian-born Hitler had long desired the union of the two nations. Consequently, in February, he met the Austrian Chancellor and demanded a number of concessions which were to limit Austria's independence.

## Concepts (Knowledge Objectives)

### Foreign Policy Options

**Know that the major nations of Europe were faced with four option or strategies to meet the rising challenge of Hitler.**

- **They could initiate a preventive war and remove Hitler.**
- **They could institute a massive rearmament program and use their large forces as a deterrent to German aggression.**
- **They could work towards international disarmament agreements. Hitler, however, had made it clear that he planned to rearm Germany.**
- **They could rely on the League of Nations to settle international disputes. The failure of the League to stop Japanese and Italian aggression in Manchuria and Ethiopia had demonstrated the League's inability to resolve disputes.**

### APPEASEMENT

**Know that the leaders and populations of the western democracies did not wish to repeat the calamity of another world war and were prepared to offer concessions to other major powers to avoid war.**

**Know that the France and Britain were not prepared for a major war with Germany.**

- France was an ideologically divided nation. Many members of the French Right openly admired Hitler and his fascist state. They viewed Hitler as Europe's defense against the communists.
- Britain had not recovered from the economic devastation of the Great Depression and had not committed sufficient funds in the 1930s to maintain a strong military.
- Within Britain, many felt that the Germans had been treated unfairly in the Treaty of Versailles and held a strong pacifist sentiment, arising from memories of the horrors of the previous world war.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | What criteria should a nation use in determining whether to use military force? | Concept Development Lesson for: Appeasement, Strategic Interests, Policy Options, Dialectical Thinking. |
| Review defining a problem or problems facing a society. | | Review the events surrounding the territorial dispute between Germany and Czechoslovakia. |
| Practise making hypotheses based on reasonable assumptions and inferences. | Is it possible for ethnically diverse populations to live "peacefully" together in one nation? | Divide the class into groups representing:<br>• a small European nation situated along the German border;<br>• the Soviet Union;<br>• Czechoslovakia and its non-German population;<br>• the Sudeten German populace of Czechoslovakia;<br>• U.S. Government and public;<br>• veterans of the First World War; and,<br>• anti-Hitler groups within Germany; |
| Identifying the short- and long-term consequences of actions. | What is the impact of domestic support for a government in negotiations with other nations? | Each group, using dialectical argumentation, decide whether the use of force to settle this issue is required. |
| | | Groups will present their position to the class and be prepared to defend their position. |

## Content

**In March of 1983, under the threat of a German invasion, Austria's Nazi party gained control of the government. On the next day German troops marched into Austria.**

**Appeasement in Action: Munich and the Demise of Czechoslovakia**

**Three million ethnic Germans lived in Czechoslovakia and this gave Hitler an excuse to demand Czech territory.**

- **That nation also possessed highly developed industries which would greatly strength Germany's war-making potential.**
- Nazi groups within the Sudeten German population of Czechoslovakia instigated widespread rioting and called upon Hitler for protection.
- In September 1938, Hitler violently condemned the Czech government for persecuting the Sudeten Germans and threatened to use force to protect his fellow Germans.

**Chamberlain made it clear to both France and Germany, that no Western coalition to resist German claims and threats would materialize.**

- In the United States, public opinion desired that the U.S. remain outside the intrigues of European politics and wars.
- The Canadian government favoured the policy of appeasement followed by Britain and France.

To avoid war, the leaders of France and Britain met with Hitler at Berchtesgaden on September 15. Both Chamberlain and Daladier listened to Hitler's demands for annexation of the Sudeten areas.

The Czech government resisted Hitler's demands for the Sudetenland.

- **However, the British and French indicated that they would not support the Czechs militarily if Germany attacked Czechoslovakia. They did agree to protect the new frontiers of Czechoslovakia if the Czechs gave up the Sudetenland.**

## Concepts (Knowledge Objectives)

Know that Hitler's overriding goal was territorial expansion to make room for a "superior" German race. All his activities were designed to meet that goal.

- **Know that, by 1937, Hitler developed plans to overrun Austria and Czechoslovakia.**

Treaty of Versailles

Know that Hitler's rearmament program was just beginning and the German army was not strong enough to resist the French army. Hitler ordered his troops to retreat if French forces initiated military action.

- Know that France was not prepared to move against Germany without the active support of Britain.

**Czechoslovakia**

**Know that the Treaty of Versailles had created Czechoslovakia and that many ethnic Germans became reluctant citizens of this new nation.**

- **Czechoslovakia possessed a developed industrialized manufacturing sector and educated workforce.**

Propaganda

Know that the German government carried on a "propaganda war" against Czechoslovakia, claiming that the Czechs were mistreating the Sudetan minority. Most of the alleged mistreatment charges were false.

**British Prime Minister Chamberlain stated in the House of Commons, in March 1938, that Britain would not promise to support France if France attacked Germany after a German attack on Czechoslovakia.**

Conscription

Know that during the First World War, the issue of conscription had severely strained relations between English Canadians and French Canadians.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Appeasement, Propaganda, Nationalism, and Consequences. |
| Learn to use the criteria of paradigms as a basis for making evaluations and decisions.<br><br>Practise identifying relationships between the components of a situation.<br><br>Practise applying criteria about the ideals of justice to actual situations.<br><br>Practise synthesizing all the relevant parts into a meaningful whole to create an explanation for the situation. | What criteria do governments follow in determining foreign policy options?<br><br>What criteria can a government use to determine whether foreign policy actions are "successes" or "failures"?<br><br>On what basis should a nation determine when the use of military options is necessary in dealing with another nation?<br><br>Why were the concerns and "needs" of all the nations involved not considered of equal importance? | Discuss with students the response of nations whose fundamental values are democratic, based on the rule of law, and who seek to maintain a peaceful foreign policy in the face of an aggressive foreign policy by another nation.<br>Some issues they should consider include:<br>• The concept of deterrence: What is the proper balance between pacifism and militarism?<br>• What is the correct balance between an appeasing response and an aggressive response?<br>• How much evidence do you need before you decide something is totally evil and irrational and as such cannot be dealt with under normal channels?<br>• When should a nation make a less than adequate compromise in order to avoid death and destruction?<br><br>In the democracies, the results of the Munich Conference were not universally celebrated:<br>• Following the Munich Conference, Chamberlain returned to Britain and claimed that the Conference had achieved "Peace in our time."<br>• Winston Churchill stated that "We have been defeated without a war..."<br><br>Have the students prepare an editorial supporting either Chamberlain's or Churchill's view of the Munich Conference.<br>• The students can represent newspapers in such nations as Czechoslovakia, Soviet Union, Italy, Germany, Poland, Britain, France, Canada, United States.<br>• Note that in the democracies a debate exited concerning Munich. The editorials could support Chamberlain or Churchill.<br>• The editorials from Germany, Italy, Soviet Union would reflect the position of the respective totalitarian regimes. |

## Content

Hitler made additional demands and the Czechs mobilized. The Soviet Union publicly declared that it would aid the Czechs in event of a war. War seemed imminent.

**Munich Conference**

**The leaders of Germany, Britain, France and Italy, met at Munich in September to attempt to resolve the Czech issue. Neither the Czechs nor Soviets were invited to participate in the Munich Conference.**

**The Munich Conference ended with Hitler receiving what he demanded. Chamberlain returned to London proclaiming that the agreement ensured "peace in our time".**

- **Hitler had assured the other powers that the Sudetenland was his last territorial demand.**

**Hitler did not honour the commitment he had made at Munich and in March 1939, German troops entered Prague. Czechoslovakia ceased to exist.**

**The End of Appeasement and Another World War**

**It was now clear to the British and French that the policy of appeasement had failed to prevent German aggression. They prepared for war.**

**In preparation for war, Hitler wished to neutralize the Soviet Union and to prevent Germany from being involved in a two-front war.**

- **In August 1939, Germany and the Soviet Union signed a non-aggression treaty. A secret provision of the treaty divided Eastern Europe into two spheres of influence. Hitler announced that he wanted to protect the German minorities in Danzig and adjoining Polish territory. In response, both Britain and France indicated their willingness to protect Poland.**
- **On September 1, 1939, German forces invaded Poland. Britain and France declared war on Germany two days later.**

## Concepts (Knowledge Objectives)

**Sudetenland would be the "last major problem to be solved" and stated that he was willing to go to war to resolve this issue.**

Know that the Czechs were forced to choose between signing the Munich Agreement or fighting the Germans alone. The Czechs signed the Agreement.

**Know that the Soviet Union, seeing the appeasement policies of Britain and France, feared that it would become a target for German aggression. It feared that it would be forced to face the German war machine alone.**

**Consequences of Appeasement**

**Know that the reluctance of western powers to prevent German territorial acquisitions, throughout the 1930s, made the question of a Western military response to the Polish issue uncertain.**

**Know that actions of Britain and France convinced Hitler that the democracies were weak and feared war to such an extent that future German territorial demands would be achieved without hostilities.**

**Know that Hitler promised that the**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Appeasement, National Interests, Policy Options, Consequences. (For additional information, see Activity Eight of the Unit Two Activity Guide.) |
| Practise drawing inferences from available historical data.<br><br>Learn to define and apply criteria as a basis for decision making. | What would be the most effective strategy in dealing with an aggressive power:<br>• a policy of conciliation and if necessary, concessions; or,<br>• a policy of military preparedness and declaration of willingness to use force?<br><br>What is the international impact of a nation possessing a large military establishment:<br>• it will lead to an international arms race; or,<br>• the presence will deter other nations from committing aggression?<br><br>Is there a point in international relations where attempts at conciliation and concessions are self-defeating options? | Review the response of Britain and France to the demands/actions of Hitler:<br>• German occupation of the Rhineland;<br>• the annexation of Austria;<br>• the German demands concerning the Sudetenland; and,<br>• the German occupation of Czechoslovakia.<br><br>Discuss why the Western leaders adopted the policy of appeasement.<br><br>Have the student groups serve as political advisors to the leaders of Germany, Poland, Britain, France, and the Soviet Union.<br><br>Groups are to prepare recommendations for their government to respond to the issues of the Polish Corridor and the city of Danzig.<br><br>Their reports should address the following issues:<br>• the probable actions of other major powers;<br>• the realistic chances of mediation working;<br>• whether the threat of war will prevent a war;<br>• whether there is domestic support for war over this issue; and,<br>• whether this will be Hitler's last territorial demand.<br><br>The groups will report to a conference established to find a peaceful resolution to the territorial conflict between Poland and Germany. |

## Content

### The Issue of Human Nature

**In the late nineteenth century, the commonly accepted assumptions were that:**

- humans were reasonable and if given enough knowledge would make good decisions.
- **science had the capacity** ultimately to determine the fundamental nature of reality.
- **human progress was** inevitable.

These assumptions were being challenged by Sigmund Freud who was developing his theory of the unconscious which indicated that much of human behaviour is not based on reason at all.

Thinkers began to realize that the events of World War I seemed to be more in accordance with the views of Freud then they were with the views of humanism or liberalism.

### The Growth of Pluralism

For many Christian thinkers, the horrors and barbarity of the World War indicated that a theology of reason which humanism represented had to be abandoned.

### Christian Philosophy

Karl Barth argued that humans are imperfect, sinful creatures whose minds and reasoning ability are flawed.

- Humans can only know religious truth through the grace of God; truths must be accepted with awe, trust, and obedience.
- Humans should not expect to *reason out* God and His ways.

Other philosophers took a very different approach to this question.

### Existentialism

- Existentialists such as Sartre and Camus argued that human beings simply exist and cannot depend on any outside force to help them.
- Honest human being must recognize two things: one is that they are alone and two is that they must act. In the process of doing something they will define themselves in some way and reduce the absurdity of their existence.

## Concepts (Knowledge Objectives)

### Logical Empiricism

- Wittgenstein argued that the great moral issues of truth, morality, and beauty cannot be discussed because they cannot be tested scientifically or quantified by the logic of mathematics.
- Therefore he concluded *Of what one cannot speak, one must keep silent.*

### Human Nature

Know that Freud taught that the fundamental source of human behaviour is not rational at all, but rather is to be found in the unconscious levels of the mind which have little to do with reason.

Know that for many, it was difficult to explain the behaviour of civilized societies during the World War using the paradigms of humanism and liberalism.

### Pluralism

Know that by the 1920s, there was no consensus on what society should accept as certain about the nature of humanity and its place in reality.

Know that for many, the terror and anxiety of an irrational, dangerous world could only be reduced by faith in a supernatural being.

Know that other people saw in the horror of war a reality that humans are alone in the universe and must depend upon their own resources to find a meaningful life.

Know that some philosophers took the position that morality, esthetics, and truth cannot be ascertained with certainty by scientific or mathematical reason but rather must be accepted on some other basis.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal and Social Values & Skills* |
| Practise using the critical attributes of paradigms as a basis for classifying data and analysis. | Can any political paradigm, defining how a society should operate, fully address various social and economic issues in a fair manner? | Concept Application Lesson for: Political Accountability, Political paradigms, economic paradigms, Conservative economic paradigm. (For additional information see the Activity Guide.) |
| Practise constructing concept maps as a means of analyzing data. | Should the consequences of implementing a particular paradigm be fully analyzed in determining what paradigm to use in a particular issue? | Provide the students with the basic political and economic paradigms which dominated debates and issues during the 1920s. |
| Practise defining and applying criteria as a basis for developing inferences. | What are the consequences for individual rights and collective rights in implementing the various political paradigms?<br>• conservative paradigm?<br>• radical paradigm?<br>• moderate paradigm? | Student groups will have the following tasks:<br>• adopt one particular paradigm and turn the paradigm into a concept map which will illustrate how the ideas, beliefs, and values of each paradigm are arranged into a logical pattern;<br>• prepare responses, on the basis of how their paradigm would respond to and resolve these social issues: strikes, women's rights, and unemployment insurance, etc.<br>• prepare a short presentation so that the different approaches could be compared.<br><br>The class could discuss the various approaches to solving the issues and debate the "best" solution to the issues. |

# History 20
# Unit Three
# National Sovereignty and Collective Security

# Unit Three: National Sovereignty and Collective Security

## Overview

A priority of any national government is to protect national sovereignty. Both internal actions and external events will affect impact a nation's sovereignty and the well-being of its people. At times, nations find it necessary to seek arrangements with other nations to ensure their respective security. Nations, that do not share common ideologies, values and agendas, are sometimes forced to seek alliances, to address a common and compelling danger.

This unit will examine:

- the major political and military events associated with the Second World War, in particular, the nature of the wartime alliance of Western democracies and the Soviet Union;
- the differing postwar political agendas of the Western democracies and the Soviet Union which led to a global-wide struggle;
- particular events of the Cold War including the development of the atomic bomb, the formation of rival alliances, NATO and the Warsaw Pact, the Berlin Blockade, the Chinese Revolution, the Korean War, and the Cuban Missile Crisis; and,
- how the nuclear threat, inherent in superpower confrontation, was to significantly affect the decision making and foreign policies choices made by the major powers.

The alliance of western democracies and the communist Soviet Union, formed to resist Hitler, was not an alliance based on trust and shared values. It was an alliance of necessity. The alliance existed to secure the national sovereignty of its members. To accomplish this, the members had to join to defeat the Axis Powers.

This unit will explore the nature of that wartime alliance noting that beyond the goal of defeating Hitler, there was no commonality of political goals/agendas among the members. As the War neared its end, the political agendas/goals of the members re-emerged and ultimately led to the dissolution of the alliance. The new post-war relationship between the Soviet Union and the Western democracies, particularly the United States, was to greatly influence international affairs in the following decades.

The Cold War, from its beginning in the latter years of World War II to the Khrushchev era, serves as the historical context for this unit. The ideological contest between the superpowers influenced the major international events of that period. The development of the atomic bomb, the formation of the United Nations, the creation of NATO and the Warsaw Pact, the Chinese Revolution, the Korean War, and the nuclear threat inherent in a superpower confrontation, are some of the major developments investigated in this unit.

## Unit Three: Foundation Objectives

## Concept: National Sovereignty and Collective Security

**Knowledge Objectives** The student will:

- Know that an essential and traditional function of government is to protect society and its territory from invasion or interference by other peoples.
- Know that a nation and its leadership's response to international events/conditions will reflect domestic considerations.
- Know that genocide is a plan to destroy an entire distinct population.
- Know that nations sometimes claim primary influence over a geographic area that they consider of strategic importance to their well-being.
- Know that each nation will identify certain factors which are deemed to be essential to the security and well-being of the nation.
- Know that contemporary events/emergencies can temporarily supersede or submerge outstanding points of contention between nations.
- Know that nations sometimes perceive that their security/sovereignty can be best secured through the mechanisms of alliances or membership in international organizations dedicated to preserving the integrity of their member states.
- Know that nations sometimes view their national sovereignty as being threatened by their membership in collective security organizations.

**Skills** The student will:

- Learn and practise the following analytical skills:
  - defining the main parts;
  - describing cause and effect relationships; and,
  - describing how the parts of the whole are related to each other.
- Learn and practise applying criteria as a basis for making evaluations.
- Learn and practise defining a problem, stating a hypothesis that can be used to deal with the problem, and finding data that will confirm or disconfirm the hypothesis.
- Learn and practise using facts, good argumentation, and sound reasoning to support your opinions.
- Learn and practise using the criteria of paradigms as a basis for making evaluations.

**Value Issues** The student will discuss:

- Whether there are there situations/conditions that may confront a democratic society in which civilian authorities should become subservient to military authorities?
- Whether there are circumstances such as national emergencies that justify the curtailing the civil rights of a segment of a nation's population?
- Whether a particular nation has the moral right to impose its political values on another nation by intruding on the sovereignty of that nation?
- What criteria should national leaders apply in making decisions which impact on the lives of their citizens and the citizens of other nations?
- Whether a nation's media should be dependent/controlled by a nation's government during national crises?

## Core Material for Unit Three

| Core Content | Core Concepts | Suggested Time Allotment |
|---|---|---|
| Leadership and National Decision Making (p.306)<br>• Responses to the Outbreak of the War (p.306)<br>• Poland: Blitzkreig and Total War (p.312)<br>• The War in Eastern Europe: Operation Barbarossa (p.316)<br>• The Final Solution: Racial Genocide (p.318) | Leadership<br>Decision Making<br>Total War<br>Holocaust<br>Attrition | 4 hours |
| The Allies: An Alliance of Necessity (p.328)<br>• Growing Mistrust: Differing Agendas (p.328)<br>• The Atomic Bomb and the Alliance (p.332)<br>• Collective Security and the United Nations (p.332) | Political Expediency<br>Ideology<br>Collective Security<br>National Sovereignty | 4 hours |
| The Iron Curtain and the End of the Grand Alliance (p.334)<br>• Truman Doctrine: The Policy of Containment (p.336)<br>• The Cold War: The Asian Theatre (p.342) | Public Opinion<br>Containment<br>Alliances<br>Military Deterrence | 5 hours |
| Khrushchev and Peaceful Co-existence (p.346)<br>• Eastern Europe: Resistance to Communism (p.348)<br>• Spheres of Influence: Hungary (p.350) | Peaceful Co-existence<br>Spheres of Influence | 3 hours |
| Time to cover the core material | | 16 hours |
| Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension | | 4 hours |
| Total class time | | 20 hours |

The core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core; teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the concepts, skills, and values objectives of the course.

## Content

### Leadership and National Decision Making

**In times of both peace and war, the leadership of a nation has to priorize goals for the nation.**

- **One imperative is to implement policies to secure the well-being and territorial integrity of the nation.**
- During periods of crisis, such as a war, the well-being and territorial integrity of the nation become more immediate and real concerns.

Considerations impacting policy goals for a nation include:

- the degree of public support for the governing regime;
- the resources available to the nation to meet certain contingencies;
- the estimation of real or perceived threats to the nation;
- the possible actions of foreign states in responding to a specific crisis; and,
- the impact of particular events and/or actions on the survival of the existing regime and leadership.

### Responses to the Outbreak of the Second World War

#### Germany

**Effective domestic political opposition to Hitler's regime had been largely eliminated by September 1939.**

- **The German public did not play a meaningful role in the decision to initiate a major war.**
- **The decision to invade Poland, as with other aggressive foreign policy decisions, was the sole prerogative of Hitler.**

#### Britain

**The British public and its elected leadership, remembering the devastation of World War I, wanted to avoid another world war.**

- **Chamberlain's government had staked its foreign policy hopes on the strategy of appeasement.**
- Since war started, the British had wanted to limit British involvement.

## Concepts (Knowledge Objectives)

### Leadership

**Know that a nation's leadership will set the domestic and external policy goals for that nation.**

**Know that during periods of crisis, the public will expect the national leadership to secure the well-being of the nation and its citizens.**

### Decision Making in Totalitarian and Non-Totalitarian States

Know that totalitarian and democratic states will use different processes to make decisions that affect the nation.

**Know that in a totalitarian state, decisions affecting the nation are made with limited public input and opinion.**

**Know that democratic governments are aware of public input and public opinion and that the setting of national goals is affected by those considerations.**

**Know that national decision making and meaningful public input in national decision making is often restricted during periods of national crises.**

#### Political Accountability

Know that in a political democracy, governments are periodically evaluated by the general public and the government's control of national decision making is given or withdrawn by the public.

- Know that governing regimes may perceive a nation's well-being as being interwoven with the well-being of the regime.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Leadership, Totalitarian Decision Making, Democratic Decision Making, and Political Accountability. |
| | During periods of national crises, can a democratic society continue to ensure and respect the civil rights of its citizens? | Have the students review measures instituted by governments during World War I.<br>• Note that governments instituted measures to expand their peacetime powers to regulate both the national economy and life of the citizens.<br>• Also note that governments, in both democratic and non-democratic states, instituted measures to curtail civil liberties during the war.<br><br>Focus the discussion on the question of why increased government intervention in the life of the nation was deemed necessary? |
| Practise describing cause-effect relationships.<br><br>Practise defining a problem, stating a hypothesis that can be used to deal with the problem, and finding data that will confirm or disconfirm the hypothesis. | Do certain conditions such as a major war provide a moral justification for the suspension of civil rights? | Have student groups prepare a case supporting either the democratic or totalitarian systems and their respective decision-making processes as being the most effective system in meeting the urgencies of war.<br><br>Factors each group could address include:<br>• the degree of meaningful public input in decision making;<br>• the time it takes to arrive at decisions;<br>• mechanisms to ensure the availability of all relevant information and opinion in the decision-making process;<br>• the degree to which the decisions are supported by the general public; and,<br>• concern for the well-being of the general public in formulating national decisions. |

## Content

### France

**The devastating experiences of World War I, a war which had cost France an entire generation, haunted the French public and influenced French military strategy.**

- The French military had devised a defensive military strategy.
- France was deeply divided between the political right and left.
- The extreme right openly admired Hitler's anti-Semitic and anticommunist beliefs.

### Canada

English Canada and French Canada differed greatly as to the appropriateness of Canadian involvement in another world war;

- A majority in English Canada was prepared to enter the war and support Britain, while a majority in French Canada opposed Canada's entry into the war.

### United States

- Despite President Roosevelt's sympathies towards Britain, there was no significant public support for American involvement in an European war;
- American isolationist sentiment, as demonstrated in American refusal to join the League of Nations, remained a significant influence on American decision makers.

### Strategies of the Belligerents

**Britain and France planned a defensive war in which the Royal Navy and the Maginot Line would restrict German military actions in the West.**

- It was also hoped that German aggression in Eastern Europe would result in Germany and the Soviet Union clashing. However, the Nazi-Soviet Pact ended that possibility.

## Concepts (Knowledge Objectives)

### Appeasement

Know that for a number of reasons, many Europeans were prepared to agree to certain German demands with the hope of avoiding another major war:

- Some felt that Germany had been treated unfairly in the Treaty of Versailles and that German territorial concerns were reasonable.
- The experiences of World War I contributed to a reluctance by the western public to engage in another major war.
- Segments of the French and British populace viewed the Nazi ideology and its avowed hatred of communism as an acceptable doctrine.

### National Unity

Know that the political instability which characterized France in the 1930s, resulted in a series of short-lived governments which led to a lack of consistent foreign policy.

Know that Canada's participation in international events such as the Boer War and World War I had strained relations between English and French Canadians.

- The Canadian government did not want to rekindle tensions between English and French Canada.

Know that a significant segment of the American public was opposed to American involvement in a war against Germany.

### Military Strategy

**Know that the political and military hierarchies of various nations plan war scenarios and strategies.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Leadership, Totalitarian Decision Making, Democratic Decision Making, and Political Accountability.<br><br>Following the presentations, have the students discuss what measures a government should institute to ensure the successful prosecution of a war effort. |
| Practise using criteria as a basis for testing hypotheses. | Should civil rights ever be limited or suspended?<br><br>Are there certain civil rights that should not be suspended or limited during national crises:<br>• free speech;<br>• freedom of assembly;<br>• freedom of movement; or,<br>• freedom to select a vocation? | • Should a government have the right to suspend or restrict the free press and political opposition?<br><br>• Should the government have the right to expropriate a citizen's property?<br><br>• Should the government have the right to direct a person's economic activity? |
| Learn to apply values as criteria for evaluation purposes. | What should be the criteria in determining what is an "emergency" situation that could justify the suspension of civil rights in a democracy? | • Should the government have the power to coerce an individual citizen into serving in the armed forces?<br><br>Each student could investigate one of the above questions and through the dialectical process, arrive at a specific position. |

## Content

### Nazi-Soviet Pact: A Marriage of Convenience

**While neither Hitler nor Stalin trusted each other, they both felt that it was in their respective interests not to engage in an immediate war.**

- Stalin, fearing an eventual German invasion, deemed it strategically sound to conclude a treaty which would postpone that eventuality.
- Hitler did not wish to have the Soviets come to the aid of his next target, Poland.

Secret provisions of the nonaggression Pact:

- divided Poland between Germany and the Soviet Union; and,
- allowed the Soviets to occupy the Baltic states and parts of Romania.

German Military Strategy: A New Kind of Warfare

**German war plans were not defensive but rather envisaged a sustained offensive strategy, the lightning war or "blitzkrieg".**

- Removing the danger of a two-front war, Hitler unleashed German forces on September 1, 1939.

Blitzkrieg involved the coordinated use of warplanes and tanks.

- An air attack would weaken and disrupt enemy forces and then tank forces would smash through the enemy lines.
- The attack would be continuous giving the enemy little opportunity to organize an effective defense.

## Concepts (Knowledge Objectives)

Military Strategy

Factors influencing the favoured strategy would include:

- available military resources;
- potential enemies;
- public support for a war effort;
- the presence and commitment of military allies; and,
- previous wartime experiences.

Know that many people in the western democracies disliked the Soviet Union as much as they disliked Nazi Germany.

### Mutual Distrust

**Know that the Nazi-Soviet Pact did not engender mutual trust between the two parties:**

- **Hitler had clearly indicated in "Mein Kampf" that he intended to destroy communism and annex large areas of Eastern Europe for German settlements.**
- **To the Soviets, their occupation of eastern Poland meant that German forces were an additional 160 kilometres from the Soviet Union.**

### National Self-Interest

Know that ensuring the security of the nation can necessitate political arrangements between political competitors and nations.

Blitzkrieg

Know that this military strategy stressed mobility and was a radical departure from the strategy of static defense used in past wars.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Leadership, and Decision Making. (For additional information, see Activity Two of the Unit Three Activity Guide.) |
| Practise making up a classification system that can be used to summarize and order data for presentation, discussion, and analysis. | Does the criteria for effective leadership differ during times of peace and times of war? | In a class discussion, develop a set of criteria to evaluate leadership during periods of crisis such as a major war.<br><br>Is the criteria for "good leadership" different in times of peace than in times of war? |
| Review the skills and attitudes of cooperative group work. | Can a leader be effective during a period of national crisis and not effective during times of peace? | Have students, working individually or in groups, select one of the following leaders:<br>• Winston Churchill;<br>• Adolf Hitler;<br>• Benito Mussolini;<br>• Franklin Roosevelt;<br>• Joseph Stalin;<br>• Tito; or,<br>• Charles DeGaulle. |
| Review using criteria as a basis for making evaluations. | Is it easier to lead a nation during times of national emergency than during times of peace? | They are to research the selected leader and using the established leadership criteria, evaluate the particular leader. The students are free to enlarge or alter the established criteria.<br><br>Some students could evaluate particular leaders from the standpoint of a citizen from an enemy nation, such as a German evaluating Winston Churchill.<br><br>Student presentations can lead to a discussion on the commonalties/differences among the leaders. |

## Content

### Poland: Blitzkrieg and Total War

**The Luftwaffe quickly destroyed the Polish air force.**
- Air superiority allowed the Luftwaffe to bomb defenceless Polish cities. Warsaw was bombed and thousands of civilians were killed.
- By mid-September, 1939, effective Polish resistance to the Germans had largely ended.

**The speed and totality of the German victory surprised the western powers and contributed to their existing reluctance to engage German forces.**
- The British and French response to the German invasion reflected their defensive strategy. They did not attempt to attack German forces along the French border.

**In light of Hitler's anti-Semitism, the German occupation of most of Poland had implications for Poland's large Jewish population.**

Soviet Actions in Eastern Europe

Applying the provisions of the Nazi-Soviet Pact, Soviet forces occupied eastern Poland.
- By October 1, 1939, Poland ceased to exist.

Fearing a future war with Hitler, the Soviets consolidated their grip on Eastern Europe.
- Soviet territorial demands led to a war between the Soviet Union and Finland;
- The Soviets won the war but their actions strained relations with Britain and France.

German Victory in Western Europe

Throughout the early months of 1940, British and French troops, stationed along France's borders, remained inactive.
- The Germans were not inactive. In April, 1940, German forces occupied Norway.

## Concepts (Knowledge Objectives)

Poland

Know that Poland possessed geographic and military disadvantages:
- It was physically separated from western Europe and did not possess any major geographic barriers along its borders.
- The large Polish army was not a mechanized army and relied on cavalry.
- The Polish airforce was considerably smaller and technologically inferior to the Luftwaffe.

Total War

**Know that German forces did not discriminate between military and civilian targets. Hitler, angered at Polish resistance, ordered that Warsaw be completely destroyed.**

Know that the British and French military had no plans to provide meaningful military aid to Poland.

**Anti-Semitism**

**Know that one of Hitler's aims was to eliminate European Jewry because he considered them to be racially inferior and responsible for most of society's ills.**

**Know that three million Jews lived in Poland.**

Political Consequences of the Nazi-Soviet Pact

Know that the Nazi-Soviet Pact strained relations between the Soviet Union and Britain and France.

Know that the Soviet Union's war against Finland further strained relations between the western powers and the Soviet Union.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy* |
| | | Concept Development Lesson for: Military Strategy, Blitzkreig, Decision Making, and Leadership. |
| | Is it possible for a democracy to undertake a military campaign successfully and at the same time to allow public opinion that is opposed to the campaign to attempt to sway public opinion? | During the German invasion of Poland, French and British forces remained largely inactive. |
| Practise the skill of comparing and contrasting. | Is it possible to "play by the rules" in a war and be successful? | Discuss the military strategy of the French:<br>• construction of the Maginot Line;<br>• rationale for a defensive strategy;<br>• relations between the British and French;<br>• Belgium's neutrality; and,<br>• mechanization of French and British forces (numbers of tanks and other mobile forces available). |
| Practise describing cause-effect relationships. | Should the direction of military policy and other related matters be a civilian prerogative during a war situation? | Have the students compare the defensive military posture of French and British forces with the German "blitzkreig" military strategy. In preparing their comparisons, the students should address **one** or **two** of the following issues:<br>• What constitutes effective political and military leadership and unity within the nation?<br>• Why did the French rely on a defensive military strategy as evident in the construction of the Maginot Line?<br>• Why was the *blitzkreig* strategy of warfare innovative strategy?<br>• What were the objectives of this strategy?<br>• How can you account for the quick and devastating defeat of the Polish military in 1939?<br>• What factors influenced Poland's prewar leaders not to concede to Hitler's demands concerning Danzig?<br>• How did the new style of warfare affect the civilian populations? How did it differ from the style of warfare during previous wars? |
| Learn to use the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | | The groups are to prepare their reports and present them to the class. |

## Content

### The Fall of France and Discredited Leadership in Britain

**The failure of appeasement to prevent war, the series of German victories, and the inaction on the part of the democracies, all discredited Chamberlain.**

- **On May 10, 1940, the day the Germans invaded the Netherlands and Belgium, Chamberlain resigned and Winston Churchill became British Prime Minister.**

The German forces swept through the Netherlands and Belgium and into France. The British Expeditionary Force was trapped at the port of Dunkirk.

- The British were able to evacuate over 330,000 men from Dunkirk.
- The evacuated troops left their equipment behind but survived.
- With German victory in sight, Mussolini declared war on France.

The French government was badly split on continuing the war.

- Marshall Petain, a World War I hero, became Prime Minister.
- On June 22, 1940, France signed an armistice with Germany.

### Battle of Britain

On June 16, 1940, Hitler issued orders to begin preparations to invade Britain. To be successful, the Germans would have to gain air superiority over the English Channel.

The Battle of Britain started in late August.

- RAF fighter bases became the prime targets for the German airforce.
- The goal was to destroy the RAF which would enable German forces to cross the English Channel.
- The outnumbered RAF was aided by the development of radar.
- **Significant numbers of Canadian pilots participated in the Battle of Britain.**

## Concepts (Knowledge Objectives)

### Maginot Line

Know that the French military had relied on the Maginot Line to stop any German invasion.

- The Maginot Line and other fortifications did not extend along the Belgium-France border.

### National Unity

**Know that the British public had lost faith with the existing political leadership.**

Know that the French government, like French society, was seriously ideological divided.

- This division hampered decision making at the highest levels.
- French rightist politicians gained control of the government and favoured the ending of hostilities.

