Modern History 112 Course Outline

J. Standring

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There you will find all the notes you need, assignments, due dates, a place to digitally hand in assignments.

Rule 1: Put your name in the “file name” of any digitally submitted works. Submit to the website above (not through email).

Rule 2: Hand in your work on time. Absent that day? Hand it in early. Plan ahead, get it done before the due date. Anything not submitted on-time will receive a zero as a placeholder until your work is submitted. Rationale: There has been zero evidence provided for the outcomes in question.

Rule 3: Be good to everyone around you. Whether it is the principal or Prime Minister, best friend or burger flipper at McDonald’s; remember the burger flipper is alone with your food. Treat everyone well.

Marking Scheme: 30% **Exam** 35% **Assignments and Projects** 35% **Tests**

1. **Personal Historical Significance**: The purpose of this assignment is found in the introduction to the curriculum, in the section titles “Historical Thinking”. **Due** **February 2, 2018**
2. **Citation and Works Cited practice**: Outcomes Covered: 1.2.2 **Due February 9, 2018**
3. **Perspectives on the French Revolution**: Outcomes covered: 1.1.3, 1.1.4, 1.1.5 **Due February 22, 2018**
4. **Enlightenment / French Revolution Test**: Outcomes Covered: All major Unit 1 Outcomes **March 1, 2018**
5. **Urbanization Multimedia Assignment**: Outcomes Covered: 2.1.1, 2.2.1, 2.2.2 **Due April 12, 2018**
6. **Industrial Revolution Test:** Outcomes Covered: All major Unit 2 Outcomes **April 19, 2018**
7. **First World War Research Essay:** Students will choose an outcome or outcomes and expressing a historical perspective through research, based on said outcome or outcomes. **Due May 18, 2018**
8. **Causes of and Battles of the First World War Chart:** Outcomes Covered: 3.1.1, 3.2.1, 3.2.3, 4.1.1, 4.1.2 **Due May 25, 2018**
9. **World War II Test:** Outcomes Covered: 5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.2.3 **June 1, 2018**

Tests: Questions for tests are created based on the outcomes in the curriculum. They are usually short/long answer and designed to show a grasp of the outcomes and content. Rarely, there are multiple choice or matching questions, but those are limited to vocabulary recognition.

Assignments: Students will complete all major assignments and minor assignments. One of which must be a research paper on the First World War, presenting a historical point-of-view/perspective surrounding the First World War, taking a unique approach, and putting forward a historical opinion or perspective. Other assignments may take the form of presentations, or created works.

FYI: It is important that students provide evidence to support their arguments and equally important that they credit all sources. Ask yourself these questions when writing tests: How much knowledge and understanding have I shown in this answer? Does the answer I have written display a deep grasp of the outcomes being assessed?

Your Outcome Checklist

|  |  |
| --- | --- |
| Outcome | Check (√) |
| UNIT 1: Rights and Revolution |  |
| 1.1.1 Identify and understand the general causes of revolutions: new ideas, social conflict, political factors, and economic conditions. |  |
| 1.1.2 Know, understand and be able to explain the new ideas of the Enlightenment |  |
| 1.1.3 Analyze elements of social conflict in 18th century France. |  |
| 1.1.4 Understand, and be able to explain, how and why France‘s Absolute Government functioned without the consent of the governed. |  |
| 1.1.5 Comprehend the severity of economic conditions as contributing factors to the revolution. |  |
| 1.2.1 Understand historians‘ criteria for measuring historical significance |  |
| 1.2.2 Critically assess the significance of the French Revolution |  |
| 1.3.1 Make connections to allow comparison of the French Revolution to other modern events in the context of rights and freedoms. |  |
| 2.1.1. Know, understand and be able to explain the new ideas and innovations which led to the Industrial Revolution. |  |
| 2.1.2. Analyze elements of social change/conflict during the Industrial period. |  |
| 2.1.3. Understand, and be able to explain, how governments and workers responded to issues of industrialization. |  |
| 2.1.4. Comprehend the economic conditions which led to industrialization and furthered its development. |  |
| 2.2.1 Demonstrate their understanding of the immediate and long term impact of urbanization on society during the Industrial period. |  |
| 2.2.2 Be able to explain the evolution of worker‘s rights, and the implications of these rights, for workers then and now. |  |
| 2.3.1 Compare and contrast one aspect of the Industrial period with a modern, evolving industrialized society. |  |
| UNIT 2: War and Violence |  |
| 3.1.1 Know, understand and be able to express examples of power relationships and rivalries between European nations, as causes of the First World War (1860s to 1914). |  |
| 3.2.1 Be able to express how power is typically exercised on a continuum and that the exercise of power can have both intended and unintended consequences. |  |
| 3.2.2 Analyze the ingredients of power potential. |  |
| 3.2.3 Examine historical perspectives to explain the concept of ethnic nationalism and the role it played in the exercise of power by European nations from 1860 to 1945. |  |
| 3.3.1 Examine the role nationalism plays in a modern society involved in conflict. |  |
| 4.1.1 Know and understand that mechanized/industrialized warfare led to an increased level of destruction. |  |
| 4.1.2. Comprehend the effects of war on individuals and societies. |  |
| 4.2.1 Understand and be able to explain the points of view of those negotiating the treaties to end the Great War in 1919. |  |
| 4.2.2 Demonstrate how the articles of the Treaty of Versailles were at odds with the stated goal of achieving collective security. |  |
| 4.3.1. Compare and contrast the quest for collective security in 1919 with that of modern day efforts. |  |
| UNIT 3: Triumph and Tragedy |  |
| 5.1.1 Know, understand and be able to explain the differences between the political ideologies of the interwar period. |  |
| 5.1.2 Understand and be able to express why some European governments failed during the 1920‘s and 1930‘s. |  |
| 5.1.3 Analyze and be able to explain the effects of totalitarian governance on social, political and economic life. |  |
| 5.2.1 Understand and be able to explain the concept of Total War. |  |
| 5.2.2 Recognize and be able to explain the general causes of the Second World War |  |
| 5.2.3 Evaluate and compare the consequences of the First World War and the Second World |  |
| 5.3.1 Analyze and explain which World War was more significant for Canada. |  |
| 6.1.1 Define: anti-Semitism |  |
| 6.1.2 Know, understand and be able to explain the progression of the Holocaust from 1933 until 1945 |  |
| 6.1.3 Examine international response to Jewish refugees during and after the Second World |  |
| 6.1.4 Identify international action and human rights legislation resulting from this period |  |
| 6.2.1 Investigate the Holocaust by examining and utilizing primary and secondary sources |  |
| 6.3.1 Understand and be able to explain that genocide is not restricted to the Holocaust |  |
| 7.1.1 Understand and be able to explain the concepts of Cold War and Containment as well as the concept of arms race (in the context of the Cold War). |  |
| 7.1.2 Know, understand and be able to demonstrate how the nuclear threat was the defining element of the Cold War |  |
| 7.1.3 Understand western society‘s response to the nuclear threat |  |
| 7.1.4 Know, understand and be able to explain the growth of the anti-nuclear/peace movement that developed after 1945 |  |
| 7.2.1 Know and understand why the Cuban Missile Crisis was a significant Cold War event. |  |
| 7.3.1 Examine anti-communism (McCarthyism) as a Western phenomenon and its impact on societies |  |
| 7.3.2 Compare McCarthyism in the US with the modern day ―war on terror‖ |  |
| 7.3.3 Understand that the nuclear threat did not disappear with the end of the Cold War |  |