

History of the 20th Century



This document was produced by the Ministère de l'Éducation, du Loisir et du Sport.

Coordination and content

Direction de la formation générale des jeunes

Coordination of production and publishing

Direction des communications

Title of original document

Histoire du 20^e siècle

English translation

Direction de la communauté anglophone — Services langagiers
Ministère de l'Éducation, du Loisir et du Sport

For additional information, contact:

General Information

Direction des communications

Ministère de l'Éducation, du Loisir et du Sport

1035, rue De La Chevrotière, 28^e étage

Québec (Québec) G1R 5A5

Telephone: 418-643-7095

Toll-free: 1-866-747-6626

An electronic version of this document is available on the Ministère's Web site at:

www.mels.gouv.qc.ca

© Gouvernement du Québec

Ministère de l'Éducation, du Loisir et du Sport, 2014

ISBN 978-2-550-70962-6 (PDF)

ISBN 978-2-550-70954-1 (French, PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2014

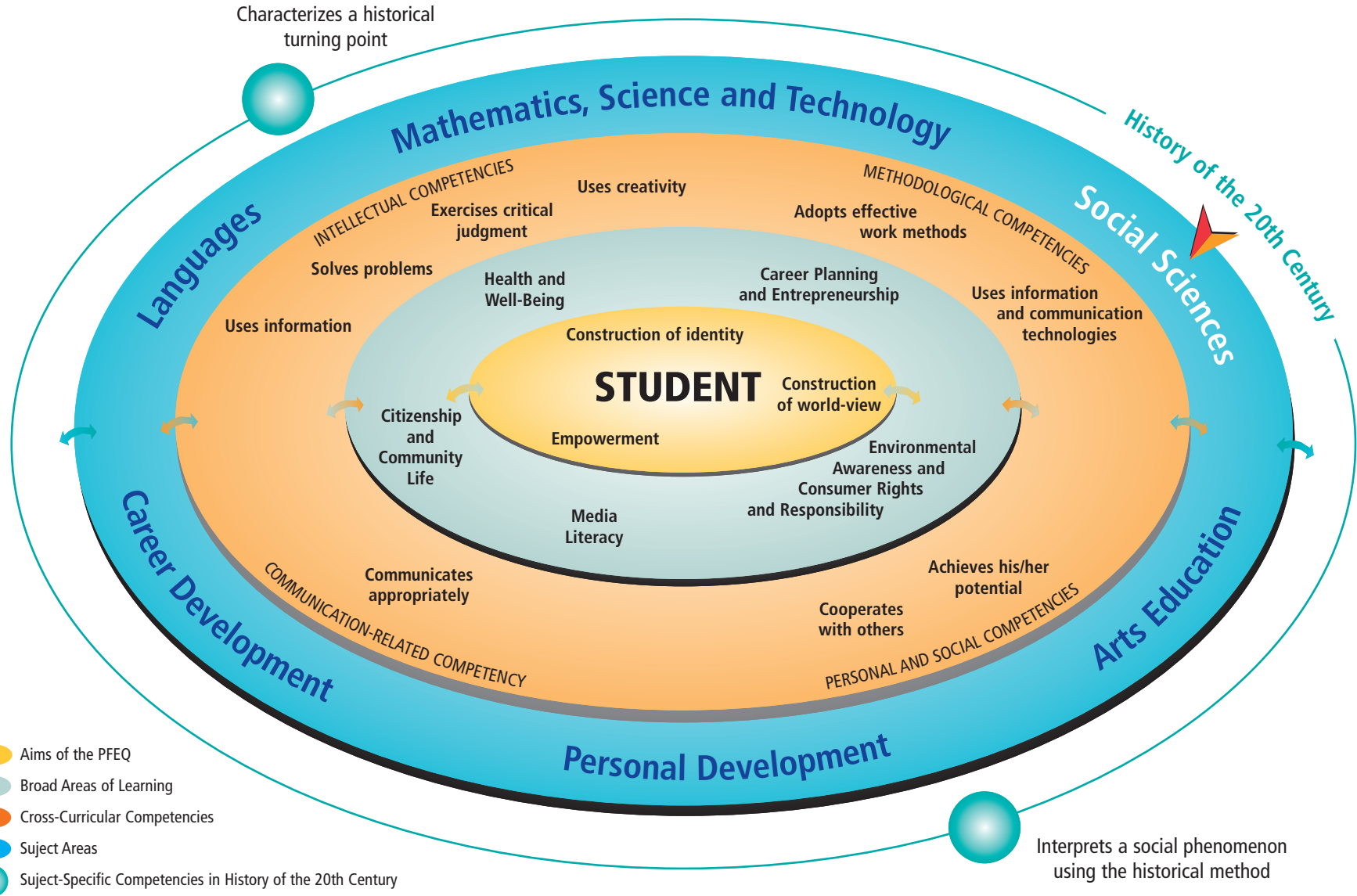
Table of Contents

Introduction to the History of the 20th Century Program	1
Contribution of the History of the 20th Century Program to Students' Education	1
Nature of the Program	1
How the Competencies Work Together	1
From the Elementary Level to Secondary Cycle Two	2
Making Connections: The History of the 20th Century and the Other Dimensions of the Québec Education Program	4
Connections With the Broad Areas of Learning	4
Connections With the Cross-Curricular Competencies	5
Connections With the Other Subject Areas	6
Pedagogical Context	8
Students: Curious, Organized and Reflective	8
The Teacher: A Guide, a Mentor and a Mediator	8
A Large Variety of Resources	8
Meaningful, Open and Complex Learning and Evaluation Situations ..	9
Appropriate Evaluation	9
Competency 1 Characterizes a historical turning point	10
Focus of the Competency	10
Key Features of Competency 1	11
Evaluation Criteria	11
End-of-Year Outcomes	11
Competency 2 Interprets a social phenomenon using the historical method	12
Focus of the Competency	12
Key Features of Competency 2	13
Evaluation Criteria	13
End-of-Year Outcomes	13
Program Structure	14

History of the 20th Century

Program Content	15
Prescribed Elements of the Program Content	16
Designated focus	17
Objects of learning	17
Concepts	17
Knowledge related to the social phenomenon	17
Other Resources for Helping Students Develop the Competencies ..	17
Social Phenomena	18
European Hegemony	19
Crises and Conflicts	23
A Divided World	27
The World at the Turn of the Century	31
Techniques	34
Interpreting and creating a map	34
Interpreting a written document	36
Interpreting and creating a time line	37
Interpreting a picture	39
Interpreting and creating a graph	40
Interpreting and creating a contingency table	42
Tables	44
Bibliography	47

Making Connections: History of the 20th Century and the Other Dimensions of the Québec Education Program



- Aims of the PFEQ
- Broad Areas of Learning
- Cross-Curricular Competencies
- Subject Areas
- Subject-Specific Competencies in History of the 20th Century

Introduction to the History of the 20th Century Program

[Studying] history . . . enables us to avoid drowning in contemporary experience, because understanding it involves explaining it, and in a sense, this allows us to retain control over it. From this point of view, history is more than citizenship education. It is the perpetual work-in-progress of constructing humanity in each individual.
Antoine Prost [Translation]

The study of history involves an awareness of duration and a sense of the complexity of societies. The history of the 20th century was marked by a trend toward closer social, economic, political and cultural relations among societies. The History of the 20th Century program for Secondary V students focuses on the way in which different ideologies came into conflict and transformed each other.

Contribution of the History of the 20th Century Program to Students' Education

The History of the 20th Century program contributes to students' general education. It allows them to gradually enrich their store of historical knowledge and concepts. It also helps them grasp the impact of human actions on the course of history and, by extension, the importance of fulfilling their responsibilities as citizens.