### Propaganda

**Know that all governments will use the mass media to promote enthusiasm and effort towards a successful prosecution of the war effort.**

### Naval Supremacy

Know that the strength of the Royal Navy made a German invasion across the English Channel difficult.

Know that the Royal Air Force was considerably smaller that the Luftwaffe.

Know that the initial targets of German bombers were British air bases and that large numbers of British fighter planes were destroyed on the ground.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy*<br><br>Concept Development Lesson for: Propaganda, Public Opinion, National Unity, and Mass Media.<br><br>Discuss the use of propaganda to sustain public support in a war effort. Note the technological innovations in the mass media that had occurred since the First World War. |
| Practise using familiar information to develop conceptualizations. | Does the maintenance of national unity, during periods of crisis, justify the regulation and direction of information by government to the general public? | To enhance students' understanding of the use of propaganda in the media, discuss several contemporary issues or events.<br><br>Note that wartime propaganda efforts are directed towards:<br>• describing the virtues of one's side and nation;<br>• promoting unity within the nation;<br>• promoting the righteousness of the war effort;<br>• entertaining the public; and,<br>• reducing the potential for civil disobedience. |
| Practise establishing criteria for the purpose of evaluating events and actions.<br><br>Practise distinguishing fact from opinions, values, and conclusions. | Do any essential differences exist between the regulation and direction of information to the nation's public in a totalitarian nation and in a democratic nation?<br><br>What criteria should be used to distinguish between propaganda and *objective* information? | Have student groups represent the following nations: Britain, France, United States, Germany, Italy, Soviet Union, and Canada.<br><br>Canada can be represented by two groups: English Canada and French Canada. |

## Content

Civilian Targets

In late August, 1940, German bombers accidentally bombed London.
- The British retaliated and bombed Berlin.
- An enraged Hitler decided to bomb urban and industrial centres rather than air bases.
- The decision allowed the RAF to concentrate its meagre resources.
- By mid-September, 1940, plans to invade Britain were indefinitely postponed.

**The War in Eastern Europe: Operation Barbarossa**

**On June 22, 1941, 153 German divisions, (three million men) invaded the Soviet Union.**
- **Operation Barbarossa initially appeared to be a repeat performance of the successful blitzkrieg war in Western Europe.** Hitler was convinced that the war in the East would be over by the winter of 1941.
- Within weeks, the Germans had killed or captured three million Soviet troops, destroyed 5,000 aircraft and 15,000 tanks of the Red Army.
- However, the Soviet still had nearly five million equipped troops.

By August, 1941, German advances had outstripped their ability to support and supply their armies.
- By December 1941, German forces had surrounded Leningrad and threatened Moscow. German forces besieged Leningrad for 30 months but failed to take the city.

**Scorched Earth Policy**

The Soviets retreated hundreds of miles. They instituted a scorched earth policy, which called for the destroying of crops, livestock, and buildings.
- Consequently, the German forces were deprived of food and shelter.
- **The Russian winter was to take a heavy toll on the ill-prepared German forces.**

## Concepts (Knowledge Objectives)

Battle of Britain

Know that considerable German losses during the Battle of Britain convinced German authorities to delay the invasion.
- The Germans lost 1,733 aircraft and the British lost 915 aircraft.
- German bombers continued to target British cities.
- During the last months of 1941, over 13,000 Londoners were killed.

Dieppe

Know that in 1942, Canadian forces tested the German coastal defense at Dieppe. The operation proved to be a disaster and 3,000 Canadian troops were killed or captured.

**Operation Barbarossa**

**Know that the Germans expected to achieve a speedy victory against the Soviet Union:**
- **Most of the German forces were being transferred to Eastern Europe for the invasion.**
- The military tactics of blitzkrieg had been an unqualified success in 1939 and 1940.
- Poland and France had both been defeated in weeks.
- Stalin had recently purged the Red Army's officer corps resulting a decline in morale and leadership in the Red Army.
- **The Germans felt that the various nationalities who composed the Soviet Union would not enthusiastically defend the communist regime.**

**Ideological Struggle**

Know that Hitler had longed desired to destroy communism and the Soviet Union.
- German forces were ordered to "liquidate" all communist political commissars who were captured.
- **Hitler considered the Slavic peoples of Eastern Europe to be sub-human. They were to be displaced to make room for future German settlers.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Propaganda, Public Opinion, National Unity, and Mass Media. |
| | What should be the role of the mass media during a major war? | Groups are to investigate their respective national war effort and prepare a ten minute radio broadcast in support of the war effort. |
| Practise the skill of role-playing to gain a better understanding of concepts. | Should the media only depend on the government for its information or on governmental guidelines when reporting events during a war? | The broadcast could include:<br>• news reports of military victories;<br>• radio plays;<br>• martial music;<br>• contributions of civilians;<br>• stories intended to raise public morale;<br>• personalities of the day; and,<br>• public service announcements. |
| Learn to synthesize parts into a meaningful whole. | Is it possible to maintain "freedom of speech" during wartime? | The content could also include negative comments concerning the enemy nations and their leaders. |
| Learn to relate the critical attributes of a concept to a line of argument. | | The presentations should be rehearsed and could be presented live or taped. |
| | | **Alternative Activity:** |
| | | At Dunkirk, the British were able to evacuate 340,000 troops. The forces had to leave virtually all their equipment behind. The evacuation has been labelled both a military defeat and a victory. |
| | | Students are to prepare newspaper editorials, from either the British or German perspective, describing the Dunkirk evacuation. The editorials are intended to influence public opinion and to place the event in the most favourable light. |

## Content

### German Policy Towards the Eastern European Populace

**Various ethnic groups welcomed the Nazi forces as liberators from communist and Russian rule.**

- **However, the Germans did not distinguish between Russians and other ethnic groups and instituted a policy of repression.**
- During the summer of 1941, "Special Action Squads" operated throughout German-occupied areas of Poland and the Soviet Union.
- Their task was to identify Jews and communists and dispose of them.

**Hitler viewed the Russian campaign as a war of extermination of both inferior people and the communist ideology.**

- Millions of Soviet prisoners of war were starved, mistreated, and/or executed.

### The Final Solution: Racial Genocide

The mass murder of civilian populations did not begin with the German occupation of most of Europe.

- By the late 1930s in Germany, Hitler's regime had already begun the extermination of political opponents and those who were mentally ill or mentally handicapped.

**In January 1942, at the Wansee Conference, a plan for the systematic extermination of the Jewish race, often referred to as the "Final Solution" was finalized.**

- The SS and its extermination squads were given responsibility for operating the extermination camps.
- **By early 1942, six extermination camps were operating in Eastern Europe.**
- **Jews from throughout Europe were transported to the extermination camps.**
- Jehovah's Witnesses, Gypsies, communists, and those who were mentally ill were also targeted for extermination.

## Concepts (Knowledge Objectives)

### Race and Ideology

**Know that the Nazi regime was willing to use severe methods, even within Germany, to achieve political goals:**

- **Know that the goal of achieving racial purity, exposed by the Nazi Party, was being implemented well before the outbreak of the World War.**
- Know that within Germany, the communist party was banned and its leadership was persecuted.

### Concentration Camps

Know that concentration camps were established, within Germany, during the late 1930s and political opponents and German Jews were imprisoned in such camps.

### Genocide

**Know that genocide is an attempt to destroy an entire ethnic group.**

### Holocaust

**Know that the mass execution of Europe's Jews is referred to as the "Holocaust". By 1945, six million Jews had been murdered.**

Know that Canada, the United States and other nations restricted the numbers of Jewish immigrants, prior to 1939.

### Extermination Camps

Know that Auschwitz Concentration Camp was able to exterminate 12,000 people each day.

- **Know that approximately six million non-Jews were also victims of the death camps or SS execution squads.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Ideology, Racism, Military Strategy, Propaganda, and National Unity. |
| Practise applying criteria about the ideals of justice to historical situations. | Is there any established evidence to support the belief that one racial or ethnic group is genetically inferior to another group? | Discuss some of Hitler's racial beliefs concerning non-Germans, his hatred of communism, and his desire to provide large food-producing areas for future German population growth. |
| Practise distinguishing facts from opinions, values, and conclusions. | | In June 1941, German forces invaded the Soviet Union. Delegate student groups to research the following issues:<br>• Why were the ideologies of the communist Soviet Union and Nazi Germany in opposition?<br>• Why would the Soviet Union represent a difficult military challenge to Germany?<br>• How did the non-Russian populations of the Soviet Union react to the German invasion?<br>• How did conquering German forces treat the ethnic groups they encountered? Should they have employed a better strategy?<br>• Why did the Red Army seem so unprepared for the German invasion? What tactics did the Red Army employ in meeting the German onslaught?<br>• Was Hitler's invasion of the Soviet Union inevitable?<br>• Contrast the strengths and weaknesses of the two nations? |
| Practise classifying information using the ideas, beliefs, and values of paradigms. | Is it possible for different ethnic groups to establish a lasting and rewarding relationship within one nation? | |
| Practise drawing inferences from historic and current events. | | |
| Practise establishing criteria to evaluate ideas and decisions. | Do national emergencies, such as a war, strengthen or weaken the unity of nations that are composed of a multitude of ethnic groups? | |
| Practise applying concepts as a method of categorizing information. | What criteria should be used to measure a nation's ability to meet a serious challenge such as a war? | Both the German and the Soviet governments conducted propaganda campaigns in order to sustain public support for the war. The campaigns were aimed at justifying the actions of the respective government.<br><br>Groups will present their reports to the class.<br><br>Have some students prepare newspaper editorials in support of their nation's official position. |

## Content

Canada and the United States: Process of Integration

World War II was to transform Canada. It had a profound impact on Canada's social, economic and political patterns.

- **The war marked a new era in which American influence was to impact Canadian policy making.**

Even before entering the war, the United States had established military and defense relationships with Canada.

- As early as 1938, President Roosevelt indicated that the U.S. would not permit a foreign power to invade Canada.
- The Ogdensburg Agreement between Canada and the United States established the Permanent Joint Board of Defense, which would direct the defense of North America.

North America: Allied Arsenal

The economic and social infrastructures of Canada and the United States were not devastated as were those of the nations that served as a battleground during the war.

The distance from the battleground and the abundance of material resources, combined to make North America the arsenal for the allies.

- North American industries were converted to war production.
- The agricultural sectors supplied the European allies with food.
- In the factories, women replaced the men serving in the armed forces. In Canada, more than a million women had industrial jobs.

## Concepts (Knowledge Objectives)

Know that the SS were responsible for the implementing of the "Final Solution"

- The SS was directly under the control of Himmler.;
- The SS personnel were not part of the regular German army and were not obliged to follow standard military practices.

**Total War**

**Know that the Allies possessed the resources to sustain the war effort.**

- **Know that the Axis powers did not have secure comparable sources of foods, essential war materials and industrial production.**

Gender Involvement in the War Effort

Know that the demands of war production and military service, enabled large numbers of women to enter the work force and the armed forces.

**Sphere of Influence**

**Know that major powers often claim primary influence over a geographic area which they consider of strategic importance.**

**Know that the United States, as enunciated in the Munroe Doctrine, considered South and Central America within the American sphere of influence.**

**Know that the United States considered Canada's geographic location to be a significant element in American defense plans.**

- Prior to World War II, the U.S. had indicated that it was prepared to defend the territorial integrity of Canada.

Integration

Know that participation in World War II resulted in a strengthening of ties between Canada and the United States.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Genocide, Concentration Camps, and Accountability.<br><br>Describe the activities of Nazi doctors in the concentration camps. Note the activities of Mengale and others. |
| | Are there values and rules of behaviour that take precedence over civilian or military rules of conduct? | Present the class with the Hippocratic Oath, which all doctors take upon graduating from medical school. Discuss the meaning of the oath by posing several questions:<br>• Do all doctors follow the oath?<br>• Why do you think people enter the medical profession?<br>• In what ways were the Nazi doctors breaking the Hippocratic Oath? |
| Learn to define and apply criteria as a basis for decision making. | Can individuals escape responsibility for their actions because they are simply following the instructions of superiors? | |
| Learn to select and apply values as criteria for evaluating actions and events. | Are an individuals' freedom of action and degree of responsibility for their action affected by a war situation? | Note that many of the concentration camp doctors claimed that they were simply following the orders of superiors or were carrying on valuable medical research.<br><br>Students are to prepare short papers focusing on the following questions: |
| Practise applying criteria about the ideals of justice to actual situations. | Can a society, in times of crisis, allow individual members the right to refuse to obey the society's rules and directions? | • Should a person obey a state order without question?<br>• Do instructions from superior authorities free the individual from any moral responsibility for an action? |

## Content

### Japan: Establishing an Empire

**Japan had determined that its political and economic well-being necessitated acquisition of essential raw material and secure markets for Japanese goods.**

- **The military would be the instrument to accomplish that objective.**
- Acquiring the resources and markets would lead to clashes with the European powers in eastern Asia.
- **Japanese leaders were aware that Japan did not have the resources to continue a long war. They hoped that after a series of quick Japanese victories, the enemy would be forced to negotiate a peace.**

An alliance with Germany and Italy would ensure that Japan would not face the Europeans and Americans in a future conflict.

Military Activities

By the late 1930s, the military had gained control of the industrialized and resource rich areas of China.

- In July of 1941, Japanese forces occupied French Indo-China.

The U.S. responded to the actions of the Japanese by expanding their economic sanctions on trade with Japan to include an oil embargo.

### Pearl Harbour

**On December 7, 1941, Japanese naval and air forces attacked the American Pacific Fleet stationed at Pearl Harbour. The American fleet sustained considerable damage.**

- **The United States entered the war against Japan.**

The initial phase of that strategy seemed successful.

- By 1942, Japan had control of the British, American and Dutch possession in east Asia.
- Australia, New Zealand, and India were all seriously threatened by Japanese forces.

## Concepts (Knowledge Objectives)

### National Self-Interest

**Know that each nation will identify certain factors that are deemed to be essential to the security and well-being of the nation.**

**Know that Japan's expanding economy needed access to the rich resources, such as oil and rubber, that were then controlled by the European powers.**

### Spheres of Influence

**Know that the United States represented the greatest military and political deterrent to Japanese expansion.**

- **The U. S. controlled the Philippines and was determined to expand its economic and political influence throughout the Pacific.**

### Military Preparedness

**Know that the European powers were concentrating their military resources on the war in Europe and that their available military forces in the Pacific were limited and ill-prepared to meet the Japanese military onslaught.**

Know that the Japanese military, seeing German successes in Europe, felt that the tactic of a massive surprise attack held a real promise of success.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Sphere of Influence, and Economic and Political Power. (For additional information, see pg. 3-9 and 3-10 of the Unit Three Activity Guide.) |
| Practise using the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | Does a nation have to possess a large and modern military establishment to be considered a major world power?<br><br>In contemporary times, how do nations exercise their power? | Discuss with the class the contemporary factors that contribute to the strength of a nation.<br>• Why are some nations considered superpowers?<br>• Why are some nations considered underdeveloped?<br>• Is there a relationship between the educational infrastructure of a nation and its economic/political strength?<br>• What are Canada's strengths? |
| Practise establishing criteria for the purpose of analyzing information. | Is it possible to achieve political goals through non-military methods such as:<br>• use of diplomacy;<br>• use of economic powers; and/or<br>• cultural and traditional ties? | Have students establish criteria that can be used to determine the strength and capabilities of a nation.<br><br>Describe to students the political, military, and economic situation in the Far East in the late 1930s. |
| Practise applying criteria as a basis for making evaluations. | Are economic needs the major factor that drives nations to commit hostile actions against other nations? | Have student groups, utilizing the developed criteria, research and analyze Japan and the United States, on the eve of World War II.<br><br>Each group will prepare a response to the following question:<br><br>• Was the contest between the United States and Japan for control over the Pacific an equal struggle? |

## Content

### The Limits of Japanese Power

**Despite these successes, the Japanese had over-extended themselves. They now faced the American industrial giant that could outproduce and outgun Japan.**

Japanese naval and air forces sustained their first major setback in their failed attempt to capture Midway Island in June 1942.

- Following Midway, the U.S. began a campaign to dislodge the Japanese from the Pacific Islands.
- The process of evicting the Japanese proved costly. Japanese troops refused to surrender and most fought to the end.
- Allied casualty rates were high.

### North American Treatment of People of Japanese Ancestry During the War

**The war against Japan had profound implications for the Japanese populations in both Canada and the United States.**

- There was fear that the Japanese population would act as agents for Japan.
- An internment policy was instituted in both nations in which Japanese residents along the west coast were forcibly removed from their homes and interned in camps in the interior.
- Although many were citizens of one of the two nations, they lost their civil rights and possessions, and became targets of suspicion and hatred.

### Battle of Stalingrad

**The Battle of Stalingrad proved to be a turning point in the war between Germany and the Soviet Union.**

- Both Stalin and Hitler viewed the battle as a personal struggle and both refused to allow their forces to retreat;
- Despite being surrounded, Von Paulus's German Sixth Army was not allowed to retreat. On January 31, 1943, 91,000 German troops surrendered.

## Concepts (Knowledge Objectives)

### Industrial Capacity

**Know that Japan does not possess the necessary amounts of key natural resources to sustain a major and extended war effort.**

Know that the industrial infrastructure of the United States possessed greater productive capabilities than Japan's industrial infrastructure.

### Stereotype

**Know that people of Japanese descent were not judged on their loyalty on an individual basis but were categorized as a collective "risk" to the nation's security.**

### Internment

Know that people of Japanese ancestry were forced to leave their homes and livelihoods and were sent to policed camps:

### Discrimination

Know that these people, many of them citizens of Canada or the United States, were deprived of civil rights and protection under the law.

- Know that people of German or Italian descent were not interned during the war.

### Totalitarian Leadership and Decision Making

Know that national leaders who possess dictatorial powers and are unchallenged in both the political and military realms can determine the priorities in both realms.

### Stalingrad

**Know that Stalingrad, although an industrial centre, was of no great military significance.**

- **The city became a personal contest of will between Hitler and Stalin.**
- Hitler refused to allow the German forces at Stalingrad to retreat.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Stereotype, Internment, and Discrimination. (For additional information, see Activity Three of the Unit Three Activity Guide.) |
| | What factors contribute to a majority within a society viewing a minority as a threat? | Have the class discuss the internment of Japanese Canadians during the Second World War. The discussion could focus on the stated reasons for the internment, the average North American view of the Japanese, and the fairness of this action. |
| Practise using the skill of role-play to gain a better understanding of concepts. | | Have student groups analyze how they would respond as members of a distinct minority, to being interned during the war. |
| Practise making hypotheses based on reasonable assumptions and inferences. | Do racial feelings contribute to the stereotyping of other groups? | The groups could respond to the following questions:<br>• What dozen essential things would minorities take to the camp?<br>• How would they feel towards the majority who placed them in the camps?<br>• Why is such a policy unjust?<br>• Does the minority deserve compensation for losses due to the internment?<br>• What possessions, activities, rights, and other factors should be considered in arriving at a compensation figure? |
| | How can minorities be protected during a war? | |
| | What are responsibilities of a citizen to protect the rights of other citizens? | The groups should present their reports to the entire class.<br><br>A class discussion could follow focusing on the question of whether such a action (internment of a minority) could occur today?<br><br>How can our society provide safeguards to prevent such a reoccurrence? |

## Content

The largest tank battle in history occurred at Kursk, in the Soviet Union, in July 1943.
- The Soviets defeated the Germans and for the remainder of the war the Germans gradually retreated.

**The Russian war contribution was crucial to the Allied cause.**
- **An estimated 75% of Germany's forces were committed to the Eastern Front.**
- The Soviets paid a heavy price in confronting the might of the German forces.
- Twenty million Soviets, soldiers and citizens, died in the War.
- Britain and the United States suffered a total of 800,000 dead.

German forces also sustained major defeats apart from those at the Eastern Front.
- In November 1942, Allied forces defeated Rommel's Afrika Korps at the battle of El Alamein in North Africa. The victory secured Britain's control of the vital Suez Canal.
- In May 1943, the Afrika Korps surrendered and the Allies soon invaded Sicily and Italy.

**Collapse of the Third Reich**

The Soviets, hard pressed by the Nazi onslaught, continued to plead for an invasion of western Europe.
- **On June 6, 1944, the long awaited Allied invasion of Europe, "Operation Overlord" commenced.**
- **It involved American, British, and Canadian forces.**
- **German forces retreated and on August 26, 1944, Paris was liberated.**

Hitler was now faced with land war on two fronts.
- The Russians were pressing towards the German frontier in the east.
- The British, Americans, and Canadians were steadily pushing the German forces in the west.

In a desperate attempt to stem the tide of defeat, Hitler ordered the use of newly-developed weapons.
- The V1 and V2 rockets were technologically impressive but were too few in number and used too late to change the final outcome.

## Concepts (Knowledge Objectives)

**Soviet-Nazi Conflict**

**Know that most of the available German forces were committed to the war against the Soviet Union.**
- Hitler planned to use vast food producing areas of the Soviet Union to support a growing German population. The existing Slavic and non-German populations were considered expendable.

Know that the war between the Germans and the Soviets was particularly brutal.
- Thousands of Soviet cities and towns were destroyed.
- Millions of civilians were killed or displaced.
- The large Jewish populations in areas occupied by the Nazis were sent to the extermination camps.

Know that the Soviet Union received significant amounts of war material from its western allies.

Second Front

Know that the Soviet Union had pressed Britain and the United States to establish a second front in Europe and thereby relieve some of the German pressure on the Eastern Front.

Know that control of the Suez Canal was of vital importance to Britain since it served as the major transportation route to India and South East Asia.

Know that within 100 days of the Allied landings in Normandy, more that two million Allied troops had landed in France.

**Attrition**

**Know that the Germans were unable to continually replace the large losses of men and equipment they sustained on the Eastern Front.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy*<br><br>Concept Application Lesson for: Leadership, Decision Making, and Strategic Interests. (For additional information, see pg. 3-13 of the Unit Three Activity Guide.) |
| Practise establishing criteria to evaluate ideas and decisions.<br><br>Practice using criteria as a basis for testing hypotheses. | What should be the criteria national leaders have to apply when making decisions that affect the lives of their citizens and the citizens of other nations? | Indicate the following information to the students:<br>• Throughout most of the war, the Soviet Union faced the largest part of the German military.<br>• In 1944, the Soviets faced 228 German divisions, while only 61 German divisions were stationed in Western Europe.<br>• The Soviets suffered massive numbers of casualties. By the end of the war, the Soviet Union had lost 20 million civilians and soldiers.<br>• The Soviets pressured the western powers to launch a second front in Western Europe and thereby draw off some of the German forces facing the Soviets.<br><br>The students are to assume to role of Stalin and compose a letter to either Churchill or Roosevelt which presents the need for a second front against Germany in Western Europe. |

## Content

**As the war neared its end, the difficult political questions about the future of Eastern Europe, now largely occupied by the Red Army, once again arose.**

- On April 29, 1945, Hitler committed suicide. On May 7, the German commanders surrendered. The war in Europe was over.

### The Allies: An Alliance of Necessity

**The alliance between the Soviets and the West was not an alliance based on mutual trust. Indeed, the roots of the mistrust predated the Second World War.**

- During the Russian Civil War, western nations had actively intervened in an attempt to destroy the Bolsheviks.
- The Soviets and their interests had been excluded from the Munich Conference.
- Conversely, Stalin's pact with Hitler on the eve of World War II did little to endear him in the West.

### Growing Mistrust: Differing Agendas

**Stalin had felt that the western powers had been reluctant to open a second front preferring to see Germany and the Soviet Union inflict enormous damage on each other.**

- **The postwar future of Europe became a subject of disagreement.**
- **The Atlantic Charter, signed by Britain and the U.S., called for peace without territorial gains, national self-determination and free elections.**
- **The Charter's terms conflicted with Stalin's demand that the Soviet Union's western borders be moved further west, thus annexing non-Soviet lands.**

In the interest of Allied unity and the successful prosecution of the war effort, agreement on contentious political issues was postponed until the end of the war.

**The wartime conferences of the Allies allowed the differing agendas of each power to emerge.**

## Concepts (Knowledge Objectives)

### Grand Alliance

**Know that the alliance against Hitler was not an ideological alliance but rather a military alliance to defeat a common enemy.**

Know that a divergence of political paradigms existed within the alliance against Nazi Germany. The liberal democratic societies of the west shared few common values with the highly centralized dictatorship in the Soviet Union.

Know that Stalin was deeply suspicious of his wartime allies.

- Stalin feared that the western powers would conclude a separate peace with Hitler.

### Political Expediency

**Know that contemporary events can temporarily supersede or submerge outstanding points of contention between nations.**

**Know that to sustain the joint war effort against Hitler, the major Allies postponed contentious issues to the end of hostilities.**

Know that the Soviet military liberation of the nations of Eastern Europe gave rise to anxieties among the western democracies, who feared that the Soviets would impose communist regimes throughout Eastern Europe.

### Soviet-German Relations in the 20th Century

Know that the Germans had invaded the Soviet Union (Russia) twice within forty years.

- Know that the Soviets had sustained massive damages and had lost over 20 million people during the Second World War.
- **Know that the Soviets feared the rebirth of a militarily strong Germany.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Concept Application Lesson for: Foreign Policy, Ideology, Strategic Interests, and National Security. (For additional information, see Activities Three, Four and Five of the Unit Three Activity Guide.) |
| Practise using criteria as a basis for analyzing information. | Are international arrangements, such as treaties, a better mechanism to ensure the security of a nation, than reliance on military force? | Review the military situation in Europe in April of 1945.<br>• Note that the future of Germany became a major issue among the Allies. |
| Practise applying the criteria from the critical attributes of a relevant concept. | Did the events of the Second World War influence the strategy major nations adopted to ensure their security following the war? | In a discussion, the class could identify factors (criteria) that influence the foreign policies of nations.<br><br>Have the students identify some of the major political, economic, and military factors that affected the decision-making processes in 1945. |
| Practise defining a problem, stating an hypothesis that can be used to deal with the problem, and finding data that will confirm or disconfirm the hypothesis. | How has development of the nuclear bomb affected the mechanisms nations will use to ensure their national security? | Have student groups represent one of the following nations: Soviet Union, United States, Britain, France, Poland, and Germany. |
| Practise describing cause-effect relationships. | Does the presence of the nuclear threat promote peace or encourage non-nuclear military actions on the part of nations? | The tasks are:<br>• identify major factors that would influence the foreign policy decisions of the nation they represent;<br>• identify the short-term and long-term goals of their respective nation;<br>• describe their vision of postwar Germany: its borders, its economic and military potentials; and,<br>• identify mechanisms to ensure the prevention of future German aggression and long-term stability in Europe. |
| Learn/practise communicating complex ideas in a seminar format. | | Groups will present their proposals and discuss the rationale for these proposals.<br>• The groups will then meet, in a conference setting, and attempt to reach agreement on a common policy to deal with post-war Germany. |
| Review various communication skills. | | The students should compare the proposals with the actual positions and actions taken by the powers. |

## Content

### Yalta Conference

**At the February 1945 Yalta Conference, Britain, the Soviet Union, and the United States reached some agreement on the shape of postwar Europe.**

- Germany would be divided into zones of occupation, and would pay an indemnity.
- The nations of Eastern Europe had the right to hold free elections, but the governments must be pro-Soviet.
- Throughout the region, communist-controlled coalition governments became the rule.

### Truman and Growing Mistrust Among The Alliance

On April 12, 1945, Roosevelt died and was succeeded by Harry Truman.

- **Truman was convinced that the Soviets needed the West far more than the West needed them.**
- **He curtailed Lend-Lease aid and threatened to stop American economic aid to the Soviets if they did not meet American demands regarding Eastern Europe.**

### Potsdam Conference

At the last meeting of the "Big Three", Truman demanded immediate free elections for the countries of Eastern Europe.

- Stalin refused claiming that it would result in the election of anti-Soviet governments.

**Short of war, the western powers could do little to force the Soviets to ease their grip on Eastern Europe.**

Some agreements were reached at Potsdam.

- The Soviet frontier was moved far into what had been Poland.
- Poland was compensated with former German territory east of the Oder-Neisse river.
- Germany would be divided into zones of occupation until the final peace treaty was concluded.
- There was agreement on the formation of an international organization of nations which would seek to resolve international disputes and avoid another world war.

## Concepts (Knowledge Objectives)

### Soviet Policy Objectives:

- The division of Germany into zones of occupation, reparation payments, and restrictions on German rearmament ensured that Germany would not be able to become a military threat in the future.
- **Germany had been actively aided by anti-Soviet governments throughout Eastern Europe. The establishment of "friendly" pro-Soviet governments in Eastern Europe would act as a barrier to future German invasions.**

Know that at the time of the Yalta Conference, the Soviets were in a strong position - the Red Army was within 100 miles of Berlin and occupied most of Eastern Europe.

- The presence of the Red Army throughout Eastern Europe placed that region within the Soviet sphere of influence.

Know that President Truman did not trust the Soviets and was prepared to use American economic and political power to force the Soviets to comply with American demands.

### Domestic Political Considerations

**Know that the public in the Western democracies was tired of war and was not prepared to engage the Soviet Union in a war over Eastern Europe.**

- The wartime alliance with the Soviet Union had eased the western public's fear of the Soviet Union.

Know that the Red Army captured Berlin.

### Mutual Allies Suspicion

**Know that the Grand Alliance against Hitler was dissolving as postwar concerns of the individual members became more immediate.**

- Know that the prewar distrust of the Soviet Union, by the western democracies, resurfaced as the war appeared to be ending.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Strategic Interests, Spheres of Influence, and Ideology. (For additional information, see pg. 3-19 of the Unit Three Activity Guide.) |
| Practise the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | Do any of the contemporary major powers permit neighbouring nations to pursue completely independent foreign policies? | Discuss with the students the objectives of the Soviet Union and the western powers at the Yalta and Potsdam Conferences.<br>• Note the two contrasting views on the future of Eastern Europe and Germany.<br><br>Have the students, using dialectical argument, select the Soviet or western vision of Eastern Europe, as the most appropriate vision to secure long-term peace in Europe.<br><br>Students can present their findings to the class and be prepared to defend their position. |
| Learn some of the skills involved in mediation. | Does the existence of superpowers infringe on the ability of smaller nations to implement independent foreign policy options?<br><br>Is there justification for one nation to interfere in the internal affairs of another nation? | **Evaluation instrument:**<br><br>After discussing and exploring the two competing visions concerning postwar Europe, the students can prepare a short paper describing a possible compromise solution that would have satisfied both the Soviets and the western powers. |

## Content

### The Atomic Bomb and the Alliance

While the leaders of the Big Three met at Potsdam, in July 1945, the war in the Pacific was coming to a horrifying conclusion.

- Since November of 1944, the Japanese home islands were being heavily bombed.
- One bombing of Tokyo had resulted in the death of 80,000 people.

**Neither the Americans nor the British wanted the Soviets to officially enter the war against Japan.**

- The prospect of the Soviets receiving a share of the occupation of Japan and other territorial gains in the Far East, was not comforting to the western leaders.
- A speedy conclusion to the war against Japan would largely pre-empt Soviet territorial gains.

Another concern for the American leadership was the estimated human cost of a major invasion of Japan. Hundreds of thousands of American soldiers would be killed in any invasion.

**The invasion never materialized. In August, the Americans dropped atomic bombs on Hiroshima and Nagasaki:**

- Well over 100,000 people were killed in the two cities.
- On August 14, 1945, Japan formally accepted the Allied terms and on September 2, General MacArthur accepted the formal surrender of all Japanese forces.

Like Germany, Japan was to be occupied, but was not to be divided into Allied occupation zones. The Americans would occupy Japan and Douglas MacArthur would run the nation and transform Japan into a demilitarized and democratic society.

### Collective Security and the United Nations

**Both the Soviets and the western powers agreed to the formation of the United Nations Organization and attended the founding conference in San Francisco in June 1945.**

## Concepts (Knowledge Objectives)

### Atomic Secret

**Know that the western powers had several motives for keeping the development of the atomic bomb secret from the Soviet Union including:**

- **ideological fears of Communism;**
- **sole possession of the Atomic Bomb could be used as a diplomatic device to win concessions form the Soviets;**
- **to maintain a military advantage over the Soviets.**

### Domestic Politics

**Know that domestic politics, the number of possible American casualties, and the desire the end the war quickly, contributed to the American decision to use the atomic bomb.**

**Know that the destructive capabilities of the atomic bomb were not fully realized at the time of the bombing of the two cities.**

### Human Costs of Modern Warfare

**Know that World War II resulted in millions of casualties.**

- **It is estimated that approximately 34 million people died in Europe alone.**
- **The widespread bombing of populated regions, combined with the extermination programs of the Nazis, contributed to the large number of casualties.**

### Collective Security

**Know that nations realized that warfare had become so devastating that some alternative means of resolving international differences and conflict had to devised.**

Know that the commitment of the United States to join the UN indicated that the U.S. was not prepared to return to its prewar policy of international isolationism.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Domestic Political Considerations, Policy Options, and Modern Warfare. |
| | What could be criteria a national leadership could establish to determine when to use its nuclear capabilities? | Indicate to students that the following military and political factors were operating in the Pacific theatre of war against Japan.<br><br>• Japanese soldiers refused to surrender and were willing to fight to the death. This willingness to resist and use of kamikaze pilots resulted in very high Allied casualties.<br><br>• The public within the Allied nations was war-weary and desired a speedy end to hostilities against Japan.<br><br>The new U.S. President, Harry Truman, was faced with a number of options leading to the defeating of Japan. These options included:<br>• demonstrate the use of the new atomic weapon on an unpopulated island to illustrate its power to the Japanese;<br><br>• encourage the Soviet Union to join the battle against Japan;<br><br>• conduct a massive American invasion of Japan;<br><br>• impose a naval blockade of Japan to starve Japan into surrendering; and/or,<br><br>• drop the atomic bomb on a target in Japan. |
| Learn to use the following analytical skills:<br>• defining the main parts,<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | | |

## Content

The new UN Charter provided for a General Assembly in which all members were represented and had an equal vote.