The program enables students to become aware of a wide range of sources and points of view related to the history of the 20th century. By taking into account different interpretations, students come to perceive the relativity of such views and to identify the values and principles governing international relations.

The History of the 20th Century program aims to:

- help students understand today's world in the light of the past
- help students develop a critical and balanced view of ideologies

Nature of the Program

The program favours a political approach to the history of the 20th century. This approach takes in all aspects of society, considering them in terms of international relations and the ideological movements that influence them.

The program allows students to study historical turning points in international relations. Its structure, based on social phenomena,¹ fosters awareness of the duration and complexity of the situations and problems that societies have to deal with. By enhancing students' awareness of duration and complexity, the program enables them to consider social phenomena from a historical perspective.

How the Competencies Work Together

The History of the 20th Century program focuses on the development of two competencies:

- *Characterizes a historical turning point*
- *Interprets a social phenomenon using the historical method*

These competencies are of equal importance in students' education. They are developed together and in interaction, drawing on the same program content, in learning and evaluation situations that call for the use of both competencies.

The development of these competencies requires the study of social phenomena. When the students characterize a historical turning point, they bring to light components that require interpretation. When they interpret a social phenomenon, they formulate a hypothesis that guides their analysis and suggests an interpretation. In using the two competencies, they rely on sources, which they must examine. This process may lead the students to clarify or adjust their hypothesis. In addition, analyzing a social phenomenon enables them to establish connections among facts they have established.

1. The term "social phenomena" refers to human action in societies of the past or the present. These phenomena encompass all aspects of the life of a society—the cultural, economic, political and territorial aspects—as well as the social aspect itself.

From the Elementary Level to Secondary Cycle Two

A pupil from whom nothing is ever demanded which he cannot do, never does all he can.
John Stuart Mill

At the elementary level, students were introduced to the social sciences by developing the competencies targeted in the Geography, History and Citizenship Education program.² In this program, they considered the organization of societies and looked at questions raised by the development and organization of their territory³ in space and time. They learned to seek connections between the present and the past and to construct their own interpretation of social and territorial phenomena. They also began to assimilate concepts such as *territory, society, organization, change, diversity* and *duration*. They learned about human action past and present, here and elsewhere, and they became aware of the diversity of societies.

In Secondary Cycle One, students broadened their horizons and grasped the role of human action in social change. The compulsory learning helped them construct new knowledge and develop specific competencies in geography and history and citizenship education. The Geography program targeted the development of three competencies: *Understands the organization of a territory, Interprets a territorial issue* and *Constructs his/her consciousness of global citizenship*. In the Cycle One History and Citizenship Education program, students were also expected to develop three competencies: *Examines social phenomena from a historical perspective, Interprets social phenomena using the historical method* and *Constructs his/her consciousness of citizenship through the study of history*.