- The Assembly had the power to discuss a wide range of issues and approve new members to the organization;
- Its resolutions were not binding on the members.

**The Charter also created the Security Council.**

- **The Security Council possessed the real decision making powers.**
- **The major powers became permanent members of the Security Council.**
- **Each permanent member possessed veto powers which could prevent any action proposed by the Council.**
- **Only the Council could sanction the use of force or other coercive actions on behalf of the UN.**

**The new UN did possess several advantages over its predecessor, the League of Nations.**

- All the major powers had agreed to join the new organization.
- The Charter provided for the creation of peace-keeping forces to enforce the decisions of the Security Council or simply to maintain the peace.

**Growing differences between the Soviets and the western powers made effective decision making within the UN difficult.**

- **The use of the veto effectively prevented the UN from doing anything which might be counter to the interests of any of the permanent members of the Council.**

**The "Iron Curtain" and the End of the Grand Alliance**

**In early February 1946, Stalin proclaimed that war with capitalism was inevitable.**

**On March 5, 1946, Churchill spoke at Fulton Missouri and made his famous statement that an "Iron Curtain" had fallen across Europe, dividing the continent between the police states of the East and the democracies of the West.**

## Concepts (Knowledge Objectives)

Security Council

Know that what effective power the United Nations possesses, resides with the permanent members of the Security Council. They alone permit any action on the part of the UN to resolve international disputes.

National Sovereignty

**Know that nations are reluctant to relinquish any meaningful decision-making powers to an international authority.**

- **The UN Charter forbids interference in the internal affairs of its members.**
- **The powers allocated to the Security Council and the permanent membership of the victorious Allied powers, clearly indicated that the great powers had no intention of allowing the UN to restrict their respective agendas.**

Know that the United Nations, like the League of Nations, did not possess any military forces, independent of its members.

**Veto Power**

**Know that the political antagonisms between the two superpowers, the Soviet Union and the United States, resulted in the frequent use of the veto which paralyzed UN action.**

Know that Churchill was aware that only the United States possessed the necessary resources to meet the challenge of the spread of communism.

**Public Opinion**

**Know that politicians often use public pronouncements to sway public opinion.**

National Power

Know that national power is an expression of a nation's economic strength, industrial infrastructure, access to essential resources, and military capacity.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Application Lesson for: Domestic Political Considerations, Policy Options, and Modern Warfare. |
| | | The class may also develop additional options for ending the war against Japan. |
| | Would the danger of the use of nuclear weapons diminish if most nations were capable of developing such weapons? | Divide the class into groups. Each group will select two of the available options.<br><br>The task of the group involves preparing a short paper supporting one of their selected options. |
| Practise defining and applying criteria as a basis for making an evaluation. | | The group could use an analytical grid when selecting their preferred option.<br><br>When selecting a preferred option, the group should consider:<br>• the length of time required to end the hostilities;<br>• the projected Allied casualties resulting from the option;<br>• the number of civilian casualties;<br>• the support of the American population for the option; and,<br>• the support of the Allies for the selected option. |
| Practise using grids as a method of organizing information for analysis. | | |

## Content

### Mutual Suspicions

**The Soviets and the western powers had differing postwar goals:**
- The U.S. advocated policies of international free trade, limiting barriers to investment, democracy and self-determination.
- Soviet postwar policy centred on securing its European border by controlling Eastern Europe.
- Control of that region was also seen as proper compensation for the fearful losses suffered by the Soviet Union in the war.

**To the Americans, the activities of the large communist parties of France and Italy, the Greek civil war, and Soviet pressure on Turkey, were all indications of a sinister Soviet plot to acquire world domination.**
- The revelations, in late 1945, that the Soviets had well-established spy rings in North American and Britain, galvanized western public opinion on the "evil intentions" of the Soviets.

American Leadership and the Cold War

Britain had sustained great damage during the war. Its status as a world power was questionable.
- Its resources were limited and it could no longer sustain its traditional spheres of influence.
- In February 1947, Britain informed the U.S. that it could not continue to provide economic and military support to Greece and Turkey.
- The United States was prepared to assume that responsibility.

**Truman Doctrine: The Policy of Containment**

**The Truman Doctrine was proclaimed on March 12, 1947, when President Truman asked the U.S. Congress to provide military and economic support for Greece and Turkey.**
- **Truman indicated that the U.S. would support "free people who are resisting attempted subjugation by armed minorities or by outside pressures."**

## Concepts (Knowledge Objectives)

### Strategic Interests

**Know that the postwar agendas of the members of the wartime alliance were not similar.**

Know that a strategic interest involves either protecting or extending a source of power.
- A national priority would involve insuring the nation's security.

**Know that the Soviets were determined to prevent another devastating invasion of the Soviet Union.**

### Public Perception

Know that western public opinion was that the Soviet Union was a hostile and aggressive enemy.

**Know that many Americans believed that communist groups, although in different nations, were all controlled by Moscow.**
- Many Americans and westerners believed that the goal of communism was to dominate the world.

Expressions of Power

Know that power may be expressed through:
- the use of force;
- reliance on authority; and/or,
- through the use of influence.

Know that Britain's industrial infrastructure, economic and political resources were severely damaged during the war.
- Britain no longer had the necessary resources to dominate specific geographic regions.

### Containment

**Know that the United States was prepared to provide military and economic aid to any government that was threatened by a communist or procommunist insurrection.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Communication* |
| | Does freedom of speech and allowing the free flow of information and ideas threaten:<br>• a democracy; or,<br>• a totalitarian society? | Concept Application Lesson for: Public Opinion, Mass Media, Totalitarianism, and Propaganda.<br><br>Review the characteristics of totalitarian regimes and contrast those regimes with democratic societies in terms of the dissemination of information to the public. |
| Practise various communication skills.<br><br>Learn to describe cause-effect relationships within data.<br><br>Practise using facts, good argumentation, and sound reasoning to support your opinions.<br><br>Practise making generalizations. | Is the curtailment of the free flow of information and free speech, in a democracy, ever justified:<br>• during national emergencies such as a war;<br>• when such information threatens the existence of the social structure of the society; or,<br>• when it attacks a minority or a religion?<br><br>Should there be limits to freedom of speech in a democracy?<br><br>Does propaganda necessitate the transmitting of false or misleading information to the public? | Note that all forms of media within a totalitarian state are regulated by the government. Free speech and the free flow of information are curtailed.<br><br>Note that the West sent a constant flow of information to the Soviet-controlled states of Eastern Europe. Messages from the West condemned the Soviet system and the Soviet presence in Eastern Europe and praised the freedom and the affluence of the West.<br><br>Have some students prepare a ten minute broadcast to Eastern Europe from the "Voice of Freedom" radio station. The broadcasts should contain a mixture of praise for the democratic system and condemnation of the communist regimes of Eastern Europe.<br><br>Have some students prepare a similar broadcast from Radio Moscow aimed at Western Europe. The broadcast should contain a mixture of praise for the communist system and the Soviet Union and condemnation of the Western capitalist powers. |

## Content

### Marshall Plan to Stop Communism

The nations of Europe were devastated by the war and lacked the funds to reconstruct their economies. Only the United States had the necessary wealth.

**In June 1947, the U.S. Secretary of State, George Marshall announced the European Recovery Program (Marshall Plan).**
- **$15 billion would be available to the nations of Europe over a three-year period.**
- **All European states including the Soviet Union were eligible.**
- **The Soviet Union refused and also pressured the states of Eastern Europe not to participate.**

Sixteen Western European nations formed the Organization for European Economic Co-operation (OEEC), which coordinated the general economic recovery.

**The communist takeover of Czechoslovakia, in February 1948, convinced a reluctant U.S. Congress to provide the necessary funds for the Marshall Plan.**

### Soviet's Tighten Their Control Over Eastern Europe

**Reacting to the Truman Doctrine and the Marshall Plan, Stalin solidified control over Eastern Europe.**
- **By 1948, the communists controlled all the nations of Eastern Europe.**

### The Atomic Secret: End of an Monopoly

**The issue of the development of the atomic bomb and the access to the necessary technology involved in its development symbolized the mistrust between the Soviets and the West.**

**In 1945, the United States was the only nation with the ability to construct the atomic bomb.**
- **Plans to place the manufacturing and control of atomic weapons under international control were never fulfilled.**

## Concepts (Knowledge Objectives)

### Economic Prosperity

**Know that political instability often increases during periods of economic instability.**

Know that the United States had not suffered any physical damage to its industrial and economic base during World War II.

Know that an economically healthy Europe benefited the United States.
- It would provide valuable markets for American exports.
- Economic prosperity would reduce the prospect of communist gains in Western Europe.

### Marshall Plan

**Know that the Marshall Plan did facilitate an economic recovery of the nations of Western Europe.**
- As Western European economies recovered, the threat of communist electoral victories in France and Italy diminished.

### Alliances

Know that nations form alliances for economic, political, military, and social reasons.
- One major reason for nations to form alliances is a perceived external threat to those nations.

### National Sovereignty

**Know that the national governments of Eastern Europe exercised limited control over their respective decision making.**
- **By the late 1940s, the Soviet Union controlled the foreign policies of the states of Eastern Europe.**

Know that in response to the Marshall Plan, the Soviet Union and the nations of Eastern Europe formed their own economic alliance.
- The economies of the nations of Eastern Europe were "Sovietized":
- Agriculture had to be collectivized, industries were nationalized, and private property was abolished.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy* |
| Practise using grids to categorize and classify material so that it can be analyzed. | Does the existence of several superpowers, with nuclear capabilities, promote or endanger world peace and stability? | Concept Application Lesson for: Superpowers, and Strategic Interests. (For additional information, see Activity Eight of the Unit Three Activity Guide.)<br><br>An outcome of World War II was a dramatic shift in the power relationship among nations. New superpowers emerged in 1945. |
| | | Use analytical grids to have students identify the criteria which determine the political, military, and economic strength of a nation. |
| | In the post-Cold War period, is it essential that a nation possess nuclear capabilities in order to be viewed as a powerful nation? | Students should consider such factors as:<br>• population;<br>• size of armed forces;<br>• miles of railroads and highways;<br>• heavy industry;<br>• economic strength (extent of trade);<br>• national budget;<br>• availability of key resources;<br>• unity within the nation; and,<br>• education and research infrastructure. |
| Practise defining and applying criteria as a basis for making an evaluation. | What must a nation must possess in order to gain and sustain the position of a major power:<br>• population;<br>• industrial infrastructure;<br>• availability of key resources;<br>• educational infrastructure; or,<br>• large military forces? | Have the groups use their grids to determine the major powers and rank those powers in 1939 and in 1945.<br><br>Why did the power relationships change between those years?<br><br>How did the war change the criteria for determining the strength of a nation? |

## Content

- **Both the United States and the Soviet Union continued to develop their own highly secretive atomic programs.**
- The Americans were stunned when the Soviets successfully tested an atomic device in 1949.

In 1950, the American public became aware that the Soviets had obtained atomic secrets through espionage.

- An American couple, Ethel and Julius Rosenberg were charged with treason and were executed.

### Berlin Blockade

At the conclusion of the war, the British, French and Americans demanded and received zones of occupation in Berlin.

- **Angered at Western actions in Western Germany, the Soviets sealed all land routes from the west to Berlin in 1948.**
- The Soviets hoped to force the western powers out of Berlin.
- The West responded with a massive airlift of supplies to the city for almost one full year.
- In May, 1949, the Soviets lifted the blockade.
- The affair further soured relations between the Soviets and the Western powers.

### Nato and the Warsaw Pact

**The North Atlantic Treaty Organization was created in April 1949.**

- It included most of Western Europe, Canada, and the U.S.
- Its members were committed to the mutual defense of all members.
- West Germany and a number of the western European states were to eventually join NATO.

Soviets Response to NATO

**In 1955, the Warsaw Pact, the communist counterpart to NATO was established. It formalized the status quo, by dividing Europe into two opposing military camps.**

**The European status quo was to remain in effect for many decades.**

## Concepts (Knowledge Objectives)

Espionage

Know that throughout history, nations have engaged in espionage. The discovery of foreign spies and spy networks can have an impact far beyond that of illegal transfer of information.

Central Intelligence Agency

Know that the 1947 National Security Act in the U.S. created the Central Intelligence Agency (CIA) to handle foreign information gathering and espionage.

### Geography and Political Options

Know that Berlin was located within the Soviet occupation zone and that its links with the West depended on Soviet compliance.

- **Know that the geographic isolation of Berlin, the presence of Red Army forces, and a lack of western public support for another major war combined to make a military response to the blockade difficult.**

### Political Options

**Know that the western powers were not prepared to withdraw from West Berlin.**

- **They were prepared to launch a major airlift to provide essential materials to Berlin.**

### Alliances

**Know that Canada was one of the early advocates of NATO.**

**Know that Europe, with its two opposing alliances, resembled the political-military situation on the eve of World War I.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Issues* |
| Practise making hypotheses based on reasonable assumptions and inferences. | What criteria should be used to determine whether an idea or belief represents a significant threat to the well-being of the nation? | Concept Application Lesson for: Containment, Democratic Society, and Totalitarian Society.<br><br>Hold a class discussion on the following issue:<br>• Why is the containment of an idea more difficult than the containment of a disease? |
| Practise developing generalizations about a concept. | Who should determine whether a specific idea or belief represents such a threat? | Have the students discuss and list the options governments can use in attempting to restrict information and ideas that represent a threat to the existing system of decision making. |
| Practise using the criteria the critical attributes of a relevant concept. | What type of society is more prone to attempt to restrict its public access to information:<br>• a democratic society; or,<br>• a totalitarian society? | Using the dialectic process, have student groups consider whether a democratic society or a totalitarian society, with their respective leaderships, is better able to "contain" threatening ideas within society? |
| | Are both western democracies and communist-controlled regimes guilty of interfering in the internal affairs of other nations in attempts to impose their systems of governing? | **Alternative strategy**<br><br>Students could research specific examples of the application of containment policies by western powers to contain the expansion of communism or attempts by the Soviet Union to restrict the spread of democratic ideals in its client states. |
| | Are both western democracies and totalitarian regimes guilty of attempting to restrict information and ideas to the citizens of their respective nations? | Examples could include:<br>• Central America;<br>• Viet Nam;<br>• Korea;<br>• Malaysia;<br>• Hungary; and,<br>• Czechoslovakia. |

## Content

**The Cold War: The Asian Theatre and the Chinese Revolution**

**The Second World War had interrupted a bitter civil war between the Chinese Nationalists, the Kuomintang led by Chiang Kai-shek, and the Chinese Communists led by Mao Tse Tsung.**

The contest to control the world's most populated nation preceded the war.

- Despite the involvement of a communist movement in a civil war in the 1920s, the Soviet Union provided military experts to help the Kuomintang unite the nation.
- The Chinese Communists, on occasion, aided the Kuomintang in uniting the nation.
- In 1927, the Kuomintang launched a campaign to eradicate the Chinese Communists. Thousands were executed.
- The remnants of the Communist Party, led by Mao, fled to Hunan province in the interior.
- He attracted considerable support from the peasants with a promise to seize land from the landowners and give it to the peasants.
- In 1930, Chiang's Kuomintang forces renewed their attack on Mao's People's Liberation Army.

War Against Japan

In July 1937, Japan launched a massive invasion of China. They had already occupied Manchuria.

- An uneasy alliance between the Kuomintang and the Communists was formed.
- During the war Mao's Peoples' Liberation Army (PLA) as able to liberate large areas of northern China from Japanese control.
- In liberated regions, the peasantry was given land.
- The reputation of the PLA rose during the war.
- By the end of the war, Mao's forces controlled large sections of Northern China.

**Chinese Civil War**

**At the end of the war, the Americans tried to mediate between the two Chinese leaders.**

## Concepts (Knowledge Objectives)

**Chinese Civil War**

**Know that the civil war between communist and non-communist forces in China, predated World War II.**

- **The civil war was, in part, a contest between two ideologies.**

Ideology

Know that the characteristics common to all ideologies are:

- a set of assumptions;
- an interpretation and explanation of the past and present;
- a vision of the future and strategy to achieve that vision; and,
- a simple, believable picture of reality.

Know that the Kuomintang instituted a campaign to eradicate the Communist Party in the late 1920s.

- The "Long March" was a 6,000 mile journey over very difficult terrain.
- The PLA was constantly being attacked by Kuomintang forces.
- Only 20,000 of the original 100,000 PLA members survived the March when it ended at Yenan in October of 1935.

Know that the peasantry constituted 97% of China's total population.

**Guerrilla Warfare**

**Know that Mao's forces initiated a military campaign against the Japanese which featured hit and run attacks then retreats into the interior.**

**Soviet Intervention**

**Know that the Soviets did not greatly aid the Chinese Communists at the end of World War II.**

- The Soviet Union signed a treaty with Chiang, thereby accepting the Kuomintang as the legitimate government of China.
- Soviet forces occupied Manchuria and "removed" to the Soviet Union $2 billion of industrial machinery.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| Practise using the critical attributes of paradigms as a basis for analyzing data. | What criteria should be used to determine whether a technology or body of knowledge should be shared and/or controlled by the international community? | Concept Application Lesson for: Strategic Interests, Ideological Perceptions, and Spheres of Influence. (For additional information, see pg. 3-20 of the Unit Three Activity Guide.)<br><br>Review the areas of growing disagreement between the Soviet Union and its western allies at the end of World War II. These include:<br>• ideological differences;<br>• the future of Soviet-occupied Eastern Europe;<br>• the future shape of Germany;<br>• the popularity of communist parties in Western Europe;<br>• the activities of communists in Greece; and,<br>• Soviet maintenance of large military forces while the western powers demobilized. |
| Practise making hypotheses based on reasonable assumptions and inferences. | Does sole possession of a superior military technology, on the part of a nation, promote or endanger international stability? | Note that the U.S. and the British had kept their development of the bomb secret from the Soviets.<br><br>Note that sole possession of the atomic bomb created a debate within the U.S. as to how best to use the bomb to secure peace and political advantages for the West. |
| Practise constructing concept maps as a means of analyzing data and identifying relationships and consequences. | Is it more difficult to retain a close alliance between nations in peacetime than during periods of war?<br><br>Can an international agency regulate technologies such as nuclear power as effectively as individual nations possessing that technology? | Have groups prepare arguments in favour of opposition to sharing the "secret" with the Soviets, placing control of the bomb with the new United Nations, or retaining the "secret" to use for political advantage.<br><br>Each group will also prepare a concept map indicating the short-term and long-term consequences of their strategy. |

## Content

**The American efforts failed and the civil war resumed in 1947.**
- The Kuomintang controlled the urban centres while the Communists held much of the rural areas.
- The Kuomintang received considerable American military assistance.
- By early 1949, Mao had control of Northern China and advanced on the capital.
- Chiang's armies collapsed and the remnants of the Kuomintang army fled to the island of Taiwan.
- **On October 1, 1949, Mao proclaimed the People's Republic of China.**
- Now the most populated nation in the world was under communist control.

**Korean War**

Events in the Korean Peninsula were to activate Truman's policy of containment

**Korea had been divided into two zones of occupation after the war.**
- **The North was occupied by the Soviets who put a communist regime in place.**
- **The South was occupied by the Americans who put an anticommunist regime in place.**

In June of 1950, North Korean forces invaded South Korea. In response, Truman ordered U.S. troops, stationed in Japan, to intervene.

**United Nations Involvement**

**The U.S. sponsored a resolution to the Security Council calling on UN members to send military forces to protect South Korea.**
- **The Soviets could have used their veto power to stop the resolution but were not attending Security Council sessions.**
- **Canada was prepared to contribute to an United Nations' force.**

**American Leadership**

**The UN operation was essentially an American operation:**
- The Commander-in-Chief was U.S. General Douglas MacArthur.
- The U.S. contributed over 50% of the ground forces, 86% of naval forces and 93% of the air power.

## Concepts (Knowledge Objectives)

Know that the Nationalist forces received significant American aid during the civil war.

Communist Victory

Know that a number of factors contributed to the defeat of the Kuomintang.
- The effective resistance to the Japanese made Mao and his PLA appear to be the real defenders of China's independence.
- The peasantry were satisfied with their treatment by the PLA during the war against Japan.
- Areas of China under the control of the Kuomintang were ruled by corrupt and harsh administrations.
- The extensive support Chiang received from the Americans made him appear to be an American puppet.

Know that the Nationalist forces fled to Taiwan after the communist victory on the Chinese mainland.

**Know that western nations perceived the communist victory in China as being evidence of a world-wide communist plan to conquer the world.**

**Containment**

**Know that the policy of containment of communism implied that the United States was prepared to use military force to prevent the expansion of communism.**

Veto Power

Know that the Soviet Union was boycotting the Security Council over the issue of who should represent China on the Security Council.

**Truman Doctrine**

**Know that Truman reaffirmed that his Doctrine applied to Asia by:**
- **ordering the U.S. Seventh Fleet to patrol between China and Taiwan;**
- **extending military aid to the French in Indo-China; and,**
- **ordering the use of U.S. military personnel in Korea.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical and Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Ideology, Guerrilla Warfare, Military Strategy, and Foreign Intervention. (For additional information, see pg. 3-26 and 3-27 of the Unit Three Activity Guide.) |
| Learn to synthesize parts into a meaningful whole, integrate them, and create a new product, rule or theory by:<br>• identifying the parts to be combined and the relationships among them;<br>• identifying a theme or organizer; and,<br>• identifying an effective means of presentation. | Should a powerful nation involve itself in the internal affairs of another nation?<br><br>What should be the criteria for any such involvement:<br>• domestic considerations; or,<br>• international considerations? | Discuss with the students some of the factors which led to a Communist victory over the Nationalists in the Chinese Civil War.<br>• Chiang Kai-Shek's regime failed to institute land reforms to give the peasants control over the land they farmed. This resulted in a loss of support among the peasantry that constituted the largest social group in China.<br>• In areas under their control, the Communists initiated land reforms and consequently won the support of the peasants.<br>• Widespread corruption/mismanagement by the Nationalist leadership resulted in wasting American aid.<br>• The war against the Japanese had an exhausting impact on Nationalist forces and weakened their resources in the battle against the Communists.<br>• Soviet occupation of Manchuria, during the closing days of World War II denied Chiang access to that region's valuable industrial resources.<br>• The reluctance of the United States was reluctant to become militarily involved in the Chinese Civil War on behalf of the Nationalists. |
| Practise constructing concept maps as a means of analyzing data and relationships among that data.<br><br>Practise describing cause-effect relationships. | | Have the students construct a concept map that illustrates the relationships among the forces operating and contributing to the demise of the Nationalist Regime and the Communist victory.<br><br>As an alternative activity, students could use dialectical reasoning to prepare a short paper responding to the question:<br>• Should the United States have intervened in the Chinese civil war to prevent a Communist victory? |

## Content

### Chinese Intervention

**As UN forces drove the North Koreans back towards the Chinese border, the Chinese warned the UN that its forces would intervene if its territorial integrity was threatened.**
- **Chinese forces intervened and drove UN forces down the Korean Peninsula.**
- **By early 1953, UN forces had recouped all of South Korea.**
- **A military stalemate developed.**

### Direction of the War

**Truman and General MacArthur disagreed over extending the conflict beyond Korea.**
- **MacArthur wanted to invade Communist China.**
- **Truman wanted to contain the war to Korea and not globalize the conflict.**
- **Truman relieved MacArthur of his command.**

### Fear of the Communist Threat: Senator Joseph McCarthy

**Communist expansion in Eastern Europe and Asia convinced many in the West that the communists were determined to take over the world.**
- Some western politicians capitalized on this public fear. U.S. Senator Joseph McCarthy spearheaded a movement to seek out communist "sympathizers" and spies in American society and government.
- McCarthy's campaign succeeded in forcing the U.S. government into taking a less compromising stance with the Soviet Union.
- The influence of McCarthy permeated into Canada.

### Khrushchev and Peaceful Co-Existence

**Joseph Stalin died in March 1953 and from 1955 to 1964, all major Soviet policies were directed by his successor, Nikita Khrushchev.**
- **Krushchev initiated a process of liberalization that became known as "de-Stalinization."**

## Concepts (Knowledge Objectives)

### American Involvement

**Know that the vast majority of UN military personnel engaged in Korea were American.**

Know that the Chinese government warned the West that it was not prepared to allow UN forces to cross the Yalu River or to bomb Chinese territory.

### Decision Making and Accountability

**Know that MacArthur publicly stated that Korea should be unified and that the U.S. should aid Chiang Kai-shek in attacking China.**

Military Deterrence

Know that the U.S. maintained large numbers of military personnel in South Korea following the end of the Korean War.

### Public Opinion

**Know that the communist victory in China and the Korean War provided McCarthy with "evidence" of a world-wide communist plan of aggression. McCarthy gained widespread public support.**

Know that Senator McCarthy insisted that the communist victory in China had been greatly assisted by traitors in the U.S. government.
- McCarthy conducted hearings into alleged subversion in the U.S. armed forces.
- Government officials, teachers, actors, and journalists were all targeted for investigation. Many were accused of being procommunists.

### De-Stalinization

**Know that the de-Stalinization program extended some freedoms to Soviet citizens but these freedoms did not include a liberalization of political decision making.**
- **The Communist Party remained the only legal political party.**
- **Political dissent was still prosecuted.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | Are there situations in a democratic society when civilian authorities should become subservient to military authorities? | Concept Application Lesson for: Political Decision Making, and Accountability. (For additional information, see pg. 3-28 and 3-29 of the Unit Three Activity Guide.) |
| Practise making hypotheses based on reasonable assumptions and inferences. | Who should decide the goals of a society in crisis situations such as a major war? | Have the class focus on the issue of who should be delegated decision-making powers within a democratic society?<br>• Should responsibility for decision making be changed during the times of a national emergency such as a war? |
| Practise developing criteria that may be used to evaluate the hypotheses. | In times of national peril, who should posses the ultimate authority to make decisions for the nation? | Make the class aware of the disagreements that existed between President Truman and General MacArthur, over the military and political objectives of the Korean War.<br><br>Discuss the questions:<br>Why did MacArthur and Truman have differing objectives? |
| Practise defining a problem. | In a war situation, what criteria should be used to determine whether the civilian leadership or the military leadership should be responsible for a particular action? | • Have some of the students assume the role of Truman and establish the criteria he would use to make his decisions.<br>• Have some of the students assume the role of MacArthur and establish the criteria he would use to make his decisions.<br>• Have students use the dialectical process to determine whose policy was the most appropriate one in this conflict. |
| Practise establishing criteria as a basis for analyzing and evaluating ideas and decisions. | Should military and civilian leaders be equally accountable to the general public for the decisions they initiate? | Students can form larger groups, on the basis of which person they investigated. Have the groups attempt to establish agreement on the basic values upon which each man's position was based.<br>• Have the two large groups come together and identify the differences in the criteria of the two men.<br><br>Have the students prepare a short paper identifying whether military or civilian leaders should be responsible for national decision making during periods of crisis.<br>• The short-term/long-term consequences of the choices should be noted. |

## Content

**A change in attitude of the Soviet leadership was reflected in Khrushchev's speech to the Twentieth Congress of the Communist Party, in February 1956.**

- In that "secret" speech, Khrushchev launched a lengthy denunciation of the actions of Stalin.

To people accustomed to hearing Stalin praised, even as they feared him, the speech came as a shock.

- During Stalin's regime critics of his policies simply disappeared.

**Khrushchev indicated that it was essential that the West and the communist nations live together in peace. He called for "peaceful co-existence."**

- **News of the speech became known throughout the Soviet Union, Eastern Europe, and the West.**

On the domestic front, attempts were made to improve the life of the Soviet citizen.

- The production of consumer goods such as televisions and refrigerators increased.
- Wages of non-agricultural workers increased substantially.
- Improvements in the agricultural sector proved more difficult.
- Large amounts of wheat had to be imported to meet the nation's needs.
- Canada became a major supplier of wheat to the Soviet Union.

**Eastern Europe: Resistance to Communism**

**Khrushchev's reforms and his denunciation of Stalin had encouraged many in Eastern Europe to believe that similar reforms would occur in their states and that they could gain a greater independence from Moscow.**

- In Poland, Wladislaw Gomulka, a communist reformer, was allowed to institute a number of popular measures. However, he made no attempt to take Poland out of the Soviet sphere of influence.

## Concepts (Knowledge Objectives)

Know that the Khrushchev's denunciation of Stalin was not intended to be made a public statement.

**Peaceful Co-Existence**

**Know that Khrushchev sought to reduce Soviet expenditures on the military and transfer spending to the production of consumer goods.**

Standard of Living

Know that the standard of living of Soviet citizens during the late 1950s and early 1960s improved. Their standard of living remained substantially lower than that of the citizens of Western Europe.

**Sphere of Influence**

**Know that the Soviet Union regarded control of the nations of Eastern Europe as necessary to ensure the security of the Soviet Union.**

- Stalin and Churchill had agreed during the war that most of Eastern Europe would be within the Soviet sphere of influence.

**Know that the Soviet Union placed limits on the degree of independence and freedom it would allow the nations of Eastern Europe.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Peaceful Co-existence, Policy Options, Short-Term and Long-Term Consequences. (For additional information, see pg. 3-31 of the Unit Three Activity Guide.) |
| Practise the skills of discussion and cooperative group work. | In the process of formulating national policy, does the leadership of a totalitarian regime have to be concerned with the sentiments of the general public? | Have student groups assume the role of particular interest groups, within the Soviet Union, who are actively concerned with the direction of Soviet foreign policy.<br><br>Groups could represent:<br>• Soviet military leadership;<br>• Communist Party leadership;<br>• average Soviet citizenry; and,<br>• veterans of the 1917 Revolution. |
| Practise stating a hypothesis based on a principle that will guide behaviour. | Does a degree of tension always exist between the military and civilian authorities in a society? | Each group should take one of the following positions regarding the direction of Soviet foreign policy:<br>• Soviet foreign policy should be one of detente and peaceful co-existence; or, |
| Practise establishing criteria to evaluate ideas and decisions. | What criteria should leaders use to determine whether cooperation or competition is the better policy position? | • Soviet foreign policy should be more aggressive involving support of communist expansion, active competition with the West in the newly independent nations, and destabilization of the western democracies. |
| Practise describing cause-effect relationships. | | Each group should identify short-term and long-term consequences, for the interest group they represent and for all of Soviet society, of perusing a particular policy option. |

## Content

### Spheres of Influence: Hungary

In October 1956, the people of Budapest demonstrated and forced the unpopular leadership to flee the capital.

- Imre Nagy, a communist reformer, became Prime Minister. Nagy promised free elections and the removal of Soviet forces from Hungary.

**The announcement that Hungary would leave the Warsaw Pact provoked the Soviets. On November 4, 1956, Soviet forces invaded and fierce battles ensued.**

- The revolt was crushed but at a heavy cost. 30,000 Hungarians were killed and nearly 200,000 fled their nation.
- It was a clear message to the rest of Eastern Europe that the region was in the Soviet sphere of influence.

**The non-intervention of the West was "de facto" recognition that Eastern Europe was in the Soviet sphere of influence.**

### North America: The American Sphere of Influence

The primary concern of a nation is securing its territorial integrity.

- As Soviet offensive capabilities increased, the U.S. perceived itself to be increasingly vulnerable.

**The defense of North America was of paramount importance to the U.S.**

- To meet the threat of a Soviet air attack, three radar lines were constructed in the Canadian north.
- The U.S. largely financed and equipped the radar lines.

### North American Air Defense Agreement

**In 1958, the North American Air Defense Agreement (NORAD) was created. It unified the air defense of the continent.**

- **The commander of NORAD was an American.**

**When a Soviet threat did seem to materialize, it was not from the far North, but rather from the island of Cuba.**

## Concepts (Knowledge Objectives)

### Nationalism

**Know that the communist regimes of Eastern Europe and the presence of the Red Army throughout Eastern Europe created resentment towards the Soviet Union.**

### Resistance

Know that the Hungarian populace was aided by elements of the Hungarian military in resisting Soviet forces.

### Foreign Intervention

Know that British and French military intervention in Egypt made it difficult for the western powers to accuse the Soviets of aggression towards another independent nation.

### Superpower Confrontation

**Know that the presence of the Red Army meant that Western intervention in Hungary would have led to a military clash between the two superpowers and perhaps to the use of nuclear weapons.**

**Know that the Soviet Union was clearly identified as the major threat to the safety of North America.**

### Vulnerability

Know that military technology made the United States vulnerable to a Soviet attack from the North.

### Integration

Know that Canada and the United States had initiated joint defense planning during World War I and following World War II.

- The United States possessed the economic and military resources to maintain a significant defense posture in the Arctic region.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Foreign Intervention, Spheres of Influence, and Superpower Confrontation. (For additional information, see pg. 3-32 of the Unit Three Activity Guide.) |
| Practise using the critical attributes of paradigms as a basis for classifying data and analysis. | Does one nation have the moral right to impose its political values and structures on another nation? | Describe to the class that violence and loss of life was associated with the Hungarian Uprising of 1956.<br>• Indicate that many Hungarians had felt that the Western Powers would aid them against the Soviets and the Hungarian communists. |
| | What criteria should be used to determine a nation's sphere of influence? | |
| Practise using criteria to evaluate ideas and decisions. | | The Western nations did not aid the Hungarians. Provide the students with a number of possible reasons for western non-intervention. These reasons might include: |
| | Is foreign intervention on the part of one nation in the affairs of another nation justifiable in certain circumstances:<br>• on humanitarian considerations;<br>• on strategic and military considerations; or,<br>• on domestic support for intervention? | • Did the western powers felt that the Russians were correct in taking action in Hungary?<br>• Was the West was afraid that their active involvement in Hungary might lead to an expansion of war and possibly a nuclear war between the superpowers?<br>• In 1956, was the West was more concerned with events surrounding the Suez Canal?<br>• Did the West feel that it stood little chance of military success in Hungary? |
| Practise the skills and attitudes of cooperative group work. | | Have student groups discuss these and other explanations. Groups are to select the explanation or combination of explanations they feel are the most accurate and prepare a short presentation supporting their choices. |

# History 20
# Unit Four
# Self-Determination and the Superpowers

## Unit Four: Self Determination and The End of the Cold War

### Overview

The political situation that existed prior to the Second World War did not survive the war. The magnitude of the war diminished the resources of the European colonial powers and their willingness/ability to continue to exercise control over widespread colonial possessions. The people of the colonies were also prepared to challenge a return/continuation of prewar conditions. Indeed, prewar conditions could not return. Following the Second World War, two superpowers were to emerge. Only the United States and the Soviet Union had the realized and potential resources, to influence events and policies significantly on a global scale.