In Secondary Cycle Two, the competencies in the History and Citizenship Education program are more complex. Students develop greater empathy toward contemporary historical actors and witnesses when studying social

phenomena, as well as stronger analytical skills and a greater capacity for nuance when interpreting them. They take a look at issues of concern to Québec society. Lastly, they understand and can assume their responsibility, as citizens, to participate in social debates.

Students in the Secondary V Contemporary World program interpret problems facing societies today and take positions on issues in those societies. They learn that problems take different forms depending on the temporal or spatial scale used. The teacher asks them to interpret problems of the contemporary world, using the geographic and historical perspectives and considering the economic and political dimensions. Finally, since the program focuses on major world concerns today, the students should consider the media's treatment of these concerns, in order to determine how this may influence public opinion and their own opinion.

In the Cultural Geography program, students have an opportunity to apply the competencies they developed in the Cycle One Geography program, in particular when they deconstruct a landscape or attempt to grasp the role of natural and human factors in the organization of a cultural area. The Cultural Geography program involves the application of several concepts associated with other Social Sciences programs. It requires students to understand the organization of a cultural area and interpret its dynamics.

In the present program, students apply competencies they acquired in the Secondary Cycle One and Two Social Sciences programs, especially when they interpret a social phenomenon using the historical method. They make use of their understanding of the common concepts of society and territory, as well as the concepts of ideology and power, all of which are needed to understand the history of the 20th century.

2. The content of the Social Sciences programs is presented in the Contemporary World program on pages 40 to 48.

3. Territory: social space that human beings have appropriated, transformed, organized and invested with a particular meaning.

Connections may be established between the social phenomena presented in the History of the 20th Century program and some of the social phenomena considered in the two cycles of secondary school. For example, the historical knowledge students acquired when they studied the social phenomenon *The expansion of the industrial world* in Secondary Two will be used in studying the social phenomenon *European hegemony* in the early 20th century. In addition, in the second year of Cycle Two, within the framework of the social phenomenon *Culture and currents of thought*, the students studied cultural expressions related to ideologies that provide the background to the social phenomena in the History of the 20th Century program.

Making Connections: The History of the 20th Century and the Other Dimensions of the Québec Education Program

Doing history means building bridges between the past and the present, observing both banks of the river, taking an active part on both sides.
Bernhard Schlink

Connections between the History of the 20th Century program and other subjects are readily apparent, and the program was designed to facilitate the integration of the various dimensions of the Québec Education Program. Teachers are encouraged to follow suit by working together.

Connections With the Broad Areas of Learning

The broad areas of learning are designed to enable students to make connections between school learning, situations in their everyday lives and major contemporary issues. Their educational aims and focuses of development deal with problems students face in various areas of their lives.

Health and Well-Being

Studying the social phenomena in the History of the 20th Century program enables students to observe that certain behaviours involving exclusion and discrimination—or aggression—have had important repercussions on physical and psychological health. Furthermore, when they try to characterize the historical turning points and interpret social phenomena using the historical method, students have to consider the consequences of human action and collective choices on individual well-being, which corresponds to one of the focuses of development of the broad area of learning *Health and Well-Being*.

The broad areas of learning remind us that life as a whole is a learning experience. Since each of the subjects is based on questions about reality, the subjects shed light on the issues addressed by the broad areas of learning.

Career Planning and Entrepreneurship

The History of the 20th Century program helps students acquire knowledge and values shared by their community. Interpreting a social phenomenon allows students to compare their own representations and interpretive choices with those of other students, which increases their self-awareness and helps them recognize their potential. The tasks they are given help them learn strategies for carrying out projects, which can develop their sense of initiative, their perseverance and their desire to work well. Studying social phenomena can enable them to discover career perspectives.

Environmental Awareness and Consumer Rights and Responsibilities

The History of the 20th Century program has connections with the broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities*, whose educational aim is to encourage students to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment. By studying 20th century history, students can learn how production and consumption activities have decisively affected relations between societies, their territories and the environment.

Media Literacy

In the course of their research on 20th-century social phenomena, the students gather data from various sources, which may present opposing viewpoints or biased information. They use critical judgment regarding their sources, process the information they gather, and distinguish between fact and opinion. For example, when they characterize a historical turning point, they identify points of view in various types of documents. This involves analyzing the content, the language used, and the implicit message, especially when there are vested interests involved. Propaganda documents from the 20th century could be used in studying historical turning points and social phenomena. The competencies the program targets dovetail with the educational aim of the broad area of learning *Media Literacy* in that both promote the development of a critical and nuanced view of the media.

Citizenship and Community Life

The broad area of learning that has the greatest affinity with this program is *Citizenship and Community Life*. Its educational aim and focuses of development encourage students to participate as informed citizens in a pluralistic world.

Studying the prescribed social phenomena allows the students to note the diversity of societies and become familiar with the principles and values that characterize a democratic society. They can also observe that regardless of period or place, human beings everywhere form relationships—egalitarian or otherwise—and establish rules for life in society.