This unit will examine:

- how the rise of nationalism among colonized peoples and their demands for independence affected both the colonial power and the colonized peoples. The responses of the involved parties, the expressions of the struggle for independence in terms of tactics, were to be varied;
- how the realities of the Cold War and the superpower confrontation were to impact the decolonization process;
- how the struggle between the superpowers, which continued for many decades, was to influence events throughout the world; and,
- how the numerous economic, social, and political forces that were in operation during the last decades of the 20th century were to lead to the fragmentation of the Soviet Union.

This unit will focus on the decades following the Second World War and the new political realities that were to dominate those decades. One of those realities was the rise of nationalism among colonized peoples. This nationalism was articulated in various independence movements. The process through which the colonies achieved political independence was characterized by both the use of violent and non-violent tactics.

Another pervasive feature was the Cold War - the ideological struggle between the new world superpowers, the Soviet Union and the United States. The realities of the Cold War, the superpower confrontation and the response of the various colonial powers to the new realities, were to all influence the decolonization process.

The struggle between the superpowers was to continue for four decades culminating in the fragmentation of the Soviet Union. With the fragmentation of the Soviet Union, various forms of ethnic nationalism re-emerged in its former republics. In Eastern Europe, the former client states dislodged unpopular communist governments and reasserted their independence. The ending of the so-called Cold War did created new political realities of a global magnitude.

## Unit Four: Foundational Objectives

### Concept: Self-Determination and the Superpowers

**Knowledge Objectives** The student will:

- Know that all nations must determine how to use their available human and material resources and that determination will involve choices among perceived/real demands on those resources.
- Know that scarcity is the relationship that occurs because the unlimited wants exceed the limited resources available to meet those wants.
- Know that major events/situations such as wars will affect the resources a nation has available and will influence how those resources are used.
- Know that distinct populations will seek to have control over the decision making processes which affect their lives.
- Know that groups seeking to fulfil their agendas have a number of alternative methods to achieve those agendas including the use of violent and nonviolent tactics.
- Know that nations will sometimes consider certain geographic regions, including other nations, as being of strategic importance to their interests and will seek to have a preponderance of influence over that region.
- Know that every society has to establish some fundamental criteria that can be used to justify the allocation of supreme power within that society to certain individuals or groups.

**Skills/Abilities** The student will:

- Learn and practise to synthesize parts into a meaningful whole, integrate them, and create a new product, rule or theory by:
  - identifying the parts to be combined and the relationships among them;
  - identifying a theme or organizer; and,
  - identifying an effective means of presentation.
- Learn and practise defining and applying criteria as a basis for making decision and evaluations.
- Practise the basic research skills of:
  - classifying information into meaningful categories;
  - distinguishing between relevant and non-relevant information; and,
  - summarizing information.
- Learn and practise making hypotheses based on reasonable assumptions and inferences.

**Values Issues** The student will discuss:

- Should domestic considerations take precedence over external considerations?
- Should external considerations take precedence over domestic considerations?
- How do governments determine/identify what needs will be met with the resources available to them?
- Do the ends justify the means or do the means justify the ends?
- Are there some causes/issues which justify the use of violence?
- Is it possible for diverse populations to live harmoniously within a single political entity?
- Is it possible to contain/restrict a political ideal or belief to a geographic area?
- What criteria should be used to determine a nation's foreign policy?
- Is it possible to win a nuclear war?
- Is it possible to limit a nuclear war?
- Is it possible to make a fair and accurate comparison between the standard of living of the populace of different nations?

## Core Material for Unit 4

| Core Content | Core Concepts | Suggested Time Allotment |
|---|---|---|
| New Political Realities: The Post War Period (p.406)<br>• The Independence Struggle: The End of the Old Order (p.406)<br>• Resistance to Colonial Independence (p.414) | National Priorities<br>Superpowers<br>Self Determination<br>Nationalism<br>Resistance | 5 hours |
| The Containment of Communism (p.414)<br>• American Intervention in Vietnam (p.414)<br>• Superpower Confrontation: The Cuban Missile Crisis (p.418)<br>• Increasing Intervention: The U.S. in Vietnam (p.420) | Containment<br>Intervention<br>Sphere of Influence<br>Foreign Intervention<br>Military Strategy | 6 hours |
| End of the Cold War: Growing Economic Disparity (p.422)<br>• Mikhail Gorbachev: Meeting the Challenges (p.424)<br>• End of Soviet Hegemony in Eastern Europe: The Rise of Solidarity (p.428)<br>• Collapse of the Soviet Union (p.430) | Standard of Living<br>Economic Disparity<br>Decision Making<br>Perestroika<br>Social Contract<br>Ethnic Diversity | 5 hours |
| Time to cover the core material | | 16 hours |
| Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension | | 4 hours |
| Total class time | | 20 hours |

The core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core; teachers may choose to work through all, some or none of the material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the concepts, skills, and values objectives of the course.

## Content

### New Political Realities: The Postwar Period

**A new political order with new political realities emerged in the period following World War II.**

- The devastation of the World War and the rise of colonial independence movements contributed to a diminishing of the influence and role European states were to play in the international arena.
- **A new political reality was the emergence of the United States and the Soviet Union as the world's two political and military superpowers.**
- Their rivalry was to dominate and influence politics on a global scale.

### The Independence Struggle: The End of the Old Order

The prewar political status quo had featured the colonial powers exhibiting a secure hold on their possessions.

- The war diminished the power of European nations to direct and control other regions of the world.
- Colonial powers such as France, Belgium, the Netherlands, Britain, and Japan had all actively engaged in the war and suffered damages consistent with being battlefields.
- These nations had suffered great losses of manpower which compounded the war's devastation.
- The Japanese victories in the war aptly demonstrated that the European powers could be successfully challenged by non-Europeans.

### Policy Options

**These nations had to determine how to allocate the limited resources available to them in 1945. They were faced with a number of policy options at the war's end including:**

- **use their resources and manpower to meet the domestic needs of rebuilding the economic infrastructure;**
- **expend valuable resources in an attempt to reimpose control over their colonies; and,**
- **accept the loss of their colonies and minimize the associated dislocations.**

## Concepts (Knowledge Objectives)

Imperialism

Know that the European powers derived economic benefits from the possession of colonies and felt little need to alter the political relationship with the colonies.

Know that the Indian subcontinent provided considerable military personnel to the British war effort.

Limited Resources

Know that the Second World War devastated the economies and military strength of many of the major participants. Many nations emerged from the war lacking the capacities to reassert their former leadership and power.

- Know that the material and human resources available to the European nations were limited at the end of World War Two.

National Priorities

Know that governments have to determine the expenditure of the nation's resources and that public opinion will impact on how those resources are utilized.

Know that the control exercised by some colonial powers over their colonies had been disrupted by the war.

### Superpowers

**Know that following World War II, the United States and the Soviet Union were the only nations that possessed the resources to influence events significantly in other regions of the world and the policies of other governments.**

**Know that the superpowers viewed independence movements as opportunities to extend their respective influence or as challenges to their existing influence.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy*<br><br>Concept Development Lesson for: National Priorities, Policy Options, and Imperialism. (For additional information, see pg. 4-6 of the Unit Four Activity Guide.) |
| Practise the skill of categorizing material according to some system in order to make it meaningful.<br><br>Practise basic research skills:<br>• classifying information into meaningful categories;<br>• distinguishing between relevant and non-relevant information; and,<br>• summarizing information.<br><br>Practise developing a grid that can be used to categorize and classify data.<br><br>Practise establishing criteria to evaluate decisions. | In the operation of the national decision-making processes, do the needs of one particular group of people or a particular geographical region take precedence over the needs of other groups or regions?<br><br>Should domestic considerations take precedence over international and/or colonial considerations? | Have the class attempt to identify the elements that make a nation economically and politically strong. Note factors such as:<br>• communication and transportation infrastructure;<br>• employment levels;<br>• health and education levels; and,<br>• national security.<br><br>Discuss the widespread devastation caused by the Second World War to the nations of Europe. Note the economic situation facing most of the European states in 1945.<br>• Have students, working in groups, represent one of the European states which still possesses colonies.<br><br>The responsibilities of groups include:<br>• researching the economic, social and political conditions facing their nations in 1945;<br>• determining the benefits and costs of maintaining colonies;<br>• preparing a concept map or analytical grid to illustrate the short-term and long-term consequences of maintaining or not maintaining colonies; and,<br>• preparing a policy recommendation for their government.<br><br>Groups will present their report to the class and be prepared to defend their position. |

## Content

### Influences on the Decolonization Movements

**The independence movements which emerged following the Second World War were influenced by several contemporary global forces.**

- **The ideological struggle between the Soviet Union and the United States often internationalized regional independence struggles turning them into ideological contests.**
- The dissemination of knowledge and technology led to rising expectations in terms of living standards and human rights in all regions of the world.
- The demands by the colonial populations for political independence were influenced by western ideals. It appeared inconsistent for the western democracies to have been fighting for freedom in the war, while denying freedom to those in the colonies.

Gandhi: Nonviolence and Independence

Mohandas Gandhi profoundly influenced both the course of the independence movement in the Indian subcontinent and the independence movements in other colonial regions.

- Gandhi's strategy of relying on nonviolent protest when confronting political resistance, provided a model for other independence movements.

Gandhi, a British-educated lawyer, first became active in defending the rights of the Indian population in South Africa.

- Upon his return to India, Gandhi was to assumed leadership of the Congress movement.
- The Congress movement, created in 1885, united diverse ethnic and regional groups, with the ultimate goal of political independence from Britain.
- Gandhi believed that Indian independence could be achieved through nonviolent methods.
- He attracted both Hindu and Moslem supporters and created a mass movement.

## Concepts (Knowledge Objectives)

### Self-Determination

**Know that Article 3 of the Atlantic Charter of 1942 recognized "the right of all peoples to choose the form of government under which they live".**

Enfranchisement

Know that groups, within societies that did not have access to the national decision-making processes, increasingly demanded equality of opportunity.

Western Influences on Independence Movements

Know that many of the independence leaders were educated in the western democracies and were acquainted with the basic values of their host nations.

- Mohandas Gandhi of India, Julius Nyerere of Tanzania, and Jomo Kenyatta of Kenya, were among independence leaders who received formal education in western nations.
- Know that forces for colonial freedom used western ideals as a justification for their respective causes.

### Ethnic Nationalism and National Unity

**Know that the desire of ethnic groups for political legitimization, as distinct groups, places pressure on national unity in the host nation.**

Congress Party

Know that the Congress Party, which was predominately Hindu, became the major force for Indian independence.

Nonviolence

Know that Gandhi based his independence cause on the principle of nonviolent civil disobedience.

Know that Gandhi practised law in South Africa and became involved in promoting the civil rights of the Indian minority.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Nonviolence, Political Tactics, and Consequences. (For Additional information, see pg. 4-7 of the Unit Four Activity Guide.) |
| | Do the ends justify the means or do the means justify the ends? | Have the class discuss the merits of using violent and nonviolent tactics to achieve political change. Focus the discussion on several key questions:<br>• What are the costs of using violence to achieve a political goal?<br>• What are the short-term and long-term consequences of using violence to achieve goals?<br>• In attempting to achieve political independence, which tactic will achieve the goal in the shortest period of time? |
| Practise defining and applying criteria as a basis for decision making. | Are there some causes or issues that justify the use of violence to achieve goals:<br>• human equality;<br>• preservation of human life; and,<br>• an end to racial/ethnic persecution? | |
| Practise making hypotheses based on reasonable assumptions and inferences.<br><br>Practise describing cause-effect relationships. | | Discuss the impact of violence on public opinion in both the colony attempting to achieve independence and in the colonizing nation. (Note the impact of the media on public opinion during events such as the war in Vietnam).<br><br>Have the students prepare a short paper supporting or opposing the use of violence to achieve political goals. Students:<br>• should note the short-term and long-term consequences of either tactic;<br>• could use grids or concept maps to illustrate their positions; and,<br>• should use contemporary examples to support their contentions.<br><br>Other students could analyze the tactics used by contemporary interest groups to fulfil their respective agendas. Groups could include:<br>• Indigenous peoples;<br>• linguistic/religious minorities; and,<br>• people in Northern Ireland, Sudan, Iraq. |

## Content

Gandhi's relations with the British authorities were strained on occasions.

- Gandhi refused to support the British war effort despite a British promise of independence following the war. For his noncooperation, Gandhi was imprisoned during the war.

**Ethnic Diversity and Tension**

**India was home to many religions and ethic groups. The two largest groups were the Hindus and the Moslems. Relations between the two groups, at times, were strained and violence did occur.**

**Complicating the drive for independence were the differing agendas of Hindu and Moslem groups.**

- Many Moslems sought an independent Moslem state rather than being part of a free India with a Hindu majority.
- Gandhi hoped to bridge the gap between the groups and create a nation encompassing all the diverse populations.

**Independence and Partition of the Indian Subcontinent**

Increased religious strife accompanied the British announcement that independence would occur in 1948.

**Attempts to divide the subcontinent along religious lines proved difficult.**

- In regions such as the Punjab, Muslim and Hindu populations were mixed and equal in numbers.
- The presence of other large ethnic/religious populations, such as the Sikhs, further complicated the political situation.

The Muslim League advocated a separate Moslem state and was not willing to live in a Hindu-dominated nation. The Hindu leadership of Congress reluctantly agreed to the creation of a predominately Hindu India and Moslem Pakistan.

## Concepts (Knowledge Objectives)

**Ethnic Diversity**

**Know that the Indian subcontinent was composed of a multitude of ethnic, linguistic, and religious groups.**

- The largest religious groups in the subcontinent were the Hindus and the Moslems.

Religious Toleration

Know that Gandhi believed that India's religious groups should be able to live together.

- His leadership attracted Moslems and other adherents to the independence movement.

Know that the British promise of independence intensified the debate between Moslem and Hindu groups as to their future political relationship.

Religious Partition

Know that the creation of two separate nations, India and Pakistan, resulted in the dislocation of millions of people.

- It is estimated that as many as 12 million people migrated during the partition period to either Moslem- or Hindu-controlled areas.

Religious Strife

Know that the partition plan did not address the position of significant religious minorities such as the six million Sikhs of the Punjab region.

- Religious strife in India has not always been between Hindus and Moslems, but has also been among other religious minorities.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Concept Development Lesson for: Self Determination, Ethnic Diversity, and Ethnic Nationalism. (For additional information, see pg. 4-8 and Activity One of the Unit Four Activity Guide.) |
| Practise drawing comparisons between known situations and new situations. | Is it possible to achieve a stable political commitment to a national unity in a nation composed of large, diverse ethnic groups? | Discuss the difficulties that can arise when diverse groups live in the same locality. (Note the challenges facing Canada, particularly relations between the French and English communities). |
| Practise defining a problem or problems facing a society. | | Focus the discussion on diversity within India, noting the many languages and the large Muslim and Hindu populations.<br>• Form student groups representing the Hindu population, the Muslim population, Gandhi's supporters, and the British authorities. |
| Learn to define and apply criteria as a basis for decision making.<br>Practise identifying cause-effect relationships. | What system of national decision making is best suited for a society composed of many diverse groups:<br>• a democratic system of decision making; or,<br>• an authoritarian system of decision making? | Groups should indicate:<br>• their position on Indian independence.<br>• what they believe a post-independent Indian subcontinent would look like;<br>• the relationship between the various ethnic groups; and,<br>• the relationship, if any, with Britain. |
| Practise some of the skills involved in mediation.<br>Practise defining a problem, stating a hypothesis that can be used to deal with the problem, and finding data that will confirm or refute the hypothesis. | Should the goal of a nation be to achieve a greater degree of commonalty in terms of culture, religion, and attitudes among its citizens?<br>Is a policy promoting the maintenance of cultural diversity harmful to the unity of the nation? | Following group presentations, the class can attempt to reach consensus on a plan for Indian independence.<br>• Review the major historical events that led to Indian independence, including the creation of Pakistan and India.<br>• Compare the actual events with the group and class plans for independence.<br>Students could prepare individual reports focusing on one of the following questions:<br>• Were the needs of all interested groups addressed in achieving Indian independence?<br>• Is Gandhi's dream of a multiracial nation living in peace and mutual respect possible? (Students could use contemporary situations such as Northern Ireland to support their arguments.) |

## Content

Political Instability

Mahatma Gandhi's assassination, in early 1948, led to widespread violence between Hindus and Muslims.

- The borders established at partition did not go unchallenged. Pakistan and India engaged in several wars over disputed boundaries.

Africa: "The Winds of Change"

In February 1960, while in Africa, British Prime Minister Harold Macmillan stated that:

> ". . . the wind of change is blowing through this continent, and, whether we like it or not, this growth of national consciousness is a political fact."

Although recognizing the rise of African nationalism, Britain still encountered difficulties and some violence in the process of granting independence to its colonies.

- In Kenya, the Mau Mau conducted a campaign of violence against British officials and settlers.
- Jomo Kenyatta, the leader of the Mau Mau, was imprisoned for three years.
- In 1961, Kenyatta was released and became Kenya's first president in 1963.

**The use of violent tactics was not limited to the Black independence movements.**

- **The white minority in Southern Rhodesia had long exercised self-government and was not prepared to relinquish its powers to majority Black rule.**
- When Britain refused to grant independence without Black majority rule, the White-dominated government issued an Unilateral Declaration of Independence in 1965.

A guerrilla war ensued between 1966 and 1977.

- Despite military successes, the Rhodesian government was stretched to the limit.
- Negotiations led to elections in 1980, which ensured Black rule.

## Concepts (Knowledge Objectives)

Mutual Distrust and Hostility

Know that Pakistan and India have, on several occasions, fought over control of Kashmir since Independence.

- The territorial disputes between Pakistan and India have resulted in mutual distrust and an arms race between the two nations.

Peaceful Transition

Know that most of Britain's possessions in Africa and Asia gained their independence relatively peacefully during the 1960s.

**Independence and the Use of Violence**

**Know that not all independence movements adopted Gandhi's strategy of nonviolence to win political independence.**

In Kenya, the Mau Mau organization committed itself to driving out the white settlers. Attacks on British settlers occurred. The British proclaimed a state of emergency and arrested Kenyatta.

Resistance to Black Independence and Black Majority Rule

Know that the white population of Southern Rhodesia totalled 250,000 and represented a minority in the nation of 4 million.

Know that Ian Smith, whose party had won all 50 seats allocated to white voters in the 1964 election, led the move to an Unilateral Declaration of Independence.

Economic Sanctions

Know that the UN instituted economic sanctions on Rhodesia. However, these sanctions were not fully implemented with and did not greatly damage the Rhodesian economy.

## Skills/Abilities Objectives

Learn to synthesize parts into a meaningful whole, integrate them, and create a new product, rule or theory by:

- identifying the parts to be combined and the relationships among them;
- identifying a theme or organizer; and,
- identifying an effective means of presentation.

Learn to look for the bias and assumption in communications and to evaluate their validity.

Learn to distinguish fact from opinion.

Practise various communication skills.

## Values Objectives

What criteria should one use to determine the "validity" of a message:

- the source of the message; and/or,
- previous experience with the source or issue?

Should the authors of an editorial or message always be identified?

## Suggested Teaching & Evaluation Strategies

**Incorporating the C.E.L.s**

- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Communication*

Concept Application Lesson for: Propaganda, Public Opinion, and Mass Media. (For additional information, see pg. 4-14 of the Unit Four Activity Guide.)

Discuss with the class the impact of propaganda on public opinion.

- Note that both governments and interest groups use propaganda to portray their interests in the best light.
- Note that the intended audience for propaganda may be either or both the domestic populace and foreign opinion.

Have student groups prepare either radio broadcasts or editorials supporting or opposing a continuance of White-controlled government in Southern Rhodesia.

- Groups or parties that would prepare public messages could include:
  - the White-controlled government in Southern Rhodesia;
  - the African resistance movements;
  - the British government;
  - the South African government;
  - the United Nations; and,
  - neighbouring African nations.

- The broadcasts or editorials may be intended for either the Rhodesian population or a broader international audience.

- The students could include skits, interviews, public information, news reports, and music in their broadcasts.

## Content

**Resistance to Colonial Independence: France and Restoring the Old Order**

**France's attempts to regain control over Indo-China were met with resistance.**
- Vietnamese resistance to French rule in Indo-China predated the Second World War.
- Ho Chi Minh became one of the resistance leaders.

The Communist-led Vietminh had gained considerable public support in its war against the Japanese occupation.
- By 1945, the Vietminh controlled northern Indo-China and had established an independent government at Hanoi.
- The French regained control of the southern region of Vietnam, but faced the resistance of the Vietminh in the North.
- France offered to create a self-governing state in the North within French Indo-China, but the Vietminh refused.
- An American-sponsored truce between the French and the Vietminh lasted only until 1947.

**The Containment of Communism**

**American Intervention in Vietnam**

**The conflict between the French and the Vietminh acquired global implications with the communist victory in China.**
- **The U.S. was determined to contain the spread of communism.**
- **Communist aggression in Korea intensified American fears of communist expansion.**

The U.S. announced that it would support France by supplying French forces with weapons and supplies. Ho Chi Minh's forces received support from the Chinese.

Following their defeat at Dien Bien Phu, the French ended their attempts to control Vietnam. A cease-fire was arranged.
- Negotiations led to a temporary division of Vietnam between north and south.
- The north was controlled by the Vietminh, while the southern area was under French influence.
- Elections were planned for 1956 to unify the nation.

## Concepts (Knowledge Objectives)

Resistance

**Know that Indo-China had been occupied by the French in the last half of the nineteenth century and that by the 1930s, resistance to French rule had developed among the Vietnamese.**

Ho Chi Minh

Know that Ho Chi Minh was one of the founding members of both the Vietnamese and French Communist Parties.
- Ho was a committed Vietnamese nationalist and was not unduly influenced by the Soviets or Chinese Communists.
- Ho attempted to solicit American aid in establishing an independent Vietnam following World War II.

Nationalism

Know that the desire for Vietnamese independence was shared by many groups, including noncommunist groups.

**Domino Theory**

**Many westerners believed that once the communists had taken over a nation, that nation's neighbours would be the next targets of communist expansion.**

**Containment**

**Know that many western policy makers believed that communists, directed from Moscow, intended to spread their doctrine and political control throughout the world.**
- **It was necessary to confront communist aggression to prevent the goal of communist world domination.**
- **The United States and other western nations were prepared to use their resources, including their military forces, to stop the "spread" of communism.**

**Intervention**

**Know that between 1950 and 1954, the U.S. provided the French with almost $2 billion worth of military aid for their efforts in Vietnam.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Concept Application Lesson for: Containment, Strategic Interests, Public Opinion, and Policy Options. (For additional information, see pg. 4-16 of the Unit Four Activity Guide.) |
| Practise using the following analytical skills:<br>• defining the main parts;<br>• describing cause-effect relationships; and,<br>• describing how the parts of the whole are related to each other. | Is it possible to contain political theory to a geographic area?<br><br>What would be the most successful method of challenging an ideology that represents a threat to your society:<br>• through the use of censorship;<br>• by presenting a more acceptable ideology;<br>• by using propaganda to portray the "evils" of that ideology; or,<br>• by associating that ideology with negative forces? | Discuss the Domino Theory that many Americans applied to political events in Asia.<br><br>• Why would people believe such a theory?<br>  • Note that Marx and his ideological followers had predicted and called for the spread of communism.<br>  • Note the communist victory in China, the Korean War and the Berlin Blockade.<br>  • Note the Soviet domination of Eastern Europe. |
| Practise identifying sequential, time and space relationships.<br><br>Practise identifying criteria that may be used to evaluate other situations.<br><br>Learn to synthesize parts into a meaningful whole, integrate them, and create a new product, rule or theory by:<br>• identifying the parts to be combined and the relationships among them;<br>• identifying a theme or organizer; and,<br>• identifying an effective means of presentation. | Should a nation involve itself in the domestic affairs of another nation on an ideological basis?<br><br>What should be the criteria in determining a nation's foreign policy actions:<br>• domestic security;<br>• interests' of allies;<br>• domestic public support;<br>• potential for conflict;<br>• support of other nations; or,<br>• consequences of the policy options? | The US did have a number of policy options and strategies to meet the perceived spread of communism including:<br><br>• using American forces in Vietnam;<br>• providing military aid and training to noncommunist forces in the region;<br>• promoting a regional defense association of noncommunist nations in the region;<br>• promoting a peaceful settlement between communist and noncommunist groups; |

## Content

The issue of who would control the southern zone of Vietnam arose as the French began their evacuation.
- The Americans supported a noncommunist, Ngo Dinh Diem.
- The U.S. agreed to pay, train, and equip the army of the newly established Republic of Vietnam.

Diem's government launched an anticommunist campaign and instituted a politically repressive regime.
- Diem, a Catholic, alienated both the Buddhist majority and the peasants by supporting the large landowners.
- By 1960, considerable resistance to his government existed.
- An opposing group, the Viet Cong, clashed with Diem's forces.
- Many peasants supported the Viet Cong.
- In November 1963, Diem was overthrown by the South Vietnamese military.

Algeria: A Divided France

Algeria, colonized by France in 1830, was home to over one million French residents. France considered Algeria an integral part of France.
- Both the French population and the Arab Muslim majority considered Algeria their homeland.
- The two groups had different political goals.
  - The French residents wanted Algeria to remain an integral part of France.
  - The Arab nationalists wanted independence from France.

By 1954, Algeria was in a state of civil war.
- The Algerian issue threatened the stability of France itself.
- The political deadlock led to Charles de Gaulle assuming power.
- De Gaulle was a realist and was prepared to grant Algeria independence.
- Despite several military revolts by elements of the French army, Algeria was granted independence in 1962.

## Concepts (Knowledge Objectives)

Diem Regime

Know that Ngo Dinh Diem was a member of the Catholic minority in the overwhelmingly Buddhist Vietnam.
- **Diem's regime was not able to secure significant support from the population of South Vietnam:**
- Diem's regime instituted policies which angered the Buddhist majority.
- Diem's South Vietnam was not a multi-party democracy like those in the West.
- Opponents of the regime were labelled communists and were actively persecuted.

Know that the peasantry constituted the great majority of the Vietnamese population.

Know that throughout the early 1960s, the Viet Cong achieved military successes against the Diem government and its American-equipped forces.

France and Algeria

Know that Algeria was the home to over one million French settlers who had resided in Algeria for generations and regarded Algeria as an integral part of France.

Know that the French military was not prepared to allow a repeat of their military debacle in Indo-China to reoccur in Algeria.

Civil War

Know that in the Algerian civil war, both sides were supported by outside forces.
- The Arab National Liberation Front was aided by Egypt.
- The French residents were aided by the army and the political right in France.

Know that the war for Algerian independence was a violent struggle in which civilians and civilian targets became an integral part of the violence.

National Unity

Know that the French public was divided over the issue of granting Algeria independence.
- Groups supporting the retention of Algeria as a French possession made several attempts to assassinate De Gaulle and overthrow the French government.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Continuation of Concept Appplication Lesson for: Containment, Strategic Interests, Public Opinion, and Policy Options. (For additional information, see pp.4-16 of the Unit Four Activity Guide.) |
| Practise using the critical attributes of concepts and values to evaluate historical situations. | What is the rationale for superpowers to maintain spheres of influence?<br><br>Are nations within a superpower's sphere of influence able to make independent decisions? | • providing massive American economic aid to Vietnam to promote prosperity and stability;<br>• seeking the involvement of the UN in finding a peaceful resolution of the conflict; and<br>• encouraging joint action with the Soviet Union to conciliate the conflict. |
| Practise constructing grids as a method of organizing information for analysis.<br><br>Practise describing cause-effect relationships. | What are the major forces which impact on the decision making of national leaderships?<br>• domestic considerations?<br>• external considerations? | Have student groups select one or a combination of the policy options and prepare a short paper recommending a particular course of action for the U.S. government.<br>• The students should note that public opinion does influence politicians and that the selected policy recommendations must be accompanied by a sound rationale.<br>• Groups will present their policy papers to the class. |

## Content

### Superpower Confrontation: The Cuban Missile Crisis

**A revolution against the Bastista dictatorship brought Fidel Castro to power in 1959. Relations between Castro and the U.S. soon soured.**
- Castro's nationalization of the American-owned sugar industry angered the Americans.
- In retaliation, the U.S. refused to buy Cuban sugar.
- Castro responded by seizing $100 million worth of American property in Cuba.

**Diplomatic relations between the two nations were severed in January 1961.**
- **Relations between the two nations were not improved when American-trained Cuban exiles invaded Cuba. They were defeated at the Bay of Pigs.**

In October 1961, the U.S. became aware that Soviet missiles were being installed in Cuba.
- The new U.S. President, John Kennedy, ordered a naval blockade of Cuba.
- All Soviet ships approaching Cuba were to be stopped and searched.
- Those ships with missiles would be turned back from Cuba.

**Kennedy, in a public message, clearly stated that a missile attack from Cuba, on any nation in the Americas, would be considered as an attack by the Soviet Union on the United States.**
- **Such an attack would require a massive nuclear response by the U.S.**
- For a week, the two superpowers seemed on the verge of a nuclear war.

Khrushchev ordered the Soviet ships to return to the Soviet Union and agreed to remove the missiles from Cuba.
- This apparent Soviet retreat likely contributed to the political demise of Khrushchev two years later.

In return for the dismantling of Soviet missile bases in Cuba and the removal of those missiles from Cuba, the U.S. agreed not to invade Cuba.

## Concepts (Knowledge Objectives)

### Sphere of Influence

**Know that the United States had long considered Central America to be within the American sphere of influence.**
- **Cuba is located just 90 miles from the U.S. mainland.**

Know that the Americans and American corporations had large investments in Cuba.
- Castro's policies and his growing relationship with the Soviet Union threatened American interests in Cuba.

### Foreign Intervention

**Know that the U.S. supplied and trained anti-Castro Cuban exiles who launched an invasion of Cuba.**
- The U.S. military did not intervene during the crucial stages of the invasion of Cuba by the exiles.

Know that American U2 spy planes had detected the presence of Soviet missiles and the construction of missile launch sites in Cuba.

**Know that the two superpowers kept in continuous contact during the Cuban missile crisis.**

Know that relations between the United States and Canada were strained when the Canadian government refused to put its forces on military alert, as had the Americans, during the Cuban missile crisis.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Policy Options, Superpower Confrontation, and Sphere of Influence. (For additional information, see pp. 4-18 and Activity Two of the Unit Four Activity Guide.) |
| Practise drawing inferences from events.<br><br>Practise comparing and analyzing data in order to make inferences. | What criteria should a national government follow in determining the appropriateness of using nuclear weapons?<br><br>Is it possible to achieve a "victory" in a nuclear war?<br><br>Is it possible to limit a nuclear war? | Discuss with the students the options available to President Kennedy when dealing with the construction of missile sites in Cuba. These options included an American:<br>• air strike to destroy the missile sites;<br>• invasion of Cuba and overthrow of the Castro regime;<br>• negotiation with the Soviets for the removal of the missiles and sites; or,<br>• embargo of the island of Cuba to prevent more Soviet missiles from arriving and to pressure the Cuban government into ending its missile program.<br><br>Have the students prepare an analytical grid indicating the possible positive or negative outcomes of implementing each of the stated options.<br>• Have the students select their preferred option and prepare an argument in support of the policy chosen.<br><br>Discuss how the missile crisis was resolved.<br>• Note the U.S. naval blockade.<br>• Note the withdrawal of Soviet missiles from Cuba.<br>• Note the American promise not to invade Cuba.<br><br>In a discussion, the class could debate which side won this confrontation.<br><br>**Evaluation instruments:**<br><br>• Students could prepare a paper describing the dangers of such a confrontation between the Soviet Union and the US and the lessons that could be drawn from the Cuban missile crisis.<br>• Students could prepare editorials advocating the implementation of a particular policy option. The editorials could come from the perspectives of:<br>  • an American newspaper;<br>  • a Soviet newspaper;<br>  • a Cuban newspaper; and,<br>  • a Canadian newspaper. |

## Content

### Increasing Intervention: The U.S. In Vietnam

**Throughout the 1960s, the U.S. sent increasing numbers of troops to support the government of South Vietnam.**

- By 1968, there were 550,000 American service men in Vietnam.

**The American involvement in Vietnam was to prove costly.**

- 55,000 American troops were killed.
- The war created deep divisions within the United States.
- A large antiwar movement developed in the United States.
- Despite the massive bombing of North Vietnam, thousands of American troops and billions of dollars of materials, the U.S. was unable to win the war.
- It is estimated that the war was costing the U.S. $2 billion a week.

American Withdrawal from Vietnam

In 1968, President Richard Nixon started to disengage U.S. land forces in Vietnam.

- Accompanying the U.S. withdrawal was a massive bombing of North Vietnam.

**The massive air campaign had several objectives:**

- **to destroy North Vietnam's capacity to continue to wage war by destroying its industrial infrastructure;**
- **to disrupt the communist supply routes from the North to South Vietnam; and,**
- **to limit the number of American casualties.**

Secret negotiations between the Americans and North Vietnamese were conducted.

- In February 1973, the U.S., North Vietnam, South Vietnam, and the Viet Cong, agreed to a cease-fire.
- Despite the cease-fire, fighting between North and South Vietnam continued.
- **By 1975, the North had won the war and Vietnam was unified, under communist control.**

## Concepts (Knowledge Objectives)

### Military Escalation

**Know that in 1962 President Kennedy increased the number of American "military advisers" in South Vietnam from 500 to 10,000.**

- **President Lyndon Johnson dramatically increased the American military presence in Vietnam between 1963 and 1968.**

### Military Strategy

**Know that the American military sought to use its military technological superiority to win a military victory in Vietnam.**

Know that in February 1965, the U.S. air force initiated the large-scale bombing of North Vietnam.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | Should one nation become involved in the internal affairs of another nation? | Concept Application Lesson for: Containment, Strategic Interests, Ideology, Public Opinion, and Policy Options. (For additional information, see pg. 4-22 of the Unit Four Activity Guide.) |
| Practise defining and applying criteria as a basis for making decisions. | What factors should become priorities when a nation is establishing foreign policy:<br>• domestic considerations;<br>• the well-being of the citizens of the nation;<br>• the well-being of citizens of other nations;<br>• upholding ideals such as justice and human rights;<br>• supporting like-minded nations; and/or,<br>• following a policy in support of a particular ideology? | Throughout the 1960s, the American presence in Vietnam escalated.<br><br>Following the assassination of Kennedy, the new President, Lyndon Johnson was faced with a number of policy options regarding American involvement in Vietnam.<br><br>Discuss the options available to Johnson with the class. They were:<br><br>• The existing policy of sending aid and military advisors could be continued.<br>• The United States could withdraw all its forces from South Vietnam and negotiate a peace settlement.<br>• The level of American military activity in Vietnam could be escalated.<br>• A full-scale military attack on North Vietnam could be initiated.<br>• The United States could encourage the United Nations to become involved by initiating negotiations among the participants in the war.<br>• The United States could threaten North Vietnam with a possible use of nuclear weapons.<br><br>Students are to assume the role of a policy advisor to the U.S. President. They are to prepare a memo (recommendation) to the President indicating the best course of action to follow.<br><br>Compare the policies adopted for Vietnam with those selected in the activity suggested above. |
| Practise describing cause-effect relationships. | | |
| Practise using facts, good argumentation, and sound reasoning to support your opinions. | | |
| Practise making hypotheses based on reasonable assumptions and inferences. | | |
| | Do superpowers have to abide by the same restraints and accepted practices, in international affairs, as other less-powerful nations? | |
| | Is a high degree of national unity (public support) a critical requirement for a nation to conduct a prolonged war? | |

## Content

**The End of the Cold War: Growing Economic Disparity between West and East**

**In 1964, Khrushchev was deposed and replaced by Leonid Brezhnev. The Soviet retreat over Cuba had disturbed the new Soviet leaders.**

- **Throughout the 1960s and 1970s, the Soviets initiated a massive arms build-up. Soviet military forces would become capable of intervening throughout the world.**
- The modest liberalization that had occurred during Khrushchev's reign was ended.
- Attempts to reform/democratize communism in Eastern Europe were crushed.

**Challenges to Soviet Control of Eastern Europe: The Brezhnev Doctrine**

**Communist rule was being questioned throughout Eastern Europe in the late 1960s. However, the Soviets were not prepared to relinquish their control over the region.**

- **In response to the political reforms carried out by the Dubjeck government, in Czechoslovakia, Soviet-led Warsaw forces occupied that nation.**

**The Brezhnev Doctrine called for the intervention of Soviet forces in any Eastern European nation in order to maintain the communist status quo.**

- Throughout the 1970s, the ruling elite seemed secure. This security was not based on a thriving economy.

Low productivity characterized the Soviet economy of the 1970s:

- The Soviet Gross National Product (GNP) had a 5 to 6 percent decline between 1950 and 1970 and a decline of over 3 percent during the 1970s.
- While the GNP declined, expenditures on the military increased. This reduced the resources available for the production of consumer goods.
- The Soviet invasion of Afghanistan in 1979 resulted in a Western embargo on the sale of technology to the Soviets. This impeded the modernization of the Soviet economy.

## Concepts (Knowledge Objectives)

Gross National Product

Know that one measure of wealth is the gross national product (GNP). This is the total value of all goods and services produced in a country in a given year.

Resources

Know that resources are those things that are used to produce goods and services the members of society need or want.

Scarcity

Know that scarcity is the relationship that occurs because the unlimited wants exceed the limited resources available to meet those wants.

Economics

Know that economics is a discipline that studies the key question of how individuals and societies allocate scarce resources among alternative uses in order to produce a standard of living.

World View

Know that a society's world view will provide a set of values that is used as criteria to determine how the basic economic questions are answered. These questions are:

- What goods and services should be produced?
- How should society go about producing goods and services?
- For whom should these goods and services be produced?

Infrastructure

Know that industrial societies are made possible by a complex system of political and economic organizations.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy*<br><br>Concept Development Lesson for: Standard of Living, Economic Disparity, Decision Making, and World View. (For additional information, see pg. 4-23 to 4-26 of the Unit Four Activity Guide.) |
| Practise using familiar information to develop concepts. | Is there a hierarchy of needs?<br>• Are physical needs more important than emotional or spiritual needs? | Discuss with students the things they take for granted in their day to day lives.<br>Note such elements as:<br>• health care;<br>• availability of food;<br>• electrical power and other forms of energy;<br>• adequate housing;<br>• good roads and transportation systems;<br>• choice of entertainment and news; and,<br>• abundant water supply.<br><br>Provide students with some statistics regarding the standard of living for most Canadians. (Note that not all Canadians have the same standard of living). |
| Practise drawing inferences from current events. | To what extent are needs determined by social and cultural standards? | Discuss these questions:<br>• Why do Canadians generally have a high standard of living compared to other nations?<br>• What are the factors that help determine a standard of living for a society?<br><br>In the discussion, note such factors as:<br>• presence of essential natural resources;<br>• food-producing capabilities of the nation;<br>• education levels of the population;<br>• types of employment available for the citizens;<br>• income levels;<br>• availability of consumer goods;<br>• communication/transportation infrastructures;<br>• climate;<br>• wartime experiences of the nation such as damages incurred in a major war; and,<br>• political freedoms. |

## Content

The rapid change of leaders following the death of Brezhnev, in 1982, contributed to a degree of political instability. Brezhnev's successors, Yuri Andropov and Constantin Chernenko, both died shortly after attaining power.

The Other Europe: Western European Recovery and Prosperity

The rapid growth of the nations of western Europe following the war was due to a number of factors.

- Political parties of the moderate right and left appeared and gained significant public support.
- The Marshall Plan that provided American economic assistance did have positive results.

**Mikhail Gorbachev: Meeting the Challenges**

**In March 1985, Mikhail Gorbachev emerged as leader of the Soviet Union.**

- **The political and economic legacies he inherited, his actions, and forces beyond his control, were to lead to the end of the Soviet Union and an end to the Cold War.**

**A number of situations facing Gorbachev seriously threatened the Soviet Union's status as a superpower.**

- **Non-Russian ethnic groups within the Soviet Union resented Russian control and demanded greater degrees of political independence from Moscow.**
- **Opposition to Soviet hegemony was becoming increasingly vocal throughout Eastern Europe.**
- **The arms and space race with the United States was bankrupting the Soviet Union and preventing increased expenditures on the production of consumer goods.**
- **The war with Afghanistan seemed to have no end and Soviet public opposition to that war was increasing. The war hampered closer relations with the affluent West and impeded western financial and technical assistance.**
- **Advances in communication technology made the world a true global village.**

## Concepts (Knowledge Objectives)

Economic Recovery

Know that by 1963, Western Europe was collectively producing 2.5 times the prewar level.

Know that each of the Western European nations developed its own type of government involvement in economic decision making.

- Economic decision making involved a balance between government and the forces of the market place.

Standard of Living

Know that standard of living is a measure of the quantity and quality of goods and services available to people.

Know that the perception of standard of living depends upon people's expectations.

Know that a number of indicators may be used to define a standard of living. Some of these are:

- income levels;
- consumption of goods and services;
- national productivity;
- levels of medical care;
- educational opportunities; and,
- choices available to people.

**Economic Disparity**

**Know that economic growth in Western Europe greatly exceeded economic growth in Eastern Europe during the 1960s and 1970s.**

**Destabilization Forces**

**Know that a number of forces are present within a nation that can act as divisive forces making national decision making difficult. Such forces include:**

- **regional traditions and history;**
- **economic well-being;**
- **ethno-linguistic diversity;**
- **religious differences;**
- **nationalism; and,**
- **ideology.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Standard of Living, Economic Disparity, Decision Making, and World View. |
| | | Have students develop a grid that identifies the factors that they have agreed contribute to a high standard of living. |
| Practise defining and applying criteria as a basis for making an evaluation. | Is it possible to arrive at a fair and accurate comparison between the standard of living of the populace of two different nations? | Have students research the standard of living in a selected East European nation during the 1970s and 1980s. They should consider the factors identified in their grid. |
| Practise developing a grid that can be used to categorize and classify data. | | Have the student groups then research the standard of living of a selected Western European or North American nation, during the same time period. |
| | Is it possible to determine a universal set of human needs? | |
| Practise basic research skills:<br>• finding information;<br>• distinguishing between relevant and less relevant information; and,<br>• summarizing information. | In attempting to meet the wants and needs of the domestic population, on what basis do governments determine their program priorities to meet those needs:<br>• the impact of those priorities on the popularity of the government;<br>• the resources that are available;<br>• traditional priorities and practices; and,<br>• the efficiency of policies and their impact? | The groups are to prepare presentations that:<br>• indicate the major contrasts between the two nations;<br>• indicate how these differing conditions affect the standard of living for the particular nation;<br>• provide an explanation of why such economic disparity existed between the nations of the then-communist world and the developed nations of the noncommunist world. |
| Practise comparing and analyzing data in order to make inferences. | | |
| Practise making hypotheses based on reasonable assumptions and inferences. | | |

## Content

- The citizens of the communist world were now aware of the disparity that existed between their world of limited freedoms and prospects and the affluence and freedoms of western societies.

**To meet the challenges, Gorbachev developed a strategy involving:**
- **improved relations with the U.S. and the West by withdrawing from Afghanistan;**
- **concluding agreements on arms and troop reductions thereby reducing military expenditures; and,**
- **improving the Soviet economy by moderating the excesses of the totalitarian state and a reallocating spending and production priorities.**

Improved relations with the West would produce a number of benefits.
- It would facilitate the transfer of Western technological knowledge to the Soviet Union which would in turn help modernize Soviet industry.
- It would allow for a reduction in military expenditures and for greater spending on consumer goods.

Gorbachev's Initiatives: A New Relationship with the West

Gorbachev and President Reagan held several summit meetings that resulted in a number of significant agreements on military reductions.
- Disagreement between the two nations continued over the American Strategic Defense Initiative or Star Wars.

Gorbachev indicated that Soviet forces would be reduced by over 500,000 troops and Soviet forces would be withdrawn from Eastern Europe.
- The late 1980s also saw the withdrawal of Soviet forces from Afghanistan.

As part of the new openness in Soviet society, Soviet history was re-examined.
- The Nazi-Soviet Nonaggression Pact of 1939 was denounced and the Soviet takeover of the Baltic States was declared illegal.
- Soviet authorities were willing to confirm the nuclear disaster at Chernobyl in 1986.

## Concepts (Knowledge Objectives)

**Ethnic Diversity and Tensions**

**Know that the presence of differing ethnic or religious groups within a society can become a source of conflict and tension if specific groups feel that their distinctiveness is threatened by the majority society.**

Afghanistan

Know that Soviet military intervention proved costly. Thousands of young Soviet conscripts were killed. This made citizens very resentful of the war.

Know that during Stalin's era, rigid censorship and closed borders were used to prevent the citizens of the communist world from having direct contact with or knowledge about the West.

**Decision Making**

**Know that maintaining an acceptable standard of living means making difficult choices about:**
- what constitutes an acceptable standard of living;
- how to organize society so that the necessary goods and services to support that standard of living can be produced efficiently, cheaply, and humanely; and,
- how to distribute those goods and services to all who want them in a way that is satisfactory to the majority.

Economic Realities

Know that a reduction in military expenditures would allow a nation to use its resources to meet other economic, social and political needs.
- The Soviet military expenditure during the 1970s was increasing at the rate of 10 percent a year.

Foreign Policy

Know that the determination of specific foreign policies will be influenced by domestic considerations such as public support and the impact on the domestic economy.

## Skills/Abilities Objectives

Practise the following analytical skills:
- defining the main parts;
- describing cause and effect relationships; and,
- describing how the parts of the whole are related to each other.

Practise using good argumentation and sound reasoning to support your opinions.

Practise the skills of discussion and cooperative group work.

## Values Objectives

Do the criteria used to make political decisions and set priorities in a democracy differ from those used in a totalitarian nation?

Is it easier to implement unpopular legislation in a totalitarian regime than in a democracy?

What should be the most important consideration for a government:
- passing unpopular legislation;
- staying in power; or,
- taking actions that benefit the greatest number of citizens?

In a complex society, should some interest groups take precedence, in influencing the national decision-making processes?

To what extent should interest groups sacrifice their own interests for the good of the entire nation?

## Suggested Teaching & Evaluation Strategies

**Incorporating the C.E.L.s**
- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*
- *Numeracy*
- *Communication*

Concept Application Lesson for: Leadership, Decision Making, Change, Interest Groups, and Consequences. (For additional information, see pg. 4-27, Activity Three and Activity Four of the Unit Four Activity Guide.)

Discuss the economic, social, political, and military situations facing Gorbachev when he assumed power in 1985, noting the following conditions:
- large Soviet expenditures on the military;
- the stagnant Soviet economy and its inability to produce sufficient consumer goods;
- increasing resistance to centralized authority in a number of the Soviet republics; and,
- the rise of nationalism in Eastern Europe.

Have students assume the role of political advisor to Gorbachev. They are:
- to produce a list of recommendations to respond to the existing conditions.
- to represent different interest groups such as:
  - the Soviet military hierarchy;
  - the official leadership of the Soviet communist party;
  - leaders of republics within the Soviet Union such as the Ukraine and the Baltic states;
  - the leaders of the communist governments in Eastern Europe;
  - the citizens of the Soviet Union;
  - leaders of the Western democracies; and,
  - citizens of Eastern Europe.

## Content

### Perestroika

**Gorbachev believed that to increase the availability and quality of consumer goods, the Soviet economy and government had to undergo a restructuring.**

- Incentives were offered to factory and farm workers.
- Private ownership was permitted in certain occupations.
- Several prominent dissidents and more Soviet Jews were allowed to emigrate from the Soviet Union.

### Impact of the new Soviet Foreign Policy

Gorbachev gained significant support in the West for his proposals for troop and missile reductions.

- **People in Eastern Europe saw Soviet troop withdrawal from Eastern Europe as an opportunity to both regain their independence and end communist rule.**
- The entrenched political and military bureaucracies were critical of Gorbachev's reforms because such reforms endangered their privileged positions.

### The End of Soviet Hegemony in Eastern Europe: The Rise of Solidarity

**Communist power in Poland was being challenged by a number of forces.**

- **The new Polish Pope, John Paul, was prepared to use the Church's considerable authority to challenge communist rule.**
- The shipyard workers in Gdansk formed a noncommunist union, Solidarity. By 1981, the union had nine million members.

Government attempts to restore its authority resulted in a Declaration of Martial Law in late 1982. Many Solidarity leaders were arrested.

**Mikhail Gorbachev instituted a new political situation and direction in Soviet foreign policy. His announcement that Soviet troops would be leaving Eastern Europe, represented a challenge to the political status quo, namely, communist rule.**

## Concepts (Knowledge Objectives)

Arms Reduction

Know that at the 1985 Summit, Gorbachev and Reagan agreed to:

- a 50 percent reduction in long-range weapons; and,
- outlaw chemical weapons and destroy all existing stockpiles.

Know that Gorbachev stated that it was his goal to eliminate all nuclear weapons by the year 2000.

### Interest Group

**Know that interest groups are groups of people who share one or more concerns or wants and make claims upon other groups or upon society in order to maintain or promote their position or objectives.**

Know that special interest groups often believe that what is good for their members is good for the rest of society.

### Perestroika

**Know that one goal of "Perestroika" or restructuring was the democratization of the Soviet government and economy.**

Baltic Nationalism

Know that throughout the 1980s, the Baltic states of Lithuania, Estonia, and Latvia pressed for independence.

- The official Soviet denunciation of the Nazi-Soviet Pact encouraged nationalist sentiment for independence in each of the Baltic states.

Freedom

Know that the freedom to live life according to the dictates of conscience is a significant value in Canadian society.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy*<br><br>Continuation of the Concept Application Lesson for: Leadership, Decision Making, Change, Interest Groups, and Consequences |
| Practise constructing a grid that can be used to summarize and order data for presentation, discussion, and analysis.<br><br>Practise the skill of comparing and contrasting.<br><br>Practise relating evidence and assumptions to an argument and conclusions. | How should a society attempt to resolve conflict between interests groups within that society?<br><br>On what basis should a government decide between strongly held opposing viewpoints? | The groups could attempt to seek a consensus on certain issues such as:<br>• reform of the economy;<br>• levels of military spending;<br>• relations with the Western democracies;<br>• relationship between the Soviet Union and the nations of Eastern Europe; and,<br>• the acceptability of existing decision-making processes and the level of public involvement.<br><br>Possible evaluation strategy:<br><br>Have the students construct a grid listing the above issues. Individuals or groups are to indicate their recommendations on each of the issues.<br><br>They are to research and indicate how Gorbachev responded to each issue.<br><br>The group is to prepare a short editorial or three-minute radio report on the success or failure of Gorbachev in responding to the issues he faced and the consequences of his decisions. |

## Content

**The speed at which the communist regimes of the various Eastern European nations collapsed surprised the world.**

- August 1989 - A member of Solidarity becomes Polish Prime Minister. For the first time in forty years, a noncommunist government had come to power in Eastern Europe.
- December 1989 - Czechoslovakia elected its first noncommunist government since 1948. Vaclav Havel, a former political prisoner of the communists was elected President.
- March 1990 - The Hungarian communists suffered a crushing defeat in the first multiparty elections in forty years.

German Unification

Throughout 1989, thousands of East Germans expressed their disenchantment with the communist regime by demonstrating and escaping to Western Europe.

- The East German government opened its borders with the West in an effort to reduce public disenchantment.

The Soviets indicated that they had no objection to the unification of East and West Germany and that occurred on October 3, 1990.

Romania

The Romanian regime of Nicolae Ceausescu was prepared to use violence to remain in power.

- The fall of that regime resulted in thousands of deaths, including Ceausescu's.

**Collapse of the Soviet Union**

**There were forces within the Soviet Union that acted to destabilize the political status quo.**

- **The Soviet Union was not a nation composed of a homogeneous population.**
- **It was a union of 15 separate republics.**
- **The populations of the republics were composed of many diverse ethnic groups who practiced different religions.**
- **Many populations had reluctantly become part of the Russian Empire through Russian conquests of past centuries.**

## Concepts (Knowledge Objectives)

**Social Contract**

**Know that in a society people live as if there is a social contract that defines the rights and duties of the rulers and ruled explicitly and implicitly.**

Freedom and Order

Know that some balance between order and freedom is essential if a society is to function in a constructive manner.

- Know that different societies or cultures will arrive at different conclusions about the correct balance between these concepts.

Order

Know that social organizations establish mores and values that legitimize sanctions used to regulate human behaviour.

**Legitimacy**

**Know that every society has to establish some fundamental criteria which can be used to justify the allocation of supreme power within society to certain individuals or groups.**

- Political authority may be preserved from the threat of civil war only when an agreement exists in the community on the basic principles of the regime (social contract).

German Unification

Know that throughout 1989, thousands of East Germans first immigrated to the nations surrounding East Germany and then to the nations of Western Europe.

- On November 9, 1989, the Berlin Wall was opened and East Germans were able to cross into West Germany.

Know that the transition from a communist system to democracy was relatively peaceful throughout most of East Europe.

Know that the Romanian Communist regime of Nicolae Ceausescu did not willingly give up power.

- The fall of that regime involved thousands of deaths.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Sovereignty, National Interests, Security, and Unification.<br><br>Have student groups select one European nation, Canada, or United States to represent. |
| Learn to use the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other.<br><br>Practise drawing inferences from historical events.<br><br>Practise making hypotheses based on reasonable assumptions and inferences. | Are any of the following methods effective in restraining unjustified aggression by a nation:<br>• moral persuasion;<br>• economic boycotts;<br>• threat of international military action against the aggressor; or,<br>• international criticism?<br><br>What is the best security for a nation against unprovoked aggression against it:<br>• collective security through international agencies such as the United Nations; or,<br>• maintaining a large military force to act as a deterrent to foreign aggression? | Groups will prepare a position paper on the consequences of German unification. Factors to consider include:<br>• the historic relationship between their nation and Germany;<br>• the economic relationship between the two nations;<br>• the ability of their nation to secure its territorial integrity and security; and,<br>• the level of national unity within their nation.<br>• etc.<br><br>Using the information they have obtained, the students are to present, in their position papers, their nation's position (view) on the unification of Germany.<br><br>Groups are to also propose a strategy involving the nations of Europe and/or the international community to ensure stability and peace in Europe. |

## Content

- **A number of the republics and ethnic groups resented Russian domination of political decision-making processes.**
- **Relations among various ethnic groups often reflected historical conflicts over religion or territorial claims.**

The ethnic and political divisions within the Soviet Union were aggravated by massive economic problems.

- Food production fell 30% short of the nation's needs in 1990.
- An estimated 28% of the population was living below the poverty line.

**Political Challenges to The Communist Monopoly of Power: The August Coup**

**In early 1991, demonstrations in support of democracy were held in Moscow.**

- **In June, the Russian Republic in its first free election elected Boris Yeltsin as President.**
- **Yeltsin represented a rival political leader to Gorbachev.**
- Not all members of the Communist Party or Government favoured the Gorbachev's reforms or relinquishing their power.

**Communist hardliners attempted a coup in August of 1991 with the goals of preserving the unity of the Soviet Union and the communist political monopoly.**

- **Yeltzin led the opposition to the coup.**
- **The coup did not attract any significant public support.**
- **The coup failed when military units failed to support the coup leaders.**

**Consequences of the Failed Coup**

**The failed communist-sponsored coup discredited the Communist Party.**

- **Yeltsin gained considerable public support and moral authority by leading opposition to the coup.**
- **The coup convinced many republics that their political liberty could only be secured by leaving the Soviet Union.**
- **Gorbachev lost all his remaining effective power.**

## Concepts (Knowledge Objectives)

**Ethnic Diversity**

**Know that ethnic Russians comprised only 50% of the entire population of the Soviet Union.**

**Know that only the presence of a strong centralized government with an efficient police apparatus prevented violence between ethnic groups.**

Moslem Population

Know that southern republics of the former Soviet Union are the home to fifty million Moslems.

Know that Islamic fundamentalism competed with communism for the support of the Moslem communities in the southern republics.

Ethnic Tensions

Know that ethnic and religious conflicts have occurred in the former Soviet republics of Armenia and Azerbaijan.

Opposition to Gorbachev's Policies

Know that elements of the populace felt that Gorbachev's reforms were not sufficient and that political democratization was also necessary.

- Know that Yeltsin was critical of the slowness of political and economic reforms as proposed by Gorbachev.

**Communist Opposition to Reform**

**Know that not all members of the Communist Party were in favour of the economic reforms and political liberalization proposed by Gorbachev.**

**Know that opposition to Gorbachev by elements of the communist hierarchy was due to a number of factors:**

- **Some of the hardliners were ideologically opposed to any reforms that threatened Communist orthodoxy.**
- **Others feared that reforms would negatively affect their personal privileges.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Activity for: Legitimacy, Social Contract, Decision Making, Freedom, and Order. |
| | | Hold a class discussion on the need for freedom and order within a society. |
| Learn to use personal background knowledge as a source of useful data for understanding concepts. | Should social organizations, like government, use sanctions to control and direct human behaviour? | Have students prepare a grid in which they list a number of activities which commonly occur in society. In an additional column, the students should indicate which of the listed activities are restricted by society, in some manner (law, common practice), and those that are free from such restrictions. |
| Practise the skill of categorizing material according to some system in order to make it meaningful. | Should limits be placed on this power? | Discuss whether the restrictions placed by society are necessary and are fair. Use contemporary examples such as:<br>• restrictions placed on the use of alcohol in automobiles;<br>• laws restricting the amount of pollution industries can discharge into the air or water; and,<br>• laws ensuring that young people remain in school until a certain age. |
| Learn to use grids as a way of organizing information for analysis. | Should conformity take precedence over individualism? | Ask the students to agree on a real law they consider unjust and discuss what they could do to change the unfair law. |

## Content

### Commonwealth of Independent States

**On December 8, the republics of Russia, Ukraine, and Belarus announced the formation of the Commonwealth of Independent States (C.I.S.).**

- Other republics of the former Soviet Union joined the C.I.S. The nature of the relationship between the independent republics is evolving.

### The Transition from Communism: Continuing Economic Distress

**The economic difficulties that plagued the Soviet Union continued after its demise.**
Factors that have contributed to the economic difficulties include:

- the transition of former state-owned industries to a free market;
- the inexperience of businesses and individual citizens with capitalism and the free market;
- the resistance of entrenched bureaucracies; and,
- continued ethnic tensions and violence.

### Western Interests

**The West has a vital interest in promoting economic and political stability in the former Soviet Union.**

- **A nuclear arsenal is scattered across the former Soviet Union and effective, centralized control of those weapons is not assured.**
- **Continued economic instability could threaten public support for the fledgling democracies and result in a return to some form of totalitarianism.**
- **Nationalist and ethnic tensions and violence could spread beyond the borders of the former Soviet Union and destabilize other neighbouring regions of the world.**

### New Political Realities

The last decades of the twentieth century have been decades of great change. The Cold War, which dominated political events throughout the 1960s and 1970s, ended. Other challenges have emerged to dominate world concerns.

## Concepts (Knowledge Objectives)

**Know that in the months following the failed coup, most of the fifteen republics of the Soviet Union declared their intentions of achieving full independence and leaving the Soviet Union.**

- **In early December, 1991, the Ukrainian population voted in favour of complete independence from Moscow.**

### Commonwealth of Independent States

Know that the C.I.S., as presently established, has no centralized government and no president.

- Know that the C.I.S. planned to have unified control over the former Soviet Union's nuclear weapons, coordinate foreign policy, and institute a common economic zone.
- It is estimated that the former Soviet Union had more than 27,000 strategic and tactical nuclear warheads.
- Most of the nuclear weapons are located in the four republics of Russia, Ukraine, Kazakhstan and Belarus.

Know that western nations have promised to aid the CIS in making the transition to democracy.

### Capitalism

Know that capitalism is an economic paradigm in which:

- the capacity to produce goods and services is owned and controlled by individuals or groups; and
- the marketplace is used to make decisions about how the basic economic questions are answered for individuals and society. These questions include:
  - What goods and services should be produced?
  - How should society go about producing goods and services?
  - For whom should these goods and services be produced?

### Market Place

Know that the law of supply and demand is seen as an impartial mechanism for making the basic economic decisions of society.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Legitimacy, Social Contract, Decision Making, Freedom, and Order. |
| Practise using familiar information to develop concepts. | | Note than in our democratic society, citizens can influence and change laws.<br>• Note that we have elections in which we select our law makers;<br>• Note that we have a court system which protects the rights of citizens and prosecutes those who break the law.<br>• Note that citizens are free to advocate and organize with the goal of changing a particular law or practice. |
| Practise drawing inferences from relationships within the data. | What should be the balance between freedom and order in society? | |
| Learn to use the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | Whose opinion should prevail when making decisions about the balance between freedom and order in society? | Have students discuss how they might change that same unfair law if they lived in the former Soviet Union.<br>• How would we change the unfair law? |
| Practise making hypotheses based on reasonable assumptions and inferences. | Should freedom be considered more important than order in society? | Have the class discuss how living in a totalitarian regime affected the daily activities listed on the grid they have already constructed.<br>• Would you have a selection of movies to see or books to read?<br>• Would you have the freedom to go where you chose?<br>• Would you be free to say what you feel? |
| Learn to relate evidence and assumptions to an argument and conclusions. | | Have students prepare a short paper addressing the following issues:<br>• the importance of order within a society;<br>• the importance of freedom within a society; and,<br>• the need for a balance between order and freedom within a society. |

# History 20
# Unit Five
# Global Issues

## Unit Five: Global Issues

### Overview

It cannot be assumed that the end of the Cold War will inaugurate a new period of global peace and tranquility. Other global challenges have emerged that require the immediate attention of the citizens of the world.

This unit will examine:

- the desire of populations for greater decision-making powers and direction over their lives and how that development has the potential to contribute to both political and social instability;
- how within specific societies, ethnic, racial, linguistic and gender-based groups exist, who feel that they have had limited access to the decision-making processes that affect their lives;
- how peoples and nations continue to use violence to achieve specific political or social goals;
- how technology has given humans the power to change the world's environment significantly and how the impact of the growing world population, with increasing demands on the environment, is raising many concerns;
- how the nature of the relationship between humans and their environment could define the nature and quality of human life in the future.

While a number of these challenges have the potential to endanger the well-being of human beings, they also have the potential to energize and mobilize the world community towards unified and sustained action to improve the quality of life for this generation and future generations.

Although these challenges are each unique, they do share some common characteristics. They all have the potential to significantly affect the quality of life for human beings; consequentially, they all merit immediate attention and action. They all lend a degree of instability to life in the present and make the future more unpredictable.

The desire of populations for greater decision-making powers and more control over their lives has the potential to contribute to both political and social instability. Within specific societies, there are ethnic, racial, linguistic and gender-based groups who feel that they have had limited access to the decision-making processes that affect their lives and rights. The processes and struggles such groups have experienced will be investigated.

Emanating from such struggles there has been and continues to be a tendency for people to use violence to achieve specific political or social goals. The implications of that tendency are investigated.

The twentieth century has witnessed a technological revolution that has given humans the capabilities to significantly change the world's environment. This technological revolution has also contributed to an unprecedented global population growth. The effect of this growing population and of new technologies on the environment are issues of increasing concern. The nature of the relationship between humans and their environment could well define the nature and quality of human life in the future.

## Unit Five Foundational Objectives

## Concept: Global Issues

**Knowledge Objectives** The student will:

- Know that some challenges or issues are global in nature because they affect the entire earth and will require global involvement to find solutions.
- Know that paradigms that surround a particular challenge or issue will affect the responses to that challenge or issue and the choice of strategies adopted to respond to it.
- Know that human rights are those rights that an individual is entitled to simply because he or she is human.
- Know that the use of force - the military option - remains a viable option, for both governments and nongovernmental groups.
- Know that ethnically-driven nationalism stresses the distinctiveness of a population and promotes measures to secure the well-being and aspirations of that population.
- Know that the emergence/re-emergence of ethnic nationalism has destabilized the existing political status quo in certain regions.
- Know that the mere presence of humans affects the environment.
- Know that the acquisition and utilization of technological and scientific knowledge has given humans the power to change the world's environment significantly.

**Skills/Abilities** The student will:

- Learn and practise using criteria as a basis for analyzing information.
- Learn and practise selecting and applying the abilities of:
  - problem solving;
  - dialectical thinking;
  - decision making; and,
  - conflict resolution to the issue.
- Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.
- Practise applying the thinking skills of:
  - stating criteria that can be used as a basis for decision making; and,
  - presenting tests such as consideration of consequences that justify the criteria selected.
- Practise using grids as a method of analyzing information.
- Learn and practise the following analytical skills:
  - defining the main parts,
  - describing cause and effect relationships, and,
  - describing how the parts of the whole are related to each other.

**Values Issues** The student will discuss:

- Whether all persons are entitled to certain rights simply because they are human?
- Whether there should be criteria in determining what constitutes a human right?
- Whether there are acceptable and nonacceptable methods available to individuals and groups seeking to secure their rights?
- Whether humans and societies will continue to demonstrate a willingness to utilize force and violence to achieve goals?
- Whether there is any justification for the use of violence?
- What are the root causes of the present unequal distribution of wealth and resources in the world?
- What criteria should be used to evaluate whether a technological innovation is beneficial to humans?
- What criteria should be utilized to determine how the earth's resources and species should be used?
- Discuss whether the interests of humans and of nature have to be in conflict?

## Core Material for Unit 5

| Core Content | Core Concepts | Suggested Time Allotment |
|---|---|---|
| Post-Cold War Era: Global Challenges and New Realities (p. 506) | Global Issues<br>Paradigms | 4 hours |
| A Social Revolution: Process of Enfranchisement (p. 508)<br>• The Human Rights Debate (p. 510)<br>• Challenges in Achieving Social Justice (p. 516) | Human Rights<br>Civil Obedience<br>Civil Disobedience | 4 hours |
| Recourse to Violence (p. 524)<br>• Nuclear Proliferation (p. 526)<br>• The Search for National Security: The Options (p. 528)<br>• Political Instability: The Rise of Ethnic Nationalism (p. 528) | Nuclear Proliferation<br>Ethnic Nationalism<br>Political Stability | 4 hours |
| Global Inequality: Unequal Shares (p. 536)<br>• Poverty in the Developing World (p. 536)<br>• Challenges of a Growing Population: Competing Paradigms (p 538) | Developed Nation<br>Developing Nation<br>Sustainability | 4 hours |
| The Vital Connection: Human Beings and the Environment (p. 544)<br>• The Costs of Development: Environmental Challenges (p. 546)<br>• The Human Condition and the Environment: Competing Paradigms (p. 552) | Interdependence<br>Resources<br>Renewable Resources<br>Cost<br>Consequences<br>Problem Solving<br>Dialectics<br>Stewardship | |
| Time to cover the core material | | 16 hours |
| Time available to teach optional concepts, to enrich or reinforce, or to accommodate modifications to the pacing and timing factors through the use of the Adaptive Dimension | | 4 hours |
| Total class time | | 20 hours |

Core material appears in bold type on the pages that follow. The remainder of the material in this unit is not core material; teachers may choose to work through all, some, or none of the material. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material in optional areas where it is appropriate. Such material should reflect community interests and must also meet the skills, values and concept objectives of the course.