Connections With the Cross-Curricular Competencies

Given the complexity of the world today, students need various types of knowledge and skills in order to adapt to and intervene appropriately in a constantly changing environment. The cross-curricular competencies develop in close connection with the subject-specific competencies, largely on the basis of meaningful learning. Characterizing a historical turning point and interpreting a social phenomenon using the historical method helps the students develop both types of competencies.

The cross-curricular competencies are not developed in a vacuum; they are rooted in specific learning contexts, which are usually related to the subjects.

Intellectual competencies

Studying historical turning points and social phenomena entails knowing how to use information. The students must seek information from various sources, select it and become familiar with it.

In connection with their research, the students must use various resources and rely on problem-solving strategies. In this context, they can draw on the cross-curricular competency *Solves problems*.

In studying historical turning points and social phenomena, the students have to exercise critical judgment regarding sources they consult. They evaluate their credibility, especially when they take into account the frame of reference of the authors they have consulted and of the context in which the documents were produced.

When they formulate tentative explanations—hypotheses—the students use creativity. They also use it to present the results of their research.

Methodological competencies

The study of social phenomena calls for a scientific approach and enables students to develop effective work methods. The historical method helps students to plan and carry out their research rigorously. They must visualize the task before them, identify what has to be done and foresee the different adjustments required in order to achieve the goals they have set.

The students' research is facilitated by the use of information and communications technologies, which give them access to diverse documentary sources. They can also use these technologies to communicate the results of their research.

Personal and social competencies

The History of the 20th Century program makes students aware of what they have learned, of their perceptions, their values, their place among others, and thus, helps them develop a sense of belonging to society. Finally, the students can see that participation in social life and cooperation among individuals make social change possible.

The students may be asked to exchange views with other students in order to put their interpretation in perspective. This would foster their ability to cooperate, as would collaborative research activities or projects.

Communication-related competency

Whether oral, written or visual forms of communication are used, the prevailing usage, codes and conventions must be respected. The students thus use their ability to communicate in order to share the results of their research. They may also draw on this competency when they are asked to describe their processes and what they have learned regarding the social phenomena studied.

Connections With the Other Subject Areas

The knowledge, strategies and techniques associated with the subjects in the different subject areas provide resources on which students can draw. In developing the competencies prescribed in the program, they will have many opportunities to use these resources.

Languages

Language is both a learning tool and the principal vehicle of oral and written communication. Using it properly is a sign of well-structured thinking. Thus, to communicate clearly the results of their research, the students use media sources, exercise their language competencies and deploy the reading, writing and oral communication strategies they developed in their language arts classes. At the same time, knowledge and concepts acquired in the History of the 20th Century program may help students understand and interpret texts in the subjects in the Languages subject area.

Reality can rarely be understood through the rigid logic of a single subject; it is by bringing together several fields of knowledge that we are able to grasp its many facets.

Mathematics, Science and Technology

The use of mathematical, arithmetical or statistical concepts and processes can help students make more effective use of certain techniques employed in the program. Thus, the interpretation of statistical data or tables gives students a chance to use number and spatial sense, proportional reasoning and graphs and to locate numbers on a number line.

Seeing a scientific or technological problem or application in its social, environmental and historical context, as required by the competency *Makes the most of his/her knowledge of science and technology*, gives students a particular perspective on the study of social phenomena. Conversely, when they characterize a historical turning point or interpret a social phenomenon using the historical method, they employ a rigorous and systematic intellectual tool that works well with the one developed in science and technology.

Arts Education

The arts reflect the culture of a society. In works of art produced during the 20th century, the students can see the expression of the values and identity of different societies. They can also observe evidence of the evolution of the ideas expressed. The competencies they develop in the Arts Education programs will help them find clues for their interpretation of the social phenomena studied.

Personal Development

There are several connections between the History of the 20th Century and the Ethics and Religious Culture program. Both enable students to contextualize facts and analyze them in light of information from various sources, taking into account different points of view. The same is true in history, when the students examine sources as part of their work on historical turning points and social phenomena.

Career Development

The programs in the Career Development subject area, particularly the *Personal Orientation Project* and *Exploration of Vocational Training* aim to help students construct their career identity and view of the worlds of school and work. These programs can help attune students to social and economic questions, such as those concerning the union movement and the rights of workers.

Pedagogical Context

I think, at a child's birth, if a mother could ask a fairy godmother to endow it with the most useful gift, that gift should be curiosity.
Eleanor Roosevelt

Students: Curious, Organized and Reflective

The History of the 20th Century program calls for students studying the world today to go beyond what they already know and what they observe and perceive spontaneously. They adopt a research process and establish connections between their previously acquired knowledge and what they learn in the course, thereby increasing their understanding of the social phenomena.

To characterize a historical turning point or interpret a social phenomenon using the historical method, the students do research and analyze different sources of information. They interact with their classmates and teacher and share their knowledge and experiences. Working sometimes in teams and sometimes individually allows them to alternate between periods in which they gather, select and process information and periods in which they reflect on their process, examining the means and range of resources they have used, and the path they have followed in carrying out the tasks. They communicate the results of their research orally or in writing, using different media. In all cases, they must demonstrate clarity, rigour and critical distance.

The Teacher: A Guide, a Mentor and a Mediator

Teachers of the History of the 20th Century program are professionals, learning specialists and recognized experts in history. They help students discover the pleasure of learning, and seek to share with them their own desire to know and understand the many aspects of 20th-century history.

To help the students develop the two competencies, the teacher underscores the importance of using a variety of sources and guides them in their research, relying on the diverse resources provided by the school. The learning and evaluation situations that the teacher provides should support

the students' efforts to develop concepts, acquire historical knowledge, use cultural references and chronological reference points, and employ techniques. Teachers should also emphasize the importance of rigour and coherence.

Teachers act as mediators between students and knowledge. They try to appeal to their interests, and diversify their practices and approaches in order to respect the different ways of learning. By promoting discussion and the exchange of ideas, they involve students in the process of constructing meaning. Teachers help students to clarify their thinking regarding the historical turning points they are characterizing and the social phenomena they are interpreting. By showing the students how to perceive the ways in which they draw on and acquire knowledge, they also promote their intellectual activity and develop their ability to think abstractly and transfer learning.

A Large Variety of Resources

Teachers must make the classroom a rich and stimulating environment—which means that the school must provide a variety of resources, such as maps, newspapers, magazines, thematic atlases and encyclopedias. In order to use these diverse resources, students must have ready access to information and communications technologies that they can employ as research and production tools. Furthermore, since the world is constantly changing and students need to follow international news stories regularly in order to understand historical turning points and interpret social phenomena, the school must update its resources frequently.

Meaningful, Open and Complex Learning and Evaluation Situations

To facilitate the development and evaluation of the competencies prescribed by the program, learning and evaluation situations must be meaningful, open and complex. They must present challenges adapted to individual students' capacities and provide conditions that encourage students to critically assess their processes and their work.

A learning and evaluation situation is meaningful when students perceive the connections between the learning they have acquired and possible future applications. The study of social phenomena becomes fully meaningful for students when they realize that it can give them a better understanding of the world today. The situation will be all the more meaningful if it stimulates students' interest and refers to questions associated with the broad areas of learning.

A learning and evaluation situation is open if it enables students to explore several avenues rather than only one, involves a variety of tasks, encourages the use of several different research and communication tools and may result in different types of student work.

A learning and evaluation situation is complex if it requires the use of elements of program content, such as the concepts and historical knowledge, and allows students to interrelate the various elements. It thus makes use of the two competencies targeted by the program and of one or more cross-curricular competencies. It enables students to make connections with the educational aims and focuses of development of certain broad areas of learning and with competencies and knowledge targeted in other subjects. In carrying out the learning and evaluation situation, the students have to collect, select and analyze data, use reasoning processes such as induction, deduction and analogy, and draw on their capacity to question, use critical judgment and synthesize.

Since not all students learn in the same way or at the same pace, it is important to develop learning and evaluation situations that are sufficiently flexible. This can be achieved by favouring certain types of student work, for example, or by establishing different requirements concerning the documents used.

Appropriate Evaluation

Evaluation is above all intended to provide students with feedback on their learning in order to contribute to their progress. The feedback may concern one or more elements of learning. Thus, a teacher who observes that a student has difficulty examining sources might offer an activity that would help the student distinguish among the points of view of historians, authors or media sources.

Evaluation is also used to recognize the learning acquired by the students throughout the year. This learning reflects the mastery of knowledge related to social phenomena and the use of this knowledge in different contexts.

Whether evaluation serves to promote or recognize students' learning, teachers must base their judgment on the evaluation criteria for the subject-specific program. The *Framework for the Evaluation of Learning* provides guidelines for the evaluation of learning.

COMPETENCY 1 Characterizes a historical turning point

Every social phenomenon produces its own time or time scales.

Fernand Braudel

[Translation]

Focus of the competency

Characterizing a historical turning point involves becoming aware of its components and situating it in space and time. This requires intellectual curiosity, rigour and a particular way of considering facts: the historical perspective.

In order to characterize a historical turning point, students define it by selecting documents and analyzing them thoroughly. This enables them to determine in which societies, when, and in what territories the events related to the historical turning point occurred. They also identify players associated with the events, such as states, international institutions, businesses and various media and the role played by the players. Defining a historical turning point entails taking into account the various aspects of society.

In examining the documentary sources, the students must consider, for example, the context in which the documents were produced, the identity of the author and the point of view they express. They also compare the points of view presented in the documents, in order to recognize common and distinctive features. This helps them learn to use critical judgment regarding their sources.

To characterize a historical turning point by defining it and examining sources, the students must also try to understand it in terms of duration, taking chronological reference points into consideration. They must also use different time scales, in order to situate the historical turning point within the social phenomenon of which it is a part.

A historical turning point represents a culminating point of a social phenomenon. The interaction between the study of the historical turning point and the study of the social phenomenon leads the student to formulate a hypothesis, or tentative explanation.

Key Features of Competency 1

Defines a historical turning point

Finds facts • Establishes the time-space framework • Identifies actors
• Indicates actions taken • Takes into account various aspects of society

Examines sources

Identifies points of view • Recognizes shared and distinct aspects of the points of view of historians, authors and media sources • Considers the context in which the sources were produced

Characterizes a historical turning point

Considers a historical turning point in terms of duration

Takes into account chronological reference points • Uses different time scales

End-of-Year Outcomes

The *Framework for the Evaluation of Learning* provides guidelines for the evaluation of learning.