## Content

**Post-Cold War Era: Global Challenges and New Realities**

**The end of the Cold War has reduced the possibility of a world-wide nuclear war.**
- **Other serious challenges and issues of a global magnitude remain.**

- **Some of these challenges are the result of the scientific and technological revolutions of this century which have given humans capabilities to change the world's environment significantly.**

**Some these challenges and new realities include:**

**The desire of people to secure and maintain a greater degree of decision making powers over those factors which affect their lives.**
- This struggle is occurring at both the international and national levels.
- These individuals and groups perceive themselves to be "disenfranchised" and present a challenge to the existing political and social order.

**The continuing predisposition of nations and groups to use military force and violence to achieve goals promotes political instability.** A number of contemporary conditions promote this instability.
- Many nations are now capable of constructing or obtaining nuclear weapons.
- The political stability imposed by communist hegemony throughout Eastern Europe and the former Soviet Union has given way to political and social instability in those regions.
- The present disparity in distribution of wealth and resources has become a destabilizing force both within and between nations.

**The relationship between humans and the world's environment is also increasingly a subject of concern and debate.**
- Technology and current levels of consumption require increasing amounts of the world's resources.
- Rapid population growth and the demands produced by this growth are significantly affecting the world's environment.

## Concepts (Knowledge Objectives)

Global Issues

**Know that some challenges/issues are global in nature because they affect the entire earth and will require global involvement to find solutions.**
- **Some of the challenges emanate from the era of the Cold War;**
- **Many of these issues or challenges are a result of the cumulative effects of industrialization and technology.**

Technology and Change

**Know that the technological hardware and the supporting technological systems created to change the physical world also are changing the social world.**

Distinctiveness

Know that groups often seek to protect characteristics/attributes that they deem essential to the identity of the group.

Nuclear Threat

Know that the danger of nuclear proliferation has implications for both regional conflicts and the activities of terrorist groups.

Political Instability

Know that the absence of a centralized authority in the former Soviet Union has given rise to heightened ethnic and regional conflicts among the citizens of the former Soviet Union.

Disparity of the Human Condition

Know that the condition of life in the nations of the world is not uniform.
- A great disparity exists in the wealth produced by industry and technology.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning.*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy*<br><br>**Concept Development Lesson for: Technology, Change, and Global Issue.** |
| Practise making a graphical representation of historical events to indicate a trend. | Should progress mean:<br>• living in harmony with nature; or,<br>• learning to make nature serve humanity's needs? | Have the students construct a historical timeline that indicates the major technological changes which have occurred.<br>• Note the frequency of technological change. |
| Learn/practise using concept maps to show and see the relationships between parts of an event or situation. | Should the purpose of the various plants and animals within nature be:<br>• to satisfy the needs of humans; or,<br>• to exist as an interdependent web of life for its own sake? | Discuss with students how the frequency and impact of innovations are affecting life in this century.<br>• The automobile or airplane can be used to discuss the impact of innovations.<br><br>Have student groups select particular technological innovations.<br><br>• Have them use a concept web to identify the effects of the innovation on society. |
| Learn/practise using an analytical grid to categorize and classify information for the purpose of analysis. | Should technological systems be considered servants whose purpose is to serve the well-being of the greatest number of people possible; or should they serve the interests of the people who create and own them? | • Have the students brainstorm a list of major contemporary issues arising from technological/scientific developments and put these issues on an analytical grid.<br><br>• Have students rank the issues in order of importance and indicate why those issues are difficult to resolve. |
| Practise applying the thinking skills of:<br>• stating propositions (hypotheses) that are testable and guide the search for data;<br>• collecting data in a systematic manner; and,<br>• presenting analyses to confirm or disconfirm the hypothesis in dialectical thinking. | Are there certain technological changes that have not benefited humanity? | **Alternative Activity**<br><br>Have the student groups debate the value issues identified in the value objectives column. |

## Content

**The Global Village: Increasing Interdependence**

**These global challenges do differ in their regional impact and interested constituencies. However, they do share some common attributes.**

- **They are all critical issues that merit immediate attention and action.**
- **All affect our immediate environment, our individual well-being, our community, and our nation.**
- **All have global implications.**
- **All possess inherent concerns that will continue into the twenty-first century.**
- **All are interrelated in that developments in one of the areas will affect the dynamics of the other challenges.**

**Controversy surrounds the challenges:**

- **Defining the nature and complexities surrounding the challenges;**
- **Whether the challenge is of sufficient importance to expend meaningful energy and resources?**
- **Seeking policies/solution to meet the challenges.**

**A Social Revolution: Process of Enfranchisement**

**The desire of populations for greater decision-making powers and greater control over their lives has been reflected in a number of movements.**

- For the populations of colonies, independence meant that decisions affecting them would no longer be made by foreigners seeking to fulfil foreign priorities.
- Within independent nations, there are groups who feel that they have had limited access to the decision-making processes that affect their lives and rights.
- Ethnic, racial and linguistic minorities within some nations, feel that their distinctiveness is being threatened by the majority.
- Some women feel that they have been denied equality of opportunity or rights by existing political and social structures.

## Concepts (Knowledge Objectives)

Disparity

Know that the disparities that characterize the human condition are manifested in many ways:

- the technological and industrial sophistication of societies;
- the productivity and wealth accumulation of societies;
- the ability of citizens to participate in decision making which affects their well-being;
- the standard of living;
- the ability of societies to influence the decision making of other societies;
- the consumption levels of societies; and
- the society's impact on the environment.

Know that the disparities between people and nations do exist and many of the contemporary challenges are a product or reflection of these disparities.

**Paradigms**

**Know that the perceptions (paradigms) that surround each of the challenges will affect the responses to the challenges and the strategies adopted to respond to the particular challenge.**

**Human Rights**

Know that human rights are a paradigm (a pattern of ideas, beliefs, and values) that people within a society collectively use to define how they should behave in order to maintain successful relationships.

- **Know that human rights are not something that is given to someone or earned by someone but rather they are those rights that an individual is entitled to simply because he or she is human.**

**Universality**

**Know that human rights are universal and as such apply to everyone regardless of nationality, race, religion, political beliefs, age, or gender.**

Privilege

Know that privileges are a special right that may be earned or given to an individual or a group as a favour or concession and can be taken away for some reason.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Communication*<br><br>Concept Development Lesson for: Privileges, Human Rights,Obligations, and Universality. (For additional information, see Activity One of the Unit Five Activity Guide.) |
| Learn/practise defining sets of criteria that can be used to make decisions about a course of action. | Do international institutions such as the UN have the right to impose a set of human rights on all nations? | Discuss with the students the concept of human rights and identify the critical attributes of that concept.<br>• Note such critical attributes as universality, morality, humanity, and inherent. |
| Practise applying the thinking skills of:<br>• stating criteria that can be used to base decisions on; and,<br>• presenting tests such as consequences which justify the selected criteria. | Can individuals abuse their individual human rights?<br>• What should be the consequences of such abuses?<br><br>Should individuals, because of their actions, have their human rights limited?<br><br>What decision-making process should be used to identify human rights within a society? | Provide students with the grid from the activity guide and ask them, working in groups, to make decisions about the issues indicated.<br>• Advise students that every human right also has associated obligations and duties that every citizen has to accept.<br><br>Ask groups to consider the obligations and duties associated with the human rights they have selected in the previous exercise.<br>• Use the grid provided in the activity guide. |

## Content

- Some Indigenous populations feel that their position in the existing mainstream society denies them equality and endangers their unique cultures.

These disenfranchised groups feel that their human rights have been and are being limited.

**Human Rights**

**Human rights focus on the question of what human beings are morally entitled to by virtue of the fact that they are human.**

**The Human Rights Debate**

**There is a debate about the basic human rights to which all people are entitled.**

- Some suggest that human rights are primarily political rights such as the freedom of speech, and freedom of choice.

- Others suggest that human rights should also address social and economic concerns such as freedom from hunger and universal access to education.

The United Nations attempted to set an international standard of human rights when it adopted the Declaration of Human Rights in 1948.
- The Declaration covers a wide range of personal, legal, civil, political, subsistence, economic, social, and cultural rights.

Application of the Declaration

Equality of individual rights, participation in societal decision making, and protection under the law varies greatly from one nation to another.
- Controversy emanating from real or perceived injustices occurs in both democracies and nations with authoritarian governments.

In authoritarian nations, the issue of human rights seems more pronounced.
- Citizens are limited or denied the right to select their political leaders.
- The rights of free speech, free assembly, and freedom of religion, are often restricted.

## Concepts (Knowledge Objectives)

Democratization

Know that the struggle of both individuals and groups to obtain civil and political rights has been ameliorated by a decline in the number of authoritarian governments.
- The end of the Cold War provided the people of the former Soviet Union and Eastern Europe with an opportunity to play a significant role in the decision-making processes of their nations.
- In 1985, 83 nations were ruled either by military, one-party dictatorships, or by absolute monarchies. By 1990, that number had been reduced to 60 nations.

Moral Vision

Know that a moral vision establishes the standards to be used in determining the minimum requirements for a life of dignity.

Know that each society will develop its own moral vision that identifies the minimum requirements for a life of dignity.
- Human rights emerge from these moral visions.

Know that some suggest that human rights include economic issues such as freedom from starvation and access to education.

Consensus

Know that the individuals and groups within a society must agree that a specific right should be an inherent right for all in that society.

Declaration of Human Rights

Know that the United Nations Declaration of Human Rights states that:
- all individuals, irrespective of where they reside, are entitled to the rights and freedoms contained in the Declaration;
- the will of the people shall be the basis for the authority of government; and,
- "this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage..."

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Communication*<br><br>Continuation of the Concept Application Lesson for: Privileges, Human Rights, Obligations, and Universality. |
| Practise selecting and applying the skills of:<br>• problem solving;<br>• dialectical thinking;<br>• decision making; and,<br>• conflict resolution to an issue.<br><br>Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory. | What rights should everyone be entitled to regardless of contribution to the society?<br><br>What obligations do you believe people should accept in order to maintain the dignity of each and every individual? | Following completion of the grid, have the groups consider the following:<br><br>• Are they are prepared to accept and live by the responsibilities accompanying the human rights they selected?<br>• What it would be like to live in a society without some of the human rights they have listed?<br>• Whether the benefits outweigh the costs in terms of living a life of dignity that supports humanity as they see it?<br><br>Have all the groups meet and attempt to reach consensus on a list of basic human rights which they believe are necessary to maintain a life of dignity.<br><br>Suggest to students that when considering what a life of dignity and humanity constitutes, they should consider:<br>• the rights everyone would be entitled to regardless of contributions to the society; and<br>• the obligations everyone in society has for the dignity of each individual?<br><br>Upon completion, the students could compare their list with the United Nations Declaration of Human Rights and/or the Canadian Charter of Rights. |

## Content

### Democracies and Human Rights

**The presence of a democratic system of government does not necessarily ensure that the rights of all members of a society are fully respected.**

- In democracies such as Canada and the United States, Indigenous groups, women and immigrants have all expressed grievances that they have had limited access to the nation's decision making and have not received the full rights guaranteed to all citizens.

- In some democracies, certain ethnic groups feel that their cultural identity and survival is threatened. Some of these groups seek political independence or other changes in the political status quo.

**During periods of national crisis such as war, the basic rights of the citizenry, even in democracies, are restricted.**

- The experiences of Japanese-Canadians during the Second World War illustrated this suspension of rights.

Within democratic states, including those with a longstanding democratic tradition, the commitment to democracy will not always be accepted by all interest groups. Indeed a democratic tradition, can be successfully challenged.

- In 1973, the Chilean military overthrew the democratically elected government.
- Chilean President Salvadore Allende was killed during the coup and thousands of opponents of the military were arrested, exiled or killed.

### Human Rights: A Contemporary and Controversial Issue

Establishment of a human right is not a static achievement. **As a society changes, the issue of identifying, retaining and extending human rights emerges.**

- The process involves achieving agreement among individuals and groups within the society.
- The process often involves resistance on the part of some groups within the society.

## Concepts (Knowledge Objectives)

### Pressure Groups

**Know that the democratic political process enables groups to gain political power if they are prepared to use the sources of power effectively and creatively.**

### Minorities

Know that human rights are not needed by those who already have power and status but are needed by those who lack power and who for one reason or another are unpopular and unacceptable to the mainstream opinion.

### Self-Determination

**Know that some groups believe that human rights include the right of a distinctive population to control the institutions necessary to protect the *distinctiveness* of that population.**

Know that a population can be viewed or perceive itself as being distinct on the basis of religious, ethnic, racial, cultural, or geographical factors.

### Resistance

**Know that the establishment of human rights involves considerable debate and conflict within societies.**

- The belief that all adult citizens should have the right to vote was not universally accepted and the process of establishing that right involved considerable controversy and required many years to enact.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: World View, Moral Vision, Values, and Legitimacy. (For additional information, see Activity Two of the Unit Five Activity Guide.) |
| Learn/practise to define sets of criteria that can be used to make decisions about the correct course of action.<br><br>Practise applying the thinking skills of:<br>• stating criteria that can be used to base decisions on; and,<br>• presenting tests such as consequences that justify the criteria selected.<br><br>Practise selecting and applying the skills of:<br>• problem solving;<br>• dialectical thinking;<br>• decision making; and<br>• conflict resolution<br>to an issue. | In a civilized society, what should be the minimum standards of treatment for a life of dignity:<br>• the Ten Commandments;<br>• the Sermon on the Mount;<br>• Hammurabi's Law Code;<br>• Machiavelli; or,<br>• the Buddhist Noble Eight Fold Path? | Have the students, working in groups, attempt to reach a consensus about what they would consider to be a list of legitimate human rights necessary for a life of dignity within a society.<br><br>Suggest to the students that many social practices are controversial because some people argue that they infringe upon human rights while others argue that they do not.<br><br>Suggest to the students that they examine a list of typical social practices to discover whether they would be acceptable given the human rights code they have just adopted.<br><br>In a class discussion, ask the groups:<br>• Are there rights they would add or delete?<br>• What things do they believe about moral and ethical behaviour that makes them believe certain things about human rights?<br><br>Have the students examine some moral codes to see whether their personal approaches to human rights reflect some kind of code. |

## Content

**Role of the United Nations and International Community in Promoting and Preserving Human Rights**

Enforcement of the Declaration of Human Rights has been considered the responsibility of the UN member governments that acknowledge the Declaration.

- **It is difficult to ensure that all member states will comply.**

- **National governments generally do not support the intrusion of foreign influences in their decision-making processes.**

- **The United Nations does not have a standing military force to compel nations to respect their citizens' human rights.**

**The role of the United Nations in securing the human rights of all people is a controversial one.**

- Some nations believe that the UN does not have the right to intervene in the internal affairs of its member nations; intervention should only occur in exceptional circumstances.
- Others believe that the UN should take a proactive role in ensuring human rights and intervene in the internal affairs of nations if necessary.

**The Difficulty in Achieving Equality: Leadership and Tactics**

**Individuals or groups in societies who feel that they have been denied full and equal participation in the society, have a number of options available to express their concerns and to seek a remedy to the existing situation.**

History has provided a number of examples of expressions of discontent on the part of individuals or groups who have challenged the existing political status quo within their societies.

- Lenin, the architect of the Communist Revolution, advocated that Russian society and the Czarist regime could only be changed through the use of force.

## Concepts (Knowledge Objectives)

**National Sovereignty**

**Know that a significant priority of a nation's leadership is to protect the nation from undue domestic interference by foreign nations.**

Know that the one of the founding goals of the United Nations was to protect the territorial integrity and sovereignty of its member nations.

**Collective Security**

**Know that one method of achieving collective security is by establishing international institutions that would intervene in disputes between nations.**

**Know that collective security is often viewed with suspicion by national governments because it appears to interfere with the prerogatives of national sovereignty.**

Active Resistance

Know that those who favour active resistance believe that those who benefit from racism and discrimination will continue to do so until they are confronted and forced to stop those practices.

**Civil Obedience**

**Know that many believe that individuals in a democracy are never justified in breaking the law:**

- because if one person is allowed to break the law, however justified, then everyone must be allowed to break the law when circumstances seem to warrant it; and,
- because then society will be a short step from chaos and anarchy and any kind of justice will be impossible.

## Skills/Abilities Objectives

Learn to consider and use consequences as a test for evaluating logical arguments.

Practise evaluating historical situations to find evidence that supports or refutes a proposition.

Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.

Practise presenting an analysis of the data to confirm or disconfirm the proposition by:
- describing and defining the main parts;
- describing cause-effect or other relationships; and,
- showing how the parts are related to each other and to the whole.

Practise selecting and applying the abilities of:
- problem solving;
- dialectical thinking;
- decision making; and
- conflict resolution to an issue.

## Values Objectives

Do the ends justify the means?

In considering the question of what to do about systemic injustice in a democratic society:
- Should order be considered more important than justice?
- Should oppressed groups obey, while trying to change unjust laws that were designed to keep them oppressed?
- Should the concept of civil disobedience be considered just an excuse to justify illegal actions?
- Should the viewpoint of the majority (or those in power) be considered more legitimate than that of the minority?
- If violence or civil disobedience breaks out over longstanding issues of justice, should the protesting minority be considered any more guilty than the passive majority who refused to take action?

## Suggested Teaching & Evaluation Strategies

**Incorporating the C.E.L.s**
- *Independent Learning*
- *Critical & Creative Thinking*
- *Personal & Social Values & Skills*

Concept Development Lesson for: Leadership, Consequences, Civil Disobedience, Active Resistance, and Pressure Groups. (For additional information, see pg. 5-10 of the Unit Five Activity Guide.)

Note that groups who feel that their rights have been limited or denied, have a number of tactical options. These include:
- non-violent tactics such as demonstrations or boycotts;
- promoting particular legislation by pressuring decision makers;
- becoming actively involved in the national decision-making process, such as running for election;
- use of the mass media to win public support;
- violent tactics such as bombings; and,
- seeking international support.

Using the actions of Afro-Americans in this century, provide students with historic and contemporary examples of tactics used by groups to achieve specific goals.

Have student groups prepare presentations by completing the following tasks:
- Identify the major historical events and actions that have affected the lives of Afro-Americans.
- Identify various Afro-American leaders who advocated specific tactics in seeking to improve the group's situation.
- Note the approaches of Martin Luther King and Malcolm X and predict what the consequences of each approach would be for both the well-being of Afro-Americans and for American society.
- Recommend a course of action for Afro-Americans to take.

**Alternative activities**
- Students could investigate the historic and contemporary challenges facing Canadian women or Indigenous People in their struggles for equality.

## Content

- Gandhi felt that the goal of Indian independence could be achieved through non-violent methods. He advocated the tactics of passive resistance and mass civil disobedience.

- Both Lenin and Gandhi were successful although they used different tactics to achieve social change.

The debate about tactics to remedy real or perceived inequalities within societies is ongoing.

- The U.S. civil rights movement witnessed a debate among Afro-Americans over how best to respond to racism and inequality.

- Martin Luther King advocated a policy of non-violence and peaceful mass demonstrations aimed at gaining access to equal participation in American society.

- Malcolm X advocated the use of violence for self-defence and opposed integration. He favoured Afro-American separatism.

### Challenges in Achieving Social Justice: The Gender Revolution

**The gender revolution has profoundly affected the industrialized societies of the western world.**

Changing Expectations

Events that occurred in the 1940s and 1950s influenced society's expectations of the genders.
- During the Second World War, large numbers of women entered the traditional male workplace.
- The expectation was that after the war, women would resume their places in the home.
- However, low birth rates during the 1930s and the impact of the war combined to create a labour shortage in the 1950s.
- Many women remained in or returned to the workplace.

## Concepts (Knowledge Objectives)

### Civil Disobedience

**Know that those who advocate civil disobedience do so when the majority are more concerned about order than they are about justice. They argue that:**
- the majority must come to understand that the purpose of order is to facilitate justice.
- when order is used to thwart justice then a dangerous block to social progress has been created; and,
- this will ultimately lead to the anarchy of frustration and violence where any possibility of order and justice will be destroyed.

Legitimacy

Know that a human right has to seem legitimate before the duty bearer is likely to submit to the obligation and duties being claimed by the human rights holder.

### Social Change

**Know that in this century a number of changes within society have resulted in a significant shift in the accepted roles, rights, and rewards for women.**

### Sexism

**Know that sexism is the belief that an individual's sex justifies different treatment in terms of rights, social roles, responsibilities, and economic and political participation within a society.**

### Gender Roles

**Know that considerable controversy remains associated with the proper role of women and men particularly in relation to responsibility for the family.**

Women's Rights

Know that in the developed nations of the West, there are indications that a permanent shift is taking place in the roles and responsibilities of women and men, although this shift is not universally accepted.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Sexism, Gender Inequity, Gender Roles, Social Change, and Women's Rights. (For additional information, see pg. 5-12 of the Unit Five Activity Guide.) |
| Practise stating a proposition that is highly probable in light of established facts, or in light of a principle or theory. | When considering issues of systemic injustice, does the democratic value/right of equality of treatment mean:<br>• that any kind of discrimination, however good the reasons for it, cannot be accepted; or,<br>• that long-standing systemic injustice can only be changed by giving certain groups special consideration in the short run? | Working as a class, establish criteria to determine the status of individuals and groups within a society.<br><br>Factors to consider could include:<br>• income levels;<br>• education levels;<br>• employment opportunities;<br>• access to and participation in national decision making; and,<br>• legal restrictions or guarantees. |
| Practise using grids as a method of analyzing information.<br><br>Practise presenting an analysis of the data to confirm or disconfirm the proposition by:<br>• describing and defining the main parts;<br>• describing cause-effect or other relationships; and,<br>• showing how the parts are related to each other and to the whole. | Should governments become involved in instituting programs that give certain groups special rights or protection? | Have student groups investigate the status of women in several nations, including Canada. The students could examine the chart in the Student Information Sheet on The Status of Women in Selected Western Countries.<br><br>• Utilizing the criteria indicated in the chart, the groups could construct grids to help categorize the information they obtain.<br><br>Ask the students to attempt to define the moral vision and its related human rights paradigm found in each of the selected nations. |

## Content

Women's increasing opportunities to enter the workplace did not necessarily lead to equality in the workplace or in other areas of society.

- Women encountered lower paying jobs and limited opportunities for promotion.

In the 1950s and 1960s, some women and groups expressed opinions that challenged the belief that women should restrict their activities to family care.

- Tactics used by the Black Civil Rights' movement in the U.S. were adopted by some women's groups in their campaigns for equality of opportunity and civil rights.

Throughout the last decades, various women's movements and organizations have emerged and have campaigned for gender equity.

**Full equality of the genders has not yet been achieved.**

- Most executive positions in private and public enterprises are held by males.
- Most political office holders are still male.
- The incomes of women remain well below the average income of males.

The status of women is a global concern. In July 1985, the UN reported:

> . . . while women represent 50 percent of the world population, they perform nearly two-thirds of all working hours, receive only one-tenth of the world's income and own less than one percent of the world property.

**The road to gender equality has raised and continues to raise controversial issues:**

- Attempts by the American women's movement to entrench their rights in the U.S. Constitution became an important political issue but failed to pass.
- In Canada, the Royal Commission on the Status of Women recommended that, in certain areas, women will need special treatment to overcome the effects of past discrimination.
- other controversial issues include:
  - divorce laws;
  - abortion rights and laws; and,
  - affirmative action legislation.

## Concepts (Knowledge Objectives)

### Gender Inequity

**Know that there has been a long tradition of inequitable treatment of people based on and justified by gender.**

### Civil Rights

**Know that the equal application of civil rights to all groups within a society does not always occur.**

- **Know that legal and legislative actions have been taken to secure equal application of civil rights to all segments of Canadian society.**

Know that the 1945 UN Charter clearly stated the commitment of the world organization to "the equal rights of men and women."

### Gender Equity

Know that various women's organizations continue to advocate numerous reforms and programs such as public funding for daycare centres and affirmative action programs to secure access to the workplace and educational institutions.

Know that increasing numbers of women are entering the political process and are getting elected.

### Inequitable Conditions

Know that much remains to be done, because the range of career and educational opportunities, levels of pay, pensions, and division of family responsibilities still remain inequitable.

- In Canada the median income for full-time women workers was 67.6% of the male median income in 1990.

Know that the gap between the median income for full-time males and full-time females in the workforce remained constant throughout the 1980s.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Continuation of the Concept Application Lesson for: Sexism, Gender Inequity, Gender Roles, Social Change, and Women's Rights. |
| Practise defining and applying criteria as a basis for making an evaluation.<br><br>Practise selecting and applying the abilities of:<br>• problem solving;<br>• dialectical thinking;<br>• decision making; and,<br>• conflict resolution to an issue. | What is the most acceptable means to achieve equality for all citizens in our society?<br>• By providing programs or legislation that favours one group?<br>• By ensuring the enforcement of human and civil rights as dictated by law?<br>• By ensuring that all citizens have equal access to the law in order to protect their human and civil rights?<br>• By conducting a pervasive and ongoing public education program that stresses the equality of all citizens? | Have students use the information they obtain in the previous activity to prepare positions on the following issues:<br>• Should employers and educational institutions actively discriminate in favour of women;<br>• Should women or men be paid for homemaking?<br>• Should homemakers be eligible for the Canada Pension Plan?<br>• Does a husband have the right to abuse or rape his wife or to abandon his wife and children?<br>• Does a wife have as much right to a job as does a husband?<br>• In a family, who should make supper, do the laundry, change the diapers, and be responsible for all the children's needs?<br><br>If members of the group cannot agree on particular issues, varying points of view can be noted when the group presents its positions to the class. |

## Content

**Challenges in Achieving Social Justice: The Indigenous Peoples**

**There are 250 million Indigenous Peoples living in 70 nations.**

Although they were the original occupants of a land, a number of factors have led to Indigenous populations becoming minorities in their own lands. Reasons for this include:

- population migrations such as the European migration to the Americas;
- Indigenous peoples lack immunity to foreign diseases such as smallpox, which decimated Indigenous populations;
- deliberate extermination programs such as the one that decimated the Beothuk people of Newfoundland; and,
- economic disruption of traditional lifestyles and societies.
- **The impact of sustained contact with non-Indigenous cultures is still felt by Indigenous Peoples today.**

**Historic Experience: The Initial Contacts between Indigenous Peoples and Colonizers**

The arrival of Columbus in the Americas has symbolized the end of an independent existence for Indigenous peoples in the Americas.

- European contact brought the European economic, political, and religious paradigms to bear on the Indigenous people and their societies.
- **The Indigenous Peoples were viewed not as equal viable societies but rather as elements that would contribute toward achievement of European goals.**
- They were viewed as labour for the European plantations and as potential converts to Christianity.

**Response of Governments to Indigenous Peoples: The Contemporary Situation**

**The policies implemented by governments regarding Indigenous Peoples have varied over time. However, there has been consistency in those policies in that Indigenous people have not had meaningful input in the decision-making processes that have affected their lives.**

## Concepts (Knowledge Objectives)

**Indigenous or First Peoples**

**Know that the Indigenous Peoples are the descendants of the original inhabitants of lands that were colonized by foreigners.**

Minorities

Know that the Indigenous Peoples are minorities in that they have limited access to and participation in the national decision-making processes.

Acculturation

**Know that acculturation is those changes that occur within a culture that are caused by the influence of another culture and result in an increased similarity between the two cultures.**

**Alienation**

**Know that Indigenous Peoples have had to face the cultural collapse that accompanies the loss of their land, their language, their social and political systems, and their knowledge.**

Motivations for Exploration and Conquest

Know that European exploration of the world was the outcome of a number of motives including:

- the desire to spread Christianity;
- the desire to seek new markets and raw resources;
- rivalry among the nations of Europe;
- a desire for wealth and fame; and,
- curiosity.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Social Contract, Human Rights, Multiculturalism, and Consequences. |
| Practise the skills of comparing and contrasting.<br><br>Practise applying criteria about the ideals of justice to actual situations.<br><br>Practise constructing grids for the purpose of organizing information. | What level of conformity should a democracy be able to insist upon:<br>• that all individuals ought to be free to behave according to the requirements of their conscience provided they do not hurt any other person; or,<br>• that a social contract has been agreed upon that determines the basic standard of behaviour and everyone must conform to it.<br><br>Should Canada be considered a just society because it does as well as any modern nation and better than many? | Discuss the policy of multiculturalism as it is practiced in Canada.<br>• Note how Canada and Canadian society has benefited from adopting aspects from many cultures.<br><br>• Note that some societies do not promote or even condone the presence of minority cultures within the mainstream society.<br><br>• Some of these societies practice discrimination against minorities.<br><br>Provide the students with several historic and contemporary examples of such societies. (Nazi Germany, etc.)<br><br>Have students construct a grid indicating what they consider basic human rights to be.<br>• Refer to the list of basic human rights developed by students in previous activities.<br>• Compare the grid with the UN Declaration on Human Rights.<br><br>Have students indicate on their grids whether the rights they listed are honoured in Canadian society.<br><br>Have student groups select one nation and investigate to determine whether that nation honours the listed Rights. Results could be indicated on a grid.<br><br>The groups, utilizing the grid, will present their findings to the class. |

## Content

The global nature of the world's economy has not left any region or people of the world unaffected.

- **Changes in both the developed and the developing world have not always benefited Indigenous Peoples.**

**Contemporary issues and goals such as the acquisition or development of valuable resources and the need for increased food production have affected government policies towards Indigenous populations.**

- Increasing competition for markets and resources has resulted in arable land being used to grow export crops and not to meet the needs of the resident population.
- In Sarawak, one-third of the forests have been cleared in the last thirty years.
- The Penan, the Indigenous People of the forests, have been decimated.
- The vast majority of the Penan have been resettled in villages and towns and have lost their independence and self-sufficiency.

- **The Indigenous populations generally do not have significant input in national decision making.**

**The Future for Indigenous Peoples: Choices**

**Indigenous peoples are faced with many difficult choices and challenges, one being to either maintain their traditional culture and lifestyle or to try to assimilate into the majority society and culture.**

**Decades of policies favouring assimilation have not resulted in many benefits for many Indigenous Peoples.**

- Only four percent of Maoris have professional jobs.
- The income of Indigenous people in the United States is half of the national average.
- The Ache Indians of Paraguay, according to the United Nations, are being enslaved for the purpose of clearing lands for wealthy landowners.

## Concepts (Knowledge Objectives)

**Racism**

**Know that racist and prejudicial attitudes can provide justification for unequal treatment of specific groups of people.**

Human Dignity

Know that Indigenous Peoples have not accepted the loss of their lands and culture passively. They have resisted such intrusions with the resources available to them.

Forms of Racism

- Personal
  - actions by individuals that degrade another person on the basis of race or ethnicity.
- Institutional
  - policies and practices within institutions which in effect discriminate against racially-defined groups.
- Societal
  - overall effects of intentional and unintentional discrimination on racially-defined groups maintained by the structure of society.

Economic Interdependence and Decision Making

Know that dependence on export crops and resources such as rubber and coffee reduces the decision making powers of governments of developing nations.

- Such nations become dependent on the fluctuating needs and desires of the developed nations and their markets.

Know that the world's rainforests are home to 50 million Indigenous people. The existence of the rainforests is threatened by the rapid deforestation which is presently occurring.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Concept Development Lesson for: Indigenous, Accommodation, Assimilation, Genocide, and Segregation. (For additional information, see Activity Three of the Unit Five Activity Guide.) |
| | | Using the information relating to South Africa in the Activity Guide, discuss the situation facing the Black majority population in that nation. |
| | Is the treatment of a disenfranchised group affected by the size and location of that group? | Pose the question, does a parallel situation exist in Canada in terms of the position of the Indigenous Peoples of Canada? |
| Practise constructing grids for the purpose of analyzing information. | Is it possible to compare the conditions in one nation with conditions in another nation? | Have the class develop a grid focusing on particular conditions facing the South African Blacks and the Indigenous People of Canada. |
| Practise the skills of comparing and contrasting. | What criteria should be utilized in seeking accurate and non-biased information concerning social conditions in one's own nation and in other nations:<br>• government sources of information;<br>• international non-governmental agencies;<br>• particular social or ethnic groups; or,<br>• the international press? | Factors which could be included are:<br>• the rights that are denied or restricted to the specific populations;<br>• the territories that are designated for the two populations;<br>• the resource and economic potentials of the designated territories;<br>• the economic levels of the two populations in comparison to the general population;<br>• the education levels;<br>• the social conditions (health, housing, etc.)<br>• legislation in the respective countries that discriminates against the two populations; and,<br>• the access and input of the two populations to national decision making.<br><br>Student groups will have the task of completing a grid comparing the two populations. |
| | Should all the members of a society have the same basic rights? | The class can attempt to identify key rights individuals need for full and equal participation in the national society.<br>• Utilizing this list, discuss whether the two populations, in the two nations, have these rights. |

## Content

- The unemployment rate among Australian Aborigines is five times the national average.
- The income of Indigenous people in North America is half the average.