Evaluation Criteria

- Proficiency in the subject-specific knowledge targeted in the document *Learning to Be Acquired*
- Appropriate use of knowledge
- Coherent representation of the historical turning point

COMPETENCY 2 Interprets a social phenomenon using the historical method

History is not an art. It is a pure science. It does not consist in creating a charming narrative, nor in expressing weighty truths. It consists, like all sciences, in noting the facts, analyzing them, comparing them and noting the connections.
Numa Denis Fustel de Coulanges [Translation]

Focus of the Competency

Interpreting a social phenomenon involves seeking answers to the questions raised by the study of the historical turning point in order to explain it. To do this, students establish connections between facts using a rigorous intellectual approach: the historical method.

Students using the historical method must make their own analysis of the social phenomenon under consideration, based on a hypothesis—a tentative explanation of the stated problem, formulated in terms of the designated focus. New information (facts, historical actors or actions) found in the course of their study of the social phenomenon either validates their hypothesis or leads them to reconsider it after establishing connections among various components of the social phenomenon.

When they analyze a social phenomenon, the students establish causes and consequences related to it. Thus, studying the social phenomenon enables them to find factors that are likely to provide answers to the questions raised by the study of the turning point. By establishing connections among aspects of society and using time scales, the students identify changes and elements of continuity. They indicate some of the interests of the players involved, who may be individuals, communities, large businesses, states, or groups of states. They also bring out the power relations between the players. The students' interpretation is structured around the stated problem, and based on arguments. If appropriate, the students take into account various interpretations in order to put their own interpretation into perspective. They realize that a given social phenomenon is open to many interpretations and that the interpretation process is never complete. The students may be asked to compare their interpretations with those of other students.

In addition, interpreting a social phenomenon may help the students make connections between the knowledge they have acquired and the exercise of citizenship. They note principles, values and beliefs associated with ideologies, recognize the settings in which they are applied and determine their effect on human action.

Key Features of Competency 2

Formulates a hypothesis

States a problem • Formulates a hypothesis • Considers new facts

Analyzes a social phenomenon

Establishes connections among various aspects of society • Establishes causes • Determines consequences
• Indicates some of the interests of the players involved
• Recognizes power relations • Uses various time scales
• Identifies elements of continuity and change • Bases his/her interpretation on arguments • Takes into account various interpretations

Interprets a social phenomenon using the historical method

Determines what the study of a social phenomenon has contributed to the exercise of his/her citizenship

Identifies principles, values and beliefs related to ideologies • Determines the effect of principles, values and beliefs on human action • Recognizes settings in which principles, values and beliefs are applied

End-of-Year Outcomes

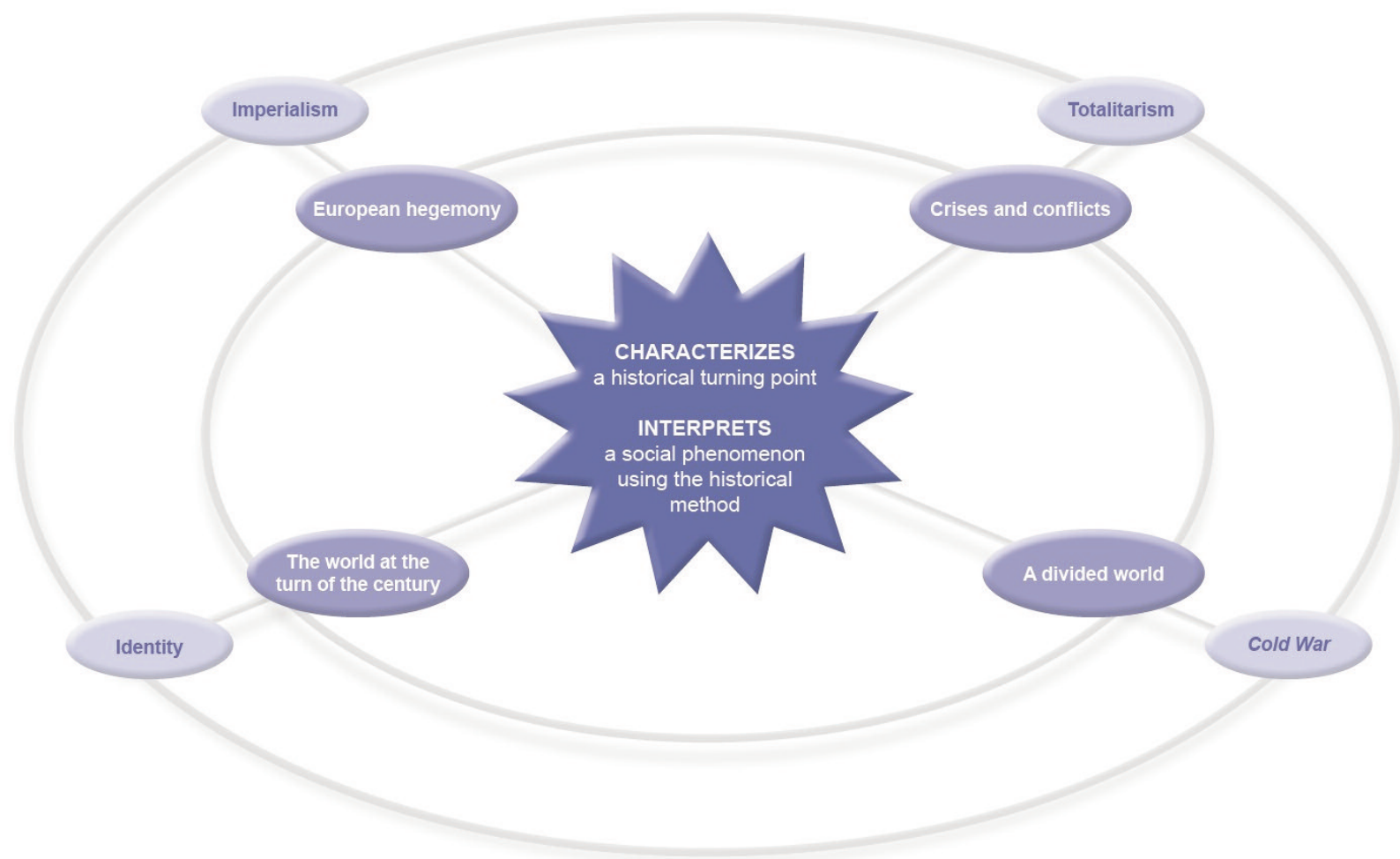
The *Framework for the Evaluation of Learning* provides guidelines for the evaluation of learning.

Evaluation Criteria

- Proficiency in the subject-specific knowledge targeted in the document *Learning to Be Acquired*
- Appropriate use of knowledge
- Rigour of his/her historical reasoning

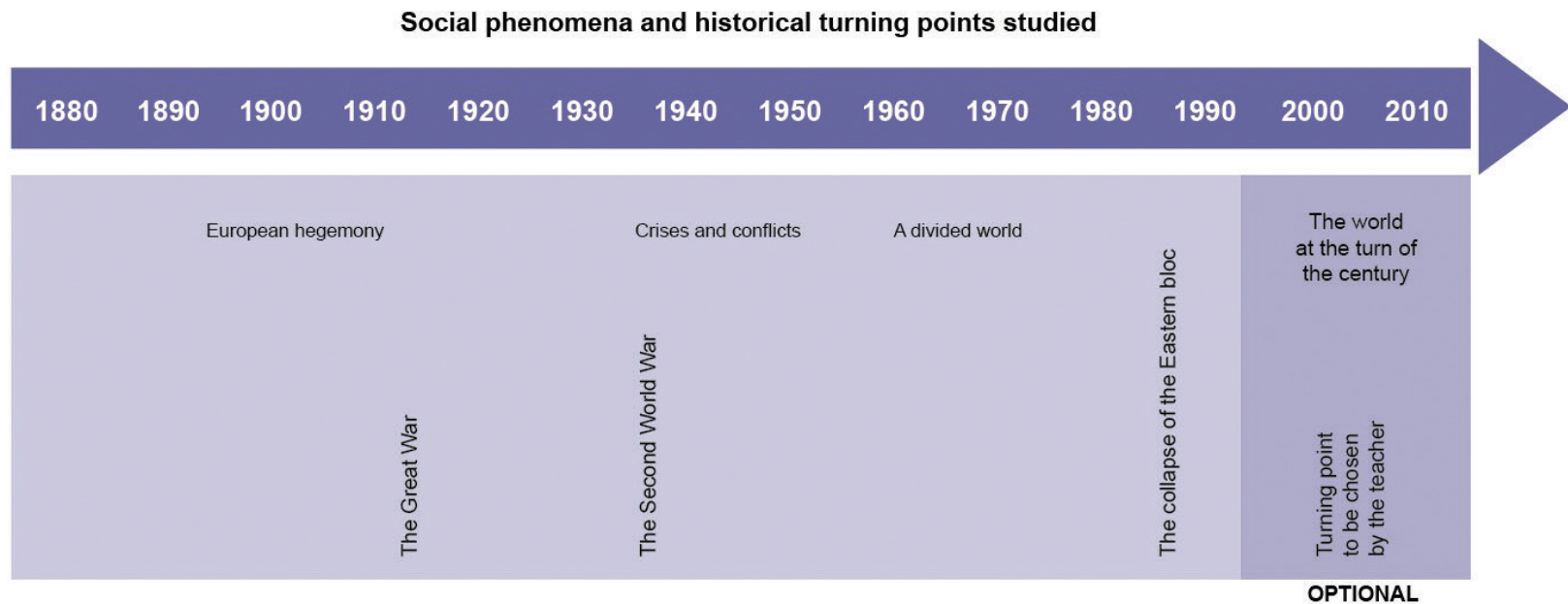
Program Structure

The following diagram shows the social phenomena on which the development of the competencies *Characterizes a historical turning point* and *Interprets a social phenomenon using the historical method* is based. It provides an overview of the program. The competencies, in the centre of the diagram, constitute the core of the program, to which the social phenomena and the central concept associated with each social phenomenon are linked.