Faced with existing realities such as racism and prejudice, pressures manifest themselves in a high incidence of crime, alcohol, and suicide:

- In Canada, the suicide rate among Indigenous youth is seven times the national average.
- In Canada, the rate of imprisonment of Indigenous people is three times the national average.
- In parts of New Zealand, Maoris represent fifty percent of the prison population.

**In recent years, Indigenous peoples have begun to use the existing political structure and mass media to achieve political goals. They have also began to lobby those in power and to develop cohesive social organizations.**

### Recourse to Violence

**Nations, like individuals, resort to the use of directed violence, as an instrument to achieve goals or as a response to opposition.**

- **The occurrence of warfare between nations has been a regular feature of history.**
- **A proliferation of weapons, and groups willing to use those weapons, represents a danger to both individuals and nations.**
- **The availability of nuclear technology and weapons has galvanized world-wide concern over the issue of weapons and war.**

## Concepts (Knowledge Objectives)

### Policy Options

**Know that governments have a number of policy options when establishing relationships with Indigenous peoples.**

- **Accommodation - The national government can meaningfully involve Indigenous people in formulating policies that impact the lives of Indigenous people.**
- **Assimilation - The national government can institute policies aimed at having Indigenous people abandon their distinctiveness and acquire the culture and priorities of the majority society.**
- **Genocide - The national government can resort to an extreme policy in which the Indigenous people are either deliberately killed or left unprotected from official and unofficial interests. The ultimate goal is to eliminate the Indigenous people.**
- **Segregation - The national government may institute policies that confine the Indigenous people to specific geographic areas that have little economic value.**

### Change

**Know that groups who seek redress from governments and the larger society have a variety of methods available to them to gain public support and promote legal and political changes.**

### Accountability

**Know that a number of the nations that are developing nuclear and chemical weapons are governed by political leaders whose accountability to their citizens and to the international community is limited.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills* |
| | | Continuation of the Concept Development Lesson for: Indigenous, Accommodation, Assimilation, Genocide, and Segregation. |
| Practise the following analytical skills:<br>• defining the main parts,<br>• describing cause and effect relationships, and,<br>• describing how the parts of the whole are related to each other. | Should there be criteria to determine the allocation of rights to the citizens of a society such as:<br>• education level;<br>• age;<br>• race;<br>• gender; and,<br>• citizen or immigrant? | Review with the class the following strategies or policies governments have used when dealing with distinct minorities:<br>• accommodation;<br>• assimilation;<br>• genocide; and,<br>• segregation. |
| Practise establishing criteria to evaluate ideas and decisions. | Is the allocation of special rights for a disenfranchised group a form of discrimination against other citizens? | Have the students construct a grid listing the above policies and indicating the possible short-term and long-term consequences for the designated population and the entire nation.<br>• Have the class discuss the consequences.<br><br>Have the groups prepare a position indicating which policy option they would recommend to the governments of Canada and South Africa. |
| Practise constructing grids for the purpose of analyzing information.<br><br>Practise applying concepts to current events as a method of categorizing and classifying information.<br><br>Practise making hypotheses based on reasonable assumptions and inferences. | In attempting to meet the needs of a disenfranchised group and redress past grievances, should the needs of the particular group take precedence over the needs of the general society?<br><br>What criteria should be used in deciding when the collective rights of the group should take precedence over the rights of the individual? | • It is possible that the groups may recommend different policy options for the two governments?<br>• The groups must be prepared to justify their policy choices to the class.<br>• The groups should recommend the tactics the South African Blacks and the Indigenous People should use to achieve equality.<br>• The groups should be prepared to justify their choice of tactics.<br>• The groups will prepare a five to ten point plan to resolve the current situation facing one of the two nations. |

## Content

### Nuclear Proliferation

The danger of nuclear confrontation between the two superpowers has been reduced; however, the potential use of nuclear weapons has not been eliminated.

- **The technology to construct nuclear weapons is now readily available to both nations and terrorists groups.**
- The break-up of the former Soviet Union raises concerns as to who effectively controls the former Soviet nuclear arsenal.

Attempts to Contain the Nuclear Threat

The Nuclear Non-Proliferation Treaty (NPT) is an attempt by the major powers and the United Nations to restrict the spread of nuclear weapons.

- The NPT has had limited success because some nations will not allow international inspections of their nuclear programs.
- The agreements between the U.S. and the former Soviet Union to reduce nuclear weapons has resulted in the elimination of unsophisticated and older weapons systems.

### Military Expenditures

**The end of the Cold War did not end the global trade in modern weapons. Certain forces continue to promote the arms trade.**

- **The arms trade is a profitable trade.** Leading weapon exporting nations include the United States, the former Soviet Union, France, Britain, and China.
- The Gulf War aptly demonstrated the effectiveness of modern weaponry and convinced many nations of the need to acquire such weapons.
- Some ethnic, religious and racial groups within nations, who are seeking independence, seek to acquire sophisticated weaponry.
- Terrorist groups have access to technologically advanced weapons.
- Political instability characterizes many regions of the world and that instability has often resulted in violence and the use of military force.

## Concepts (Knowledge Objectives)

Nuclear Proliferation

Know that, officially, the nations that possess nuclear weapons include the former Soviet Union, the United States, Britain, France, and China.

- A number of other nations including Israel, India, Pakistan, and South Africa likely possess nuclear devices.
- Nations such as North Korea, Algeria, Libya, Taiwan, and Iraq are actively involved in developing the technological capabilities to construct nuclear weapons.

Know that a number of the newly created republics of the former Soviet Union acquired effective control of nuclear weapons upon achieving independence from Moscow.

Nuclear Non-Proliferation Treaty

Know that provisions of the Treaty include:

- If a nation agrees not to develop nuclear weapons, it will receive international help in developing peaceful nuclear projects.
- The International Atomic Energy Agency will inspect the nuclear programs of those nations that have signed the Treaty.
- Know that 140 nations have signed the NPT.
- China is the only major power that has not yet signed the Treaty.

Know that some nations, such as North Korea, refuse to participate in the NPT and refuse to allow international inspections of their nuclear programs and facilities.

### Military Expenditures

**Know that regional arms races occur when one nation in the region appears to have acquired an advantage in terms of arms and available military power.**

**Know that resources spent on the military and on weapons affect the ability of governments to address other policy issues.**

- **National expenditures on the military reduces available funds for other non-military ventures.**
- Pakistan, Iraq, Zaire, Uganda, and China spend more on the military than on health care and education combined.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: National Security, Collective Security, Political Stability, and Peace Keeping.<br>(For additional information, see Activity Four of the Unit Five Activity Guide.) |
| Practise the skills of brainstorming and exchanging information.<br><br>Practise describing cause and effect relationships.<br><br>Practise using criteria as a basis for analyzing information.<br><br>Practise constructing concept maps as a means of defining relationships. | Is the tendency towards the use of force and violence, as demonstrated by nations, a reflection of the basic nature of humans?<br><br>Is a predisposition to use force in international relations by a society or nation simply a reflection of the degree of violence within that society or nation? | Have the students brainstorm and list conditions and situations that can lead to conflict within nations and between nations. Note such factors as:<br>• territorial disputes;<br>• ethnic and religious diversity and tension;<br>• acquisition of needed resources;<br>• impact of economic and social conditions such as poverty and famine;<br>• ideological differences; and,<br>• historic relationships.<br><br>Have student groups select a contemporary dispute and identify the factors that have contributed to the situation.<br><br>• The group is to construct a concept map illustrating how different factors and conditions contributing to disputes, are interrelated.<br><br>• Groups will present their findings to the class. |

## Content

**The Search for National Security: The Options**

**Traditional Option**

**Nations have traditionally relied on the maintenance of large armed forces and/or temporary alliances with other nations to secure their respective national interests.**

- **They have been reluctant to relinquish national sovereignty to any international body.**

**Collective Security Option**

**Since the end of the Cold War, the UN has assumed a more active role in dissuading nations from the use of the military option.**

- The anti-Iraq coalition involved in the Gulf War was guided by UN resolutions.

The United Nations and regional alliances such as NATO could serve as stabilizing forces.

- Their willingness to intervene actively makes the act of international aggression less appealing.
- Such organizations can also institute international responses and strategies to deal with terrorism.

**Political Instability: The Rise of Ethnic Nationalism**

Events in post-communist Eastern Europe reflect the traditional tendency of peoples to use violence to achieve political goals.

**The end to Soviet hegemony produced a new political reality and fluidity throughout Eastern Europe.**

- For the citizens of Eastern Europe, the end of communism gave rise to new freedoms and choices in political, economic, and cultural areas.
- **For some of the nations, the centralized power which held together diverse ethnic populations no longer existed. Repressed nationalist aspirations re-emerged.**
- **For some ethnic groups, the end of communist domination was perceived as an opportunity to realize long-held goals including establishing or re-establishing ethnically-homogeneous states.**

## Concepts (Knowledge Objectives)

Know that after the Gulf War, the United States concluded arms deals with Bahrain, Egypt, Israel, Saudi Arabia, and the United Arab Emirates, totalling 13.2 billion dollars.

- China, North Korea, and Czechoslovakia also supplied arms to nations of the Middle East.

National Priorities

Know that in 1990, global spending on the military exceeded global spending on health care and education combined.

**National Security**

**Know that nations have relied upon the maintenance of well-equipped armed forces to secure their territorial integrity and national interests.**

Know that the nations of NATO and the defunct Warsaw Pact have reduced their military expenditures since the end of the Cold War.

**Peacekeeping**

**Know that the United Nations has utilized military personnel from member states to intervene in internal national conflicts.**

Know that the goals of the UN peacekeeping forces include:

- ending the violence between the parties in conflict; and,
- stabilizing the situation so that the involved parties can seek a peaceful resolution to the conflict.

Know that the concept of UN peacekeeping forces was developed by a Canadian and that Canada has participated in past UN peacekeeping missions.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: National Security, Collective Security, Political Stability, and Peacekeeping. |
| Practise defining a problem or problems facing a society.<br><br>Practise making hypotheses based on reasonable assumptions and inferences. | Are there institutions within a society which should attempt to reduce violence-producing attitudes between population groups within that society?<br><br>Are there conditions which would ensure that nations or peoples groups would not resort to the use of violence against other nations or groups? | The class can attempt to identify a number of factors that seem to emerge in the various disputes.<br><br>Groups should select one of the factors that appears to be contributing to violence and tension within and between nations and propose how the international community could deal with that factor.<br><br>The groups should:<br>• propose a strategy by which the international community dissuade nations from using the military option with other nations or on populations within their nations; and,<br>• include the strategies identified in a ten-point plan which the world community could implement with the goal of reducing violence and the use of the military option.<br><br>The groups will present their ten-point plans to the class.<br><br>The class can attempt to reach a consensus on a ten-point plan. |

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- **The dispersion of ethnic groups across the nations of Eastern Europe meant that the agendas of the different ethnic groups would collide.**

Ethnic Nationalism

**Ethnically-driven nationalism stresses the distinctiveness of a population on the basis of religion, language, geography, history, and culture.**

- **The various manifestations of this force have a commonality in their agendas; namely, they all seek to establish the primacy of a particular population, and articulate the necessity of securing the tools to ensure the group's survival and well-being.**

Yugoslavia: Ethnic Warfare

Events in ethnically-diverse Yugoslavia provided an example of the ethnic tensions which surfaced in post-communist Eastern Europe.

- The major ethnic groups, the Croats, Serbs and Moslems saw the existing political union as an impediment to their nationalist agendas.
- In the early 1990s, Yugoslavia's fragmentation along ethnic lines and competition for disputed land led to armed conflict.
- There is a danger that such conflicts between ethnic groups in one nation could easily spread to other nations.

The Former Soviet Union

Ethnic conflicts among the new republics of the former Soviet Union also pose an additional danger in that effective control of the former Soviet nuclear arsenal has been diminished.

**Tension and violence between ethnic populations has not been limited to Europe.**

- **Both historic and contemporary events in the Middle East illustrate the global nature and complexities of ethnic conflicts.**

## Concepts (Knowledge Objectives)

Know that developed nations spend 500 billion dollars each year on military defense and spend 47 billion on financial aid to poorer nations.

- Developing nations have eight times as many soldiers as they have doctors.

Know that the use of force, the military option, remains a viable option for both governmental and non-governmental groups.

Political Stability

**Know that determination of frontiers is often the result of diplomacy, the intrigues of the great powers, and political expediency.**

- **The populations of many nations reflect the consequences of history and political decisions.**
- **The presence of a central authority is often the only force that ties diverse populations together in a political relationship.**
- **When that central force is diminished in some manner, the nature of the existing political realities is changed.**

Know that Yugoslavia, a nation created not by its diverse populace but by the Great Powers following World War I, symbolized the ethnic tensions that surfaced following the end of communist rule.

Ethnic Violence

Know that ethnic violence has occurred in a number of the newly-independent republics which were part of the former Soviet Union.

- In the Caucasus region, Christian Armenia and Moslem Azerbaijan have clashed over disputed territory.
- In the republic of Moldova, the majority Romanian population has clashed with the Russian and Ukrainian minorities.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson<br>for: Ethnic Tensions, Peacekeeping, National Security, and Collective Security.<br>(For additional information, see Activity Four of the Unit Five Activity Guide.) |
| Learn the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other.<br><br>Practise the skills of comparing and contrasting.<br><br>Practise making hypotheses based on reasonable assumptions and inferences. | Are there justifiable reasons for a population group to use violence to achieve specific goals which benefit that group?<br><br>Are there circumstances in which the principle of national sovereignty should be disregarded by the international community?<br><br>What criteria should the United Nations or some other association of nations use to determine involvement in the internal affairs of an independent nation:<br>• the persecution of a distinct minority;<br>• the breakdown of established authority within the nation;<br>• a large population facing starvation; or threatening conditions; or,<br>• the conflict is posing a threat to international peace? | Student groups will select one contemporary conflict involving ethnic or religious groups and investigate the historic relationships and factors that have shaped the present relationship between the rival groups.<br><br>One or more groups could investigate situations of conflict between populations in Canada.<br><br>The groups could do the following.<br>• Indicate the differences that exist between the groups in conflict.<br><br>• Indicate the conditions that gave rise to the present difficulties.<br><br>• Indicate the political options that are available to reduce or end the violence between the groups.<br><br>• Indicate the best political option available to end the difficulties.<br><br>• Indicate if the international community should become involved in ending the hostilities and seeking a resolution of the conflict.<br><br>The groups will present their findings and proposals to the class. |

## Content

### The Middle East: Human Rights and the Recourse to Violence

A number of the issues discussed in this unit are in play in the Middle East.

- **Areas of the Middle East are contested by specific groups, all claiming that failure to achieve their goals/claims will result in them remaining disenfranchised and victims of the status quo.**
- The legacies of the Cold War and the presence of large deposits of oil has encouraged the nations of the region to maintain large, well-equipped armed forces.
- Despite the wealth produced by the sale of oil, a great disparity exists in wealth and living standards both within and between the nations of the region.

### Competing Claims: The Clash of Arab and Jewish Nationalism

**The goal of establishing a Jewish state in Palestine collided with the reality that Palestine was home to thousands of Arabs.**

Britain, seeking the support of both populations during the First World War, indicated support for both the establishment of a Jewish state and Arab nationalism.

- Thousands of Jews from Europe immigrated to Palestine between the two world wars.
- The local Arab population was alarmed at this influx of Jewish settlers and clashes occurred between the two peoples.
- **World War II and the Holocaust convinced Jews that only the creation of a Jewish state in Palestine would secure the safety of Jewish people.**
- The Holocaust also led to increased support from the West for the creation of a Jewish state in Palestine.

**Facing rising violence between the Jewish and Arab populations, Britain announced, in 1947, that it planned to leave Palestine and turn the issue over to the UN**

- Britain lacked the resources and desire to continue to maintain significant control over large areas of the Middle East.

## Concepts (Knowledge Objectives)

### Nationalism

**Know that the desire of a homogeneous population to have a distinct and defined territory has contributed to the clash of Arab and Jewish nationalism.**

- **Both the Jewish population and the Arab population are contesting ownership over the former British protectorate of Palestine.**

Balfour Declaration

Know that during World War I, Britain, seeking to retain the support of the Jewish community within Palestine, indicated that it supported the establishment of a National Home for Jewish people.

Know that Britain had indicated support for political independence for both the Arab and Jewish populations.

### Zionism

**Know that centuries of religious persecution throughout Europe, combined with a desire to return to the Holy Land, led to the creation of the World Zionist Organization in 1897. Its goal was the creation of a Jewish homeland in Palestine.**

Religious Persecution

Know that significant numbers of Jews settled throughout Eastern Europe.

- Numerous restrictions relating to employment, land ownership, education, and civil rights were applied to European Jews.
- The Jewish communities became targets of oppression and violence.

Nazi Persecution

Know that anti-Semitism was a major feature of Hitler's political movement and that on achieving power in 1933, Hitler quickly instituted laws discriminating against the Jews of Germany.

- The Nazi policies encouraged many Jews to emigrate to Palestine.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Application Lesson for: Emigration, Religious Persecution, Holocaust, and Anti-Semitism. (For additional information, see Activity Five of the Unit Five Activity Guide.) |
| Practise drawing inferences from current events.<br><br>Practise identifying cause-effect relationships.<br><br>Practise making hypotheses based on reasonable assumptions and inferences.<br><br>Practise the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | What criteria should a nation use for accepting new immigrants:<br>• the employment needs of the host nation;<br>• needs of the immigrants to escape persecution;<br>• the desire to reunite families;<br>• education and skills possessed by the immigrants; or,<br>• ethnic composition of the host nation?<br><br>Should some people not be admitted to Canada as immigrants?<br><br>Does immigration benefit or hurt Canada?<br><br>Should some groups' needs take precedence over the needs of other groups? | Discuss with the class the various reasons why people emigrate from their homelands. The discussion could also focus on the Canadian experience.<br>• Why do people immigrate to Canada?<br>• Should the number of immigrants to Canada be limited?<br>• Should criteria be established for selecting immigrants to Canada?<br>• Should new immigrants have the same rights as Canadian citizens?<br><br>Review the situation in Europe in the 1930s:<br>• the rise of anti-Semitism in Nazi Germany;<br>• official policies of discrimination and state-supported persecution of German Jews; and,<br>• reluctance of European and North American nations to accept large numbers of Jewish immigrants.<br><br>Discuss the Holocaust:<br>• conditions in the concentration camps;<br>• numbers of people who were exterminated;<br>• targeted groups to be exterminated;<br>• support or opposition of European populace to the persecution of the Jewish population;<br>• impact on the Western Allies at the end of the war; and,<br>• prosecution of the leaders of Nazi Germany.<br><br>Have student groups prepare one of the following:<br>• An editorial encouraging Jewish people to immigrate to Palestine immediately after World War Two. |

## Content

### UN Partition Plan

**In 1947, a UN resolution called for the division of Palestine into two states, a Jewish state and an Arab state.**

- **The Arab population that constituted the majority of Palestine's population in 1947, felt that the UN Partition Plan gave them insufficient land.**
- Despite Arab opposition, the Plan was instituted and in May 1948, the new nation of Israel was created.
- The new state of Israel immediately faced a war with the surrounding Arab nations.
- With substantial American assistance, Israel resisted the Arab forces and expanded the territory it controlled.

### Palestinians: An Uncertain Future

**One million Palestinians who had fled their homes during the war were now homeless.**

- **They were confined to refugee camps in the surrounding Arab states.**
- **The condition and aspirations of that population became a major political issue in the region.**

### Palestine Liberation Organization

Palestinian frustrations led to the creation of the Palestine Liberation Organization (PLO) in 1964. Yasser Arafat emerged as a leader of the PLO.

- **The PLO sought to keep the Palestinian issue a major world concern.**
- **Elements of the PLO have used violent tactics to achieve goals.**

### Six Day War: Occupation of the West Bank

**The Israeli victory, in June 1967, resulted in Israel occupying the Sinai Peninsula, the West Bank of the Jordan River with its large and hostile Arab population, and the Golan Heights.**

- Israel now controlled the entire city of Jerusalem and made it the capital of Israel.
- Throughout the 1980s, Israel permitted the construction of new Jewish settlements on the West Bank. This produced resentment within the Arab population of the West Bank.
- Violence between the two populations often resulted.

## Concepts (Knowledge Objectives)

### Partition

Know that the United Nations developed a plan to partition Palestine into separate Jewish and Arab states.

- Egypt, Jordan, Syria, and Iraq sent forces to aid the Palestinians in attacking Israel.
- Israel won this war and gained territory not originally assigned to them in the UN Partition Plan.

### Palestinian Alienation

**Know that one million Palestinians who had fled their homes during the war were now refugees in the surrounding Arab states.**

### Palestine Liberation Organization

Know that within the PLO, several organizations exists, each advocating a different strategy to achieve Palestinian objectives.

- Israel has consistently refused to negotiate with the PLO.
- Palestinian refugee camps have been targeted by Israeli forces as PLO bases.

### Arab Antiwesternism

**Know that many Arab nations viewed Israel as a Western client state and Israeli military successes increased antiwestern feelings.**

### Jerusalem

**Know that control of Jerusalem is a contentious issue because it is considered sacred to Christianity, Judaism, and Islam.**

### Jewish Settlement

Know that the influx of Soviet Jews into Israel has created a new urgency to establish new communities to house these immigrants.

### Resistance

**Know that in the late 1980s, a widespread campaign of civil disobedience to Israeli authority was initiated by the Palestinians of the West Bank.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Communication* |
| | | Continuation of the Concept Application Lesson for: Emigration, Religious Persecution, Holocaust, and Anti-Semitism. |
| Practise communication skills. | Who should determine the criteria for admitting immigrants into a specific region or nation? | • A short essay that answers the question, should there be limits to the number of immigrants allowed into a particular region or nation? |
| Practise applying criteria about the ideals of justice to actual situations. | What should be the criteria for determining the number of people who are allowed to immigrate to a nation? | • A short essay that answers the question, should criteria be established to determine which immigrants Canada should accept? What should these criteria be? |
| Learn to use the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | Are newly arrived immigrants entitled to the same rights as long-term residents of a region or nation? | Following the group presentations, the class could discuss the issues raised by the influx of Jewish settlers to Palestine.<br>• How did this immigration affect the existing population balance in Palestine?<br>• What pressures were created by an influx of immigrants?<br>• What external pressures and parties were involved in this issue?<br>• Could the rights of both the Palestinians and the Jewish immigrants be satisfied?<br>• What pressures were the British authorities under in handling this issue? |
| Practise applying criteria about the ideals of justice to actual situations. | Is it possible for distinct populations to live together peacefully for an extended period of time? | Following the discussion of these questions, student groups could prepare reports that present a strategy that would reduce tension between the Jewish and Arab populations and still meet the basic needs of each group. |

## Content

### Global Inequality: Unequal Shares

**Within most societies there is unequal distribution of power and resources. Within the international community, there is also unequal distribution of power and resources.**

- **Both situations can contribute to political and social instability.**

**The developed nations of the world, constituting less than 20 percent of the world's population, control 80 percent of the world's wealth.** The wealth gap between rich and poor nations is staggering.

- In 1988, the average per capita income of OECD nations was $17,100.
- In 1988, the average per capita income of the Sub-Saharan nations was less than $500.

The Gross Domestic Product (GDP) is the most widely used measurement of the size of a nation's economy.

- In 1988, Canada's GDP was $489 billion;
- In 1988, Chad's GDP was $0.86 billion.

Not only do the developed nations produce more, their citizens have the wealth to sustain a high standard of living.

- In 1988, the average income of a Canadian citizen was 18,834 U.S. dollars.
- in 1988, the average income of a citizen of India was 335 U.S. dollars.

The gap in the quality of life, between rich and poor nations, influenced by such factors as secure supplies of food and medical services, is equally staggering.

- In OECD nations, the life expectancy is about 75 years, while in Sub-Saharan nations life expectancy is 50 years.

### Poverty in the Developing World: Its Implications

**The developing nations have 80% of the world's population but only 20% of its wealth.** The consequences of this inequality manifest themselves in such statistics as:

- In 1987, one billion people around the world were living in inadequate housing.
- In 1987, 500 million people were dangerously undernourished.
- In 1987, there were over 800 million illiterate adults.

## Concepts (Knowledge Objectives)

### Developed Nations

Know that most of the developed nations belong to the Organization for Economic Cooperation and Development (OECD).

- **Developed nations have industrial, political, economic, technological, and service infrastructures that support the population and enable them to have a high standard of living.**
- Gross national productivity per capita in Western Europe, North America, and Japan is, on average, 40 times greater than in the developing nations.

### Developing Nations

**Know that many developing nations share a number of characteristics, including:**

- **high rates of population growth** largely due to rapidly declining death rates and the impact of improving medical services;
- **high rates of unemployment and under-employment;**
- **migration from rural to urban centres.** It is estimated that 75,000 people migrate to cities in the developing nations each day;
- **difficulties producing or supplying enough food and clean water for their populations;**
- **widespread poverty;**
- **an unequal distribution of wealth; and,**
- **dependence on agriculture and other primary exports.** Money earned from such exports is used to pay for goods and services the developing nations must import and to pay interest on international debts.

### Absolute Poverty

**Know that 1.2 billion people presently live in conditions of absolute poverty.**

**Know that the criteria defining absolute poverty are:**

- **low life expectancy;**
- **illiteracy;**
- **prone to diseases;**
- **squalid living conditions; and,**
- **high infant mortality.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy*<br><br>Concept Application Lesson for: Foreign Debt, Spending Priorities, Domestic Needs and Poverty. (For additional information, see pg. 5-43, and 5-46, and of the Unit Five Activity Guide.) |
| Practise using familiar information to develop concepts.<br><br>Practise the skills of discussion.<br><br>Practise using the skill of roleplay to gain a better understanding of concepts.<br><br>Practise establishing and applying criteria to evaluate ideas and decisions. | Is the lending nation or institution responsible when a nation becomes heavily in debt and is having difficulty in fulfilling its debt obligations?<br><br>Should the fiscal policies of those nations that are heavily indebted be guided by recommendations of the lending nations or agencies?<br><br>Do the wealthy developed nations have a right to direct or influence the fiscal spending of developing nations?<br><br>Who benefits from foreign aid:<br>• the lending agency or nation;<br>• the borrowing nation; or,<br>• special interest groups in either nation? | Discuss the foreign debt load facing many of the developing nations and how nations obtain funds to pay such debts.<br>• Note that some nations are even unable to pay the interest on their debts. (Provide several mathematical calculations to indicate the interest payments on a one billion dollar loan.)<br>• Have the students identify the major responsibilities of a national government that involve significant expenditures of money. Examples would include:<br>  • education, public health, law enforcement, military, roads, transportation systems, national debt, etc.<br><br>Note that governments are faced with difficult choices about how to spend their available funds.<br>• They can choose to spend most of their funds on domestic concerns such as education.<br>• They can choose to spend most of their funds on reducing the foreign debt.<br>Have the students assume various roles relating to this issue:<br>• international banker, prime minister of a developing nation heavily in debt to foreign banks and nations,<br>citizen of the indebted nation, business person whose business depends on international trade, major international aid agency, and environmentalist.<br>Based on their assumed role, students are to prepare a position paper on the issue of payment of international debts and the spending priorities of the government of the indebted nation. |

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Changing the present inequality by redistributing the world's existing wealth or creating more wealth in the developing nations is made more difficult by existing economic and financial conditions facing the developing nations.

### The Debt Issue

**Many of the developing nations are heavily in debt to foreign banks and nations.**

- In 1988, Indonesia needed over 40 percent of its export earnings to service its $53 billion foreign debt.
- Latin America's total debt to foreign lenders amounts to $340 billion.

Many of the developing nations continue to rely on the sale of export crops to raise capital.

- The slowdown in the world's economy, in the 1980s, reduced the developed nation's demand for products such as coffee and bananas.
- The cash flow to the developing nations was reduced and that made it more difficult for them to repay the debt, service their debts, and meet their domestic needs.

**The poverty present in developing nations is affected by the rate of population growth.**

### Challenges of a Growing Population: Competing Paradigms

In the past, the world population is estimated to have been:

- 1650 - 500 000 000,
- 1830 - 1 000 000 000,
- 1930 - 2 000 000 000,
- 1960 - 3 000 000 000,
- 1975 - 4 000 000 000,
- 1985 - 5 000 000 000,
- 1990 - 5 300 000 000.

The current population growth is 1.7% per year. That rate of growth has remained steady since 1975.

- **Between 1985 and 1990, the world's population has been increasing by 88 000 000 per year.** (UN 1990)
- **In 1992, the increase is expected to be 93 000 000 people.**

## Concepts (Knowledge Objectives)

### Choices

**Know that government spending on programs will depend on the income of that government.**

### Foreign Debt

**Know that servicing of foreign loans means that less money is available for domestic spending.**

- Many developing nations have difficulty paying the interest payments on their foreign loans.

### Population Projections

**Know that projections of any kind are not predictions but simply extensions into the future of a set of assumptions about some future behaviour.**

### Population Profiles

Know that in developed nations, the proportion of population over age 65 is typically three times that of developing countries.

**Know that in developing nations, 36 percent of the population is younger than fifteen.**

- **This large number of young people means large numbers of future parents and this ensures sustained population growth.**

### Population Growth Implications

**Know that population growth places increasing demands on the resources of the developing nations.**

- Raising the standard of living of a populace is more difficult when the size of the population is increasing.

**Know that by the year 2050, the world's population is projected to be over 8 billion people.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Incorporating the C.E.L.s<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Numeracy*<br>• *Technological Literacy*<br><br>Concept Application Activity for: Paradigm, Theory, Hypothesis, Population Growth, Human Rights, and Dialectical Thinking. (For additional information, see pg. 5-47 to 5-55 of the Unit Five Activity Guide.) |
| Practise the skill of comparing and contrasting.<br><br>Practise the skills of dialectical thinking by:<br>• making a value claim concerning the issue;<br>• providing support for the value claim;<br>• setting out counterarguments to the first value claim;<br>• providing support for the counterargument; and,<br>• coming to a dialectic conclusion. | Is it more ethical to wait until there is mass famine or epidemics or to force people to accept major social changes concerning limitation of the size of families and population growth?<br><br>Is the debate concerning the growing population in the developing nations really an issue of the unequal distribution of wealth and resources in the world?<br><br>Are population policies instituted by one nation applicable to other nations? | Hold a general discussion concerning the world's growing population and the demands that growth makes on the earth's resources and environment.<br><br>Provide students with the following Student Information Sheets:<br>• the Indian policy on population control;<br>• the Chinese policy on population control;<br>• the Vatican's position on population control;<br>• recommendations of Paul Ehrlich; and,<br>• recommendations of the Bruntland Report.<br><br>Ask student groups to do one of the following dialectical thinking assignments:<br>• Compare the Chinese approach to population control with the approach taken by India.<br>• Compare the positions of the Vatican and Ehrlich on population.<br>• Compare the Bruntland approach with maintaining the status quo.<br><br>The groups can present their positions to the class for discussion. |

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### Population Distribution

**Certain geographic regions are experiencing greater population growth than other regions.**

- **Presently, over three-quarters of the world's population live in developing nations.**
- **More that 90 percent of the world's population growth will occur in the developing regions of Africa, Asia, and Latin America.**

This unprecedented population growth has generated discussion and controversy as to the potential consequences of that growth on the environment and on the well-being of the present population and future generations.

- A number of paradigms have emerged concerning the challenges posed by the increasing population.

### The Sustainable Growth Paradigm

**Supporters of the sustainable growth paradigm maintain that the world's environment is being strained by population growth and unless the population is curtailed, the world will be faced with the calamities of unprecedented levels of starvation, conflict, and disease.**

- According to the supporters of this paradigm, we are faced with a critical choice. We must choose between halting population growth by starvation and disease or through a carefully developed system of birth control.

### The Growth Paradigm

**Proponents of the growth paradigm believe that the world's population growth can be managed. They claim that population growth has contributed to attaining a higher standard of living in many nations.**

- Scientific and technological advances will provide the mechanisms to meet the increasing demands that accompany the increasing population.

## Concepts (Knowledge Objectives)

Regional Population Growth

Know that on a regional basis the population growth rate per year varies as follows:

- Sub-Saharan Africa 3.0%
- Near East and North Africa 2.6%
- Asia - Developed .4%
- - Developing 1.6%
- Latin America 2.1%
- Europe and the C.I.S. .4%

(U.S. Bureau of Census)

### Sustainability

**Know that sustainability means:**

- **the growth of population and its accompanying standard of living must be maintained at a level where resource stocks can be adequately recycled or renewed; and that,**
- **pollution levels are maintained at a level that does not degrade the environment.**

### Scientific and Technological Development

**Know that science and technology have solved many difficult problems in the past and by so doing have improved the standard of living of many people.**

Know that technology fundamentally changes costs in the production and distribution of goods and services.

Growth

Know that economic growth has brought many benefits to people that have not been possible before.

### Growth Paradigm

**Supporters of this paradigm believe that science and technology will provide the means to raise the standard of living of people in developing nations. With an improved standard of living, parents will feel that they can choose to have smaller families.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Paradigm, Sustainability, Growth, Freedom, and Social Change. (For additional information, see pg. 5-56 and 5-57 of the Unit Five Activity Guide.) |
| Practise the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other.<br><br>Practise constructing concept maps as a means of analyzing data.<br><br>Practise the skill of hypothesizing. | Is the size of a nation's population a major contributor to the level of prosperity that nation experiences?<br><br>Should societal institutions play a significant role in determining the size of families and the rate of population growth in that society? | Have the students use concept mapping to analyze the various paradigms on population growth.<br>• Indicate that each of the paradigms has several central concepts that form the core of its basic assumptions.<br>• The growth paradigm: Either a society is growing and progressing or it is stagnating and dying. There is no middle road.<br>• The natalist paradigm: The central purpose of life is to create life and pass it on from generation to generation.<br>• The sustainability paradigm: Humans and their needs are only a small part of the ecosystem. If there is to be a future for humans, they will have to learn to live in harmony with the ecosystem.<br><br>Have the students discuss the basic world view of their society and consider which of the paradigms best describes their society's view.<br><br>Have the students use the Student Work Sheets to apply the three paradigms to a range of personal, societal, and global issues.<br><br>Some of the issues which could be considered include:<br>• Should people be able to have as many children as they wish?<br>• Should people be able to use as many resources as they can afford?<br>• If society faces problems of some kind (medical, social, economic, etc.) will science and technology, if given a chance, solve them?<br>• Is every species of life, no matter how insignificant, as important as the human species? |

## Content

- Science and technology will enable us to use our resources better and to deal with the safe disposal of wastes.
- Areas of science such as biogenetics will provide solutions to the challenges of feeding a growing population.

### The Natalist Paradigm

**This paradigm argues that sustaining a large population is essential to maintaining a prosperous and stable civilization.**

- **Religions state that the viability of the family will ensure the future well-being of human civilization.**
- **The state should not interfere with the free functioning of the family such as determining the number of children in a family.**
- **People have the right to be born even if they are faced with a life of poverty and hardship.**
- **Conditions such as starvation, famine, poverty, and the degradation of the environment are not the result of population increases but rather the result of the unequal distribution of wealth, technology, productivity, and food in the world.**
- **If the wealthy nations stopped wasting their resources on weapons and other materialistic items, those resources (including science and technology) could be used to improve the well being of all people.**
- **The natalist paradigm maintains that the world can support its growing population.**

### Environmental Challenges

The 1992 Rio de Janeiro Summit of world leaders was a recognition of the urgent environmental and human challenges facing the entire world.

- Environmental disasters such as the Exxon Valdez oil spill and the nuclear contamination created by the Chernobyl mishap have raised public awareness of environmental concerns.

## Concepts (Knowledge Objectives)

Families

Know that families are the basic social unit of most societies and as such are seen as fundamental to maintaining the traditions and beliefs of that society.

Poverty and Standard of Living

Know that poverty can be defined either:

- in relative terms, so that an individual is poor simply because others have more; or,
- in absolute terms, so that an individual is poor when she or he does not have enough to survive.

Know that poverty can then be dealt with either by:

- attempting to increase everyone's standard of living without changing the economic relationship between groups; or,
- by attempting to divert wealth from those who have more than enough to those who have very little.

Know that the Exxon Valdez spill damaged over 1,600 kilometres of Alaskan coastline. The toll on wildlife includes the death of between 90,000 and 230,000 seabirds.

### Regional Variables and Impact on the Environment

**Know that the impact of humans and their activities on the environment will differ from region to region.**

Know that the differing demands on the environment and the consequences of those demands are a reflection of a number of variables:

- the inequality of wealth between the developed nations and the developing nations;
- the population density and growth patterns;
- technological sophistication of the respective societies; and,
- sources of energy and levels of energy consumption.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Paradigm, Sustainability, Growth, Freedom, and Social Change.<br><br>• If the population keep growing, will the size of human populations be limited in some way (war, starvation, disease) no matter what humans do?<br>• Is it wrong to bring children into this world if it is probable that they are going to die from starvation and related diseases?<br>• Is space exploration a misuse of scarce resources?<br>• Do you agree with the statement, "The wealthier a society is, the better it is?" |
| Practise the skills of dialectical thinking by:<br>• making a value claim concerning the issue;<br>• providing support for the value claim;<br>• setting out counterarguments to the first value claim;<br>• providing support for the counterargument; and,<br>• coming to a dialectic conclusion. | What criteria should be used to decide which decisions should be the prerogative of the individual or individual family unit and which decisions should be the prerogative of the society?<br><br>Should the needs of the family take priority over the needs of the society in terms of population?<br><br>Should the needs of the society take priority over the needs of individual families in terms of population growth? | |

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### The Vital Connection: Human Beings and the Environment

**The mere presence of humans affects the immediate environment. The technological revolution of the twentieth century has significantly increased the effect of humans on the environment.**

- **The acquisition and uses of technological knowledge gives humans the power to do great good and to do great harm.**

Presently, controversy exists over the consequences of technology.

- In the nineteenth century, technology was seen as a positive force. New machines, scientific understandings, and medical advances permitted some societies to control nature and to raise the standard of living for large populations.
- **However, the benefits achieved through technology have not been equally shared by all people and all societies.**
  - Medical discoveries have been of direct benefit to masses of people
  - The increased exploitation of natural resources to sustain economic development has benefited the technologically-advanced nations but has not always benefited the Indigenous People of the exploited lands.

**The impact of human activity on the environment will continue to differ from region to region.**

- **The level of technological sophistication of the particular society will in part define that society's relationship to and perception of its immediate environment.**
  - In the developed nations, the issue of pollution is the major environmental concern.
  - In the developing countries, rapid population growth has increased the demand for arable land necessary to feed the growing population.

**The consequences of human activity in one region of the world will affect other regions of the world.**

- The radiation released by the Chernobyl nuclear plant mishap was not confined to the Soviet Union. The fallout reached most parts of the northern hemisphere.

## Concepts (Knowledge Objectives)

### Interdependence

**Know that although the impact of humans on the environment will differ from region to region, it is also true that the degradation of the environment in one region will affect other regions of the world.**

- Western Europe has dumped 24 million tonnes of hazardous waste in West Africa since 1988.
- The destruction of the rainforests creates carbon dioxide which leads to global warming.

### Greenhouse Effect

Know that concentrations of carbon dioxide, nitrous oxide, and methane are allowing the sun's heat to penetrate the earth's atmosphere but are preventing the heat that the earth radiates to return to space.

- The result is a gradual warming of the earth's atmosphere, land masses, and oceans.

### Acid Rain

Know that acid rain is produced when sulphur dioxide and nitrogen oxides dissolve in atmospheric water.

Know that only 2 percent of the world's total water is classified as fresh water.

- 2% of the freshwater is located in icecaps and glaciers.
- 0.6% is located in rivers, lakes, and groundwater.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy*<br><br>Concept Application Lesson for: Interdependence, Environment, Global Issue, Technology, and Consequences. |
| Practise the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | What criteria should be used to evaluate whether a technological innovation is beneficial to a society? | Discuss with students some of the environmental challenges that now confront the world.<br>• Note that humans, because of technology and science, are now able to affect the earth's environment significantly. |
| | Should governments institute measures or guidelines for the use of particular technologies to ensure protection of the environment and the general well-being of the public? | • Have the students identify how modern technology has affected the environment.<br><br>Examples could include the impact of dam construction, the need for resources such as timber, nuclear development, and the impact of radiation. |
| Learn to use own background knowledge as a source of data for understanding concepts. | | • Discuss some of the environmental disasters that have occurred in recent times.<br><br>• Discuss how such disasters can have an affect beyond the geographical area in which the disaster occurred.<br><br>• Discuss the issue of responsibility in terms of protecting the environment and acting to repair damages done to the environment. |

## Content

**The Costs of Development: Environmental Challenges in the Developed World**

**The technological and industrial revolutions that have significantly affected the industrialized nations of Europe and North America have been a two-edge sword.**

- **Science, technology and industry have provided the citizens of these nations with a high standard of living.**
- **However, that affluent standard of living has not been attained without costs.**
- **The wastes produced by the factories and fossil fuels needed to run an industrialized nation represent a real and immediate danger to the environment and to the health of the population.**
- **These consumer-driven societies continue to require vast amounts of natural resources to support a high standard of living.**

**The Affluent West**

**In western nations, where environmental protection is increasingly considered a priority, the damage, past and ongoing, is significant.**

- Acid rain, a composition of sulphur dioxide, nitrous oxide, and water vapour, is seriously damaging the forests, lakes and arable land in Canada and the United States.
- The discharge of industrial wastes, such as mercury and dioxin, have seriously polluted the Great Lakes.
- Nearly 1,000 chemicals from factories, sewage plants, and farm fields were identified in water samples taken from Lake Erie.
- The emission of carbon dioxide is being blamed for the "greenhouse effect". Twenty billion tonnes of carbon dioxide are released into the atmosphere each year. Eighty percent of this is due to the burning of fossil fuels.

**Eastern Europe**

The significant growth of heavy industry in Eastern Europe since the Second World War has been achieved at a significant environmental cost.

## Concepts (Knowledge Objectives)

**Industrialized Society**

**Know that characteristics of industrialized societies include:**

- **high levels of consumption of goods, services, and energy;**
- **heavy reliance on technology to achieve and maintain a high standard of living;**
- **high demand for resources to sustain lifestyles;**
- **significant industrial and consumption wastes;**
- **loss to urbanization of lands that could be used for food production.**

Consumption levels of the Industrialized Developed Nations

Know that the consumption of energy per person in developed nations is more than 80 times greater than the consumption of citizens of the Sub-Saharan nations.

- 25% of the world's population, largely in the developed affluent nations, consumes 75% of the world's primary energy.

**Resources**

**Know that resources are those parts of the environment that can be used to meet human needs and are, therefore, considered valuable.**

Know that different cultures and societies will have different interpretations of what constitutes resources, depending upon their cultural assumptions and technological sophistication.

**Renewable Resources**

**Know that renewable resources are parts of the environment that are replaced over time.**

- **Continuous resources such as solar energy are continuously available and are not affected by human use.**
- **Flow resources such as water and soil have a limited rate of renewal and may be depleted, sustained, or increased by human activity.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Application Lesson for: Interdependence, Environment, Global Issue, Technology, and Consequences.<br><br>Discuss the situation in which a supertanker, owned by one of the largest energy companies, has released millions of litres of crude oil into the coastal waters of a particular nation. |
| Practise defining and applying criteria as a basis for decision making. | When an environmental disaster occurs that affects a region beyond the jurisdiction of one nation, who should be responsible for taking appropriate actions? | Have the students form groups that will represent interested parties to this ecological disaster.<br>• The interested parties could include:<br>  • the energy company that owned the ship;<br>  • the nation whose coast is being polluted;<br>  • an environmental group; and,<br>  • the coastal population that depends on that maritime region for its livelihood. |
| Learn to relate evidence and assumptions to an argument or conclusions. | What agency should determine responsibility for an environmental disaster? | Each group is to prepare a position paper regarding the incident.<br>• The paper should address:<br>  • the issue of who is responsible;<br>  • the issue of who should pay for the clean up; and,<br>  • how such disasters can be avoided in the future. |
| Learn to synthesize parts into a meaningful whole, integrate them, and create a new product, rule or theory by:<br>• identifying the parts to be combined and the relationships among them;<br>• identifying a theme or organizer; and,<br>• identifying an effective means of presentation. | What criteria should be established to assess responsibility for an environmental disaster? | The groups will meet to submit and discuss their position papers. At this meeting, students can attempt to reach a consensus on this incident and develop a list of recommendations aimed at prevention of such disasters in the future. |

## Content

- Half of Poland's rivers are polluted to a degree that they are unsuitable for even industrial use. The cost of 'cleaning up' the pollution is estimated at $200 billion.

**Responses of the developed nations to the state of the environment have included:**

- seeking alternative sources of energy which have a less negative impact on the environment;
- devising energy conservation and efficiency programs to reduce consumption of fossil fuels;
- ~~including~~ initiating legislative action to force the compliance in meeting environmental standards; and,
- raising public concern through education programs.

**Environmental Challenges in the Developing Nations**

**Most of the developing nations are facing certain problems or challenges that are affecting the environment:**

**High rates of population growth characterize the developing nations.**

- This population growth not only creates new challenges but can exacerbate existing conditions such as poverty and malnutrition.

**Poverty is pervasive throughout the developing nations.**

- Poverty manifests itself through inadequate housing, poor health, high illiteracy rates, high infant mortality rates, etc.

**Unemployment and under-employment are immediate challenges.**

- These challenges will become greater in the future due to the large young population that will soon enter the labour markets.

**Food and water shortages represent serious issues for governments in the developing nations.**

- An estimated 80% of the sickness in the world is due to dirty water and poor sanitation.

**Urbanization is overwhelming the sanitation, water, and housing capacities of cities to support the influx.**

## Concepts (Knowledge Objectives)

Waste Disposal

Know that waste disposal is a major concern in industrialized societies.

- The production and consumption of energy tends to cause the dilution of large amounts of gasses within the atmosphere.
- Industrial processes produce materials which may be highly toxic and resistant to being broken down by natural processes.
- The consumption of consumer goods requires the disposal of large quantities of discarded goods in land fills and by other means. Many of these goods are toxic and long lasting.
- Much of the discarded wastes and many chemicals are dumped and find their way into the earth's water supply.

**Responses to the Environmental Challenge**

**Know that the response of each developed nation to environmental concerns will be affected by many factors including:**

- **a desire to maintain the existing quality of life of its citizens;**
- **the availability and cost of various sources of energy;**
- **public opinion concerning public expenditures on energy, conservation, and pollution control;**
- **pressure from the international community; and,**
- **public and political perception of the immediacy of the environmental danger to the well-being of the citizens and the nation.**

**Developing Nations**

**Know that the developing nations are a diverse group including nations possessing different levels of industrialization, technological sophistication, and wealth.**

Urbanization

**Know that the World Commission on Environment and Development has projected that by the year 2000, major urban centres in developing nations will need to increase their services and capacities in order to handle their increased populations.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy* |
| | What criteria should be used to determine the "well-being" of a nation:<br>• the income and standard of living of its citizens;<br>• equitable distribution of wealth within the nation;<br>• services provided for the general citizenry;<br>• presence or absence of human rights for the citizenry; or,<br>• equality of opportunity for the citizens? | Concept Development Lesson for: Developed Nations, Developing Nations, Policy Options, and Priorities.<br><br>Have a class discussion concerning how nations are judged to be developed or developing nations. |
| Practise defining and applying criteria as a basis for making an evaluation. | | Provide the students with some measurements used by international agencies in their analyses of nations.<br>• Have several student groups develop criteria which they deem to be essential characteristics of a developed nation. |
| | | In a class discussion, have students come to agreement on five or six conditions that are crucial to the economic and social well-being of a nation's people. |
| Practise comparing and analyzing data in order to make inferences. | Who should be involved in establishing a government's program and spending priorities:<br>• special interest groups;<br>• business community;<br>• general public; or,<br>• foreign financial institutions or agencies? | Note such factors as:<br>• consistent access to the essentials of life such as food and safe water;<br>• the degree of access to education, medical care, and other key social services;<br>• Gross National Product;<br>• foreign debt load of the nation;<br>• distribution of income (wealth) within the nation;<br>• availability of key natural resources; and,<br>• communication and transportation infrastructure of the nation. |
| Practise using concepts in a grid to categorize and classify material so that it can be analyzed. | Should a goal of a government be the redistribution of a nation's wealth and services to insure a more equitable distribution among the citizens of a nation? | Have student groups each select one developing nation. Each group will act as policy advisor to that nation's government.<br><br>Have the students list the factors necessary to the well-being of a nation's people on a grid. They should then use this grid to assess the economic and social well-being of the nation they represent. |

## Content

**Population Growth In Developing Nations and the Impact on the Environment**

**With increasing populations, the developing nations have attempted to increase food production.**

- **Overproduction, an increasing dependence on chemicals to maximize productivity, and the use of less arable land have resulted in soil degradation, desertification, and deforestation.**

**The developing nations are faced with urbanization as well as with an increasing demand for food production. Urbanization produces the need to create employment and infrastructure for the growing urban population.**

- **A growing population will also produce more industrial, agricultural, and human wastes.**

- **The avenues available to dispose of such refuse are affected by the financial capacities of the nations concerned.**
- **Most developing nations have limited resources to confront such a problem.**

**A growing population will create an increasing demand for energy.**

- **The developing world's share of global carbon-dioxide emissions from the burning of fossil fuels is projected to rise from 25% to 44% in 2025.** (U.S. Office of Technology Assessment)

**Global Responsibility and Global Challenge**

**Both the developed nations and developing nations are responsible for the degradation of the world's environment.**

**Attempts to comprehend the challenge of continued degradation of the environment, the dangers it presents to human life, and the challenge of continuing to meet the needs of the growing world's population, have resulted in a number of paradigms defining the present and enunciating future requirements.**

## Concepts (Knowledge Objectives)

**Know that many urban centres in the developing nations cannot provide such basics as shelter, safe drinking water, health services, sewage and waste disposal for their present populations.**

- Cairo's population of 11 million relies on a sewer and water system built for 4 million residents.
- An estimated 200 million who live in the urban centres of the developing nations lack access to safe running water.

Soil Erosion

Erosion makes soil less able to retain water, depletes it of nutrients, and prevents the roots of plants from taking hold.

Soil Degradation

Know that in some developing nations, crop cultivation is being extended to marginal lands prone to erosion.

- With erosion, land productivity declines.
- Soil erosion affects nearly 30% of cultivated land in India.

**Cost**

**Know that in making choices:**

- **every benefit has some cost;**
- **the cost of anything is the value of what we give up to have it; and,**
- **by choosing to spend a resource one way we give up the opportunity of spending the resource another way.**

**Consequences**

**Know that consequences are also the costs of choices made.**

Deforestation Issue

Know that the future of the forests, particularly the rainforests, has raised controversy.

- Environmentalists are seeking to preserve the forest ecosystems.
- Within the developing nations, governments are faced with domestic pressures, as the need for more agricultural land to feed an increasing population and the use of wood as a source of fuel promote deforestation.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Developed Nations, Developing Nations, Policy Options, and Priorities. |
| | | Groups are to prepare a five to ten point plan for their government. The goal of the plan is to work towards making that nation into a recognized developed nation. |
| | Whose interests should take precedence when a national government is establishment spending priorities:<br>• the needs of the domestic population;<br>• the needs of international lending agencies; or,<br>• the needs of special interest groups? | In determining policies, the groups will have to take into account the economic and social conditions facing that nation. |
| Practise making hypotheses based on reasonable assumptions and inferences. | | The plans the groups will develop could include:<br>• why particular recommendations should be considered a national priority;<br>• a rationale for each recommendation;<br>• how that recommendation would be financed; and,<br>• the impact of the individual recommendations on the environment. |
| Practise defining and applying criteria as a basis for decision making. | What criteria should a government use to guide the establishment of program and spending priorities:<br>• Should short-term consequences take precedence?<br>• Should long-term consequences take precedence? | |
| Practise describing cause-effect relationships within data. | | |

## Content

**The Human Condition and the Environment: Competing Paradigms**

**The controversy surrounding the affect of human activity on the environment has generated a number of paradigms.**

- The controversy concerning the future of the world's rainforests is symptomatic of the debate over the environment.

**The competing paradigms present a explanation of the present, the reasons why the present came about, and the actions that are necessary to secure specific goals.**

**These paradigms tend to favour and elaborate on one of two broad perspectives.**

- **One perspective maintains that the present human condition and human interaction with the environment do not present a significant danger. If changes in policies and actions are required, they will be made.**

- **The opposing perspective states that present human activity is posing a dire threat to the environment and that continuation of the present conditions will lead to a catastrophe.**

Between these two very different visions of the present and the future there are other paradigms that advocate approaches to accommodate economic development and end the degradation of the world's environment.

**A broad description of the opposing paradigms which sets the parameters of the debate are:**

**Marketplace Perspective**

**The marketplace has spurred scientific and technological advances which have provided an unprecedented living standard for the industrialized, western societies.**

- By allowing the market place to continue, such benefits will be extended to all societies and peoples.
- The alarm over the environment has been overstated and overdramatized.

## Concepts (Knowledge Objectives)

Deforestation

Know that deforestation can produce negative consequences.

- The tropic rainforests are the home to half of the world's species and as the forests are destroyed the existence of these species is threatened.
- A loss of the forest cover can lead to floods and loss of topsoil and soil nutrients.

**Problem Solving and Decision Making**

**Know that in problem solving a range of possible solutions should be developed so that a broad set of choices is available.**

**Dialectics**

**Know that in a free and open society, public debate is necessary so that many points of view, each offering differing goals and solutions, are available for the citizens of that society to consider.**

**Marketplace**

**Know that the marketplace:**

- **establishes a price that buyers and sellers have to accept;**
- **will force a seller out of business if that seller's costs are not competitive; and,**
- **will change if buyers vote with their money for a different product.**

Central Planning

Know that another approach to making decisions about economic production and consumption is through various forms of government intervention.

Market Economy

Know that a market economy is an economic system in which:

- most industry is owned and operated by private citizens;
- buyers and sellers come together in the market-place to establish prices; so that,
- decisions about what to produce, how much to produce, and for whom to produce are determined by the market.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy*<br><br>Concept Application Lesson for: Interest Groups, Consequences, Policy Options, and Needs. |
| | Should the real or perceived needs of human beings take precedence over protecting the existence of other living species? | Have students represent different interest groups that are to prepare positions for a conference on the issue of destroying the rainforests.<br><br>The various interest groups could include:<br>• Aboriginal peoples;<br>• developers;<br>• environmentalists;<br>• scientists;<br>• local government;<br>• national governments; and,<br>• international corporations |
| Practise constructing concept maps as a means of analyzing data. | What criteria should be established for the utilization of the earth's resources and species? | |
| Practise using facts, good argumentation, and sound reasoning to support your opinions. | Who should establish such criteria if there is need for criteria? | Groups will:<br>• prepare a position paper indicating their point of view concerning the present state and the future of the rainforests;<br>• construct a concept map that describes the importance of the rainforest to their interest group and how their vision of the future of the rainforest will benefit society as a whole; and,<br>• prepare an action plan that includes policies to ensure the future existence of the rainforests. |
| | Who should enforce the implementation of such criteria? | |
| Practise the skills of discussion and cooperative group work. | | |
| Practise making hypotheses based on reasonable assumptions and inferences. | Within a society, should the interests and objectives of any one interest group take precedence over the interests of other groups? | The interest groups will meet in a conference setting and present their positions.<br><br>The conference will attempt to construct an acceptable plan of action that will both protect the future of the rainforests and meet urgent human needs. |

## Content

- Environmental concerns such as pollution and deforestation can be alleviated through improved technologies that will lead to increased efficiency and conservation.
- The marketplace and its forces will adequately deal with environmental concerns in a realistic and business-like manner as it has done in meeting and surmounting other challenges.

### The Ecological Engineering Perspective

**This perspective maintains that humans can use science and technology to overcome environmental problems.**

- Nature contains a storehouse of biological organisms that have unique ways of dealing with the environment.
- Humans will use science and technology to create "living machines" out of these organisms.
- These living machines will do the work presently being done by polluting mechanical machines.
- People will then live in harmony with the environment.

### Limits to Growth Paradigm

**In stark contrast, there are paradigms which state that the current development and consumption levels that characterize the developed nations cannot be sustained.**

- **The environment cannot support the present consumption levels, population levels and growth, and the pollution created by these levels.**

There are several explanations of how we have arrived at the present unacceptable situation:

### Deep Ecology Perspective

**Supporters of the deep ecology perspective insist that human beings are simply another species of life on this planet with no more rights than any other species.**

- Humans have regarded the earth's resources as being economic assets and that those resources, minerals, animals, and plants that do not benefit humans have no value.

## Concepts (Knowledge Objectives)

### Ecological Engineering

**Know that ecological engineering is the process of finding and bringing together organisms from nature, putting them into a new, contained environment where they will flourish and work for society.**

- In the past, various plants and animals have contributed useful new chemical compounds.
- The preservation of wilderness areas such as rainforests, grasslands, and coral reefs are considered critical because they are the source of many species that are still largely unknown.
- New fields of research such as genetic engineering hold the promise for finding new processes and techniques of doing useful work.

### Environmental Harmony

**Know that around the world there are examples of cultures that have developed methods of extracting wealth from the environment which are in harmony with the environment.**

- It is critical that we find ways of using the environment that do not disrupt its natural patterns and cycles.

### Interdependence

**Know that interdependence is a basic concept of ecology because no species can live independently of other species and its habitat.**

### Humanism

**Know that humanism is a philosophy that emphasizes the achievements, interests, and capabilities of human beings.**

### Human Limitations

**Know that some believe that the capacities of humans to learn to know and to achieve are limited.**

- One area in which humans are limited is predicting the future.

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy*<br>• *Numeracy*<br><br>Concept Development Lesson for: Paradigms, Dialectics, Marketplace, Ecological Engineering, Growth, Humanism, Deep Ecology, and Social Ecology. (For additional information, see pg. 5-58 and 5-59 of the Unit Five Activity Guide.) |
| Practise constructing concept maps as a means of analyzing data. | Should the interests of humans take precedence over the interests of nature?<br><br>Do the interests of humans and of nature have to be in conflict? | Have a class discussion reviewing the different paradigms relating to the relationship of humans and the environment.<br><br>Assign specific paradigms to student groups, and have those groups construct concept maps that illustrate how that paradigm defines the relationship of humans with the environment. |
| Practise examining the logic of arguments using concept maps. | What institutions within society should be primarily responsible for protection of the environment? | Have the students chart or graph several major environmental and social challenges facing both Canada and the international community.<br><br>Quantitative dimensions of the following issues could be graphically presented:<br>• large scale and reoccurring famines;<br>• deforestation;<br>• acid rain;<br>• nuclear energy mishaps;<br>• degradation of arable lands and desertification;<br>• providing for the world's population growth;<br>• pollution of the seas and other water bodies; and,<br>• wealth disparities in the world. |

## Content

- Deep ecologists believe that all of nature has intrinsic value quite apart from fulfilling the needs of humans.
- Humans have to end the relationship and attitude of dominance towards all other species.

### Arrogance of Humanism Perspective

**Some argue that humans believe that they are supreme and that all the resources of the earth are there for them to exploit. This arrogance has endangered the planet.**

- The need to change present levels of consumption will increase as the developing nations begin to parallel the consumption levels of the more developed nations.
- If the changes to not occur, humans will face an unmanageable disaster.

### The Social Ecology Perspective

**The relationship between humans and the environment has been characterized by the human need to dominate. If that attitude continues, the environment will be destroyed.**

- In order to achieve an ecologically sound relationship with nature, human societies have to acquire a number of characteristics.
  - Power should be decentralized by keeping human communities small, because larger communities promote deal making, corruption, and power seeking.
  - Individual initiative and responsibility will be encouraged by ending such things as male domination, militarism, and racism.
  - Society has to be organized so that decision making can be kept at the local level, allowing local communities to retain their independence while working together to create a new ecologically-based society.

## Concepts (Knowledge Objectives)

### Arrogance of Humanism Perspective

**Know that proponents of this perspective maintain that humans did not create and do not understand nature and have placed nature in jeopardy.**

- Humans have to replace their arrogance with a spiritual dimension that allows them to relate to the natural world.
- Humans will have to change their present relationship with the environment.
- Necessary changes must include:
  - a drastic change in consumption levels in the developed world,
  - strict enforcement of environmental laws,
  - curbing the world's population growth,
  - ending the reliance on fossil fuels, and
  - ending the economic inequalities between the developed and developing nations.

### Social Ecology

**Know that social ecology holds the view that ecology includes both natural and human relations.**

### Stewardship

**Know that stewardship is the concept that:**

- **one has an obligation to accept responsibility for certain things;**
- **by accepting this responsibility, those things do not become yours;**
- **you may not have the knowledge or wisdom to tamper with those things; and,**
- **you are accountable for keeping them safely and passing them on to the next generation.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br><br>Concept Development Lesson for: Paradigms, Dialectics, Marketplace, Ecological Engineering, Growth, Humanism, Deep Ecology, and Social Ecology.<br><br>The class will select two or three major issues. |
| Practise the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other.<br><br>Practise making hypotheses based on reasonable assumptions and inferences. | Should the interests and well-being of future generations take precedence over the interests and well-being of the present generation? | Groups, while working from their paradigm's perspective, will prepare a response to the particular challenges/issues.<br><br>As part of their response, the groups will:<br>• explain the occurrence of the particular challenge or issue;<br>• identify possible short-term and long-term consequences of the challenge or issue;<br>• then indicate what actions that should be taken to remedy the situation; and,<br>• provide a justification (defense) for why their paradigm is the most appropriate perspective concerning the present human condition and for ensuring an acceptable future. |

## Content

### The Gaia Perspective

**This perspective is centred on the hypothesis that life on earth produces and regulates its own environment. Life on this planet produces the conditions, the atmosphere, the environment that allows life to continue.**

### Global Response to the Environment

**The environmental challenges facing populations will differ from one region to another.**

- **Each nation will have to develop its own perspective on what constitutes an acceptable relationship between humans and the environment.**
- **Domestic considerations such as population growth and the availability of financial resources will significantly affect national environmental strategies.**
- **The individual agendas of nations are framed by regional needs and priorities and make a global effort to coordinate environmental policies difficult.**

The technological revolution that has taken place in the twentieth century has produced situations that pose both potential positive and negative consequences for human beings.

- **The challenges which have appeared have not appeared in isolation. Humans have also acquired the skills and knowledge to meets many aspects of those challenges.**

Achievements have been made in many areas.

- The world currently produces enough food to feed its population.
  - Grain production increased from 700 million metric tonnes in 1950 to over 1.8 billion metric tonnes in 1986.
- The Philippines, Brazil, and Norway already obtain over half their energy requirements from renewable energy sources;

## Concepts (Knowledge Objectives)

### Gaia

**Know that the Gaia hypotheses suggest that the earth and all its systems makes up a single cybernetic system in which life produces and regulates its own environment.**

### Conflict

Know that in most societies there are competing interests that have to be reconciled.

### Resources

**Know that as resources become more scarce, it becomes more difficult to make decisions that satisfy conflicting interests without resorting to arbitrary measures of some kind.**

### The Future

**Know that the future is not precisely predictable. All that can be said is that some basic principles will likely continue to be important in the conduct of human affairs.**

### Change

**Know that the process of change will continue for the foreseeable future.**

### Flexibility

**Know that people in the future, just as in the past, will have to continue to adapt to new circumstances as they develop.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | **Incorporating the C.E.L.s**<br>• *Independent Learning*<br>• *Critical & Creative Thinking*<br>• *Personal & Social Values & Skills*<br>• *Technological Literacy* |
| | | Concept Development Lesson for: Paradigms, Marketplace, Ecological Engineering, Growth, Deep Ecology, and Social Ecology. |
| Practise the following analytical skills:<br>• defining the main parts;<br>• describing cause and effect relationships; and,<br>• describing how the parts of the whole are related to each other. | Should the marketplace be the sole determinator of how the earth's resources are used? | Discuss with students how dominant paradigms define our society's relationship with nature.<br>• Note the role of the marketplace in determining the allocation of resources and the type of activities our society pursues. |
| | Who should be involved in determining the allocation and utilization of the earth's resources? | • Note the benefits that technology and science have brought us. |
| Practise using the criteria of paradigms as a basis for making evaluations. | | • Note the natural resources that are needed to sustain our present standard of living. |
| | What criteria should be used to determine the utilization and allocation of the earth's resources? | • Note some of the problems created by sustaining our present standard of living.<br>Have the students list different aspects of their present life and their goals for their future. |
| Practise using personal background knowledge as a source of data for understanding concepts. | | • How would the various paradigms reshape our society and impact our individual lives now and in the future? |
| | What factors are essential to ensure the well-being of an individual and of a society? | |

## Content

- There have been great strides in the area of energy efficiency.
  - Between 1973 and 1985, per capita energy use in the developed nations fell by 5 per cent, while per capita GDP increased by 33 per cent.

- Desertification is a world-wide phenomenon. It is however, a reversible problem. In China, a forest belt 7,000 kilometres long and 400-1,700 kilometres wide protecting nearly 8 million hectares of cropland has been established to stop further erosion.

### What Can Be Said About The Future?

**Making predictions about the future is an uncertain and doubtful activity.**
- **The one constant which we can feel certain about is that the world and the human condition will continue to change.**

**The criteria for the selection of the global contemporary challenges addressed in this unit included a high probability that those challenges would continue to be present in the foreseeable future.**
- For example, the process of environmental degradation, even if stopped immediately, would take many years to remedy. **What is uncertain is to what degree, if any, will humans address this challenge!**

The best that can be said about the future is that certain tendencies will probably continue.
- **There are few indicators that human nature will significantly change.**
- **Consequently, many of the forces that have influenced interpersonal relationships and human history (power, status, scarcity, etc.) will continue to operate.**
- **Change will continue.**
- **Change will precipitate conflict.**
- **Humans have the ability to meet and adapt to changes and challenges.**

## Concepts (Knowledge Objectives)

### Decision Making

**Know that decision making can be:**
- **active in the sense of attempting to control and direct events; or,**
- **passive in allowing events to control and direct the decision.**

### Interdependence

**Know that throughout much of human history, people could live in isolation from other regions of the world.**
- **This is no longer true because the policies and practices of one nation can seriously affect the economy, environment, society, and politics of another nation.**

| Skills/Abilities Objectives | Values Objectives | Suggested Teaching & Evaluation Strategies |
|---|---|---|
| | | Continuation of the Concept Development Lesson for: Paradigms, Marketplace, Ecological Engineering, Growth, Deep Ecology, and Social Ecology. (For additional information, see p. 5-60 of the Unit Five Activity Guide.) |
| Practise constructing grids as a way of organizing information for analysis.<br><br>Practise making hypotheses based on responsible assumptions and inferences. | Should the goals and priorities of the individual take priority over the goals and priorities of the society? | Aspects to consider could include:<br>• educational and training goals;<br>• possible future occupation;<br>• living standard;<br>• recreational activities;<br>• modes of transportation and communication;<br>• size of family;<br>• availability and type of food;<br>• clothing and other material possessions;<br>• life expectancy;<br>• availability of health and medical services; and,<br>• freedom to make choices of lifestyle.<br><br>Have the students construct a grid that will list the aspects of their present and future lives and how the various paradigms would affect those aspects.<br>• What paradigm would best fulfill their personal goals and ensure the future well-being of their society? |