Program Content

The competencies *Characterizes a historical turning point* and *Interprets a social phenomenon using the historical method* are developed through the study of the first three social phenomena. The fourth social phenomenon, *The world at the turn of the century*, is optional. Each social phenomenon is introduced by a short text, which is followed by an organizational diagram. As the time line below shows, the social phenomena are presented in chronological order. The historical turning points studied in the program are presented vertically below the time line.



The program content is compulsory. It comprises the following elements: the designated focus, the objects of learning, the concepts and the historical knowledge related to the social phenomena. The use of cultural references and chronological reference points is prescribed, but teachers are not obliged to use the examples presented in the program. The diagram on the following page illustrates the elements of the program content and the interaction between the two competencies.

This program content⁴ covers 100 hours of instruction, as stipulated in the *Basic school regulation for preschool, elementary and secondary education*.

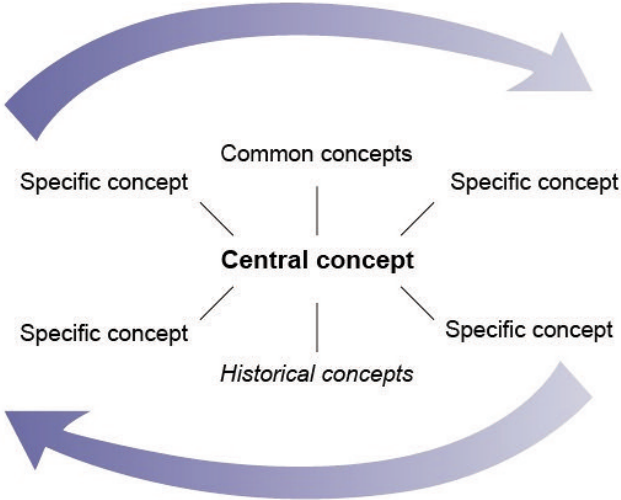
4. See Summary Table of Program Content on page 44.

Prescribed Elements of the Program Content

SOCIAL PHENOMENON

Designated focus

HISTORICAL TURNING POINT
TO BE CHARACTERIZED



SOCIAL PHENOMENON
TO BE INTERPRETED

Historical knowledge related to the social phenomenon

Designated focus

A designated focus has been selected for the study of each social phenomenon. It provides guidelines for the students' research and interpretation. This focus should be reflected in the learning and evaluation situations.

Objects of learning

Each social phenomenon has two objects of learning: a historical turning point to be characterized and a social phenomenon to be interpreted. Their purpose is to relate the competencies to the program content in the learning and evaluation situations.

Concepts

A concept is a mental representation of a concrete or abstract object of knowledge. Since some concepts lend themselves to a broad range of applications, students can apply them to social phenomena other than those used to construct them. Mastering the concepts featured in the program will provide students with valuable intellectual tools.

Concepts form a large part of the cultural knowledge shared by different societies. They make it possible to grasp reality and share our understanding of it with others. Students must move from preconceptions to functional, formal concepts. Most students already have some notion—however mistaken or incomplete—of the concepts concerned.

The teacher can use a number of strategies, such as analogy, comparison, deduction and induction to help students develop a fuller understanding of the concepts.

For each social phenomenon, a central concept is targeted. The central concept is supported by specific concepts. The historical concepts associated with the social phenomena are italicized. There are also concepts designated as "common" because they are used in the study of all the prescribed social phenomena. These concepts represent prior knowledge on which the students can draw. The concepts of ideology, power, society and territory fit this description.

The prescribed concepts are listed on page 44. To this list must be added the concepts introduced in all the Social Sciences programs.⁵

Knowledge related to the social phenomenon

The historical knowledge related to the social phenomena is presented in a general way in the diagram for each social phenomenon. This knowledge is indicated in the document *Learning to Be Acquired*. The number, value and variety of the documents consulted in carrying out the tasks in the learning and evaluation situations will affect students' acquisition of the knowledge prescribed by the program.

Other Resources for Helping Students develop the Competencies

In order to develop the competencies, students need to draw on other resources, such as cultural references, chronological reference points and techniques.

Cultural references

The section on cultural references provides examples for each social phenomenon. A cultural reference may concern a person, a work of art, a territory, a literary work and so on. These examples are not themselves specific objects of study or research, but the use of cultural references in the classroom is compulsory. Using them enables students to broaden their world-view by considering significant social realities or cultural trends.

Teachers may choose other cultural references for each social phenomenon. Three selection criteria must guide their choices:

- conformity with the designated focus
- consideration of several aspects of society
- potential use in a learning and evaluation situation for the purpose of developing the two competencies

5. The table on page 45 presents the concepts for the Contemporary World program; those for the Cultural Geography program are on page 46. Concepts the students have already encountered in a Social Sciences program, whether in Cycle One or Cycle Two, are indicated by an asterisk (*).

Chronological reference points

The section on chronological reference points provide examples that help students to situate in time events related to historical turning points or social phenomena. The teacher and students can add to this list of references.

Chronological reference points refer may take the form of events, source documents, the actions of people or groups, social movements and so on. They have a particular historical significance, and although they are not specific objects of study, it is important to make use of them in class.

Techniques

The study of the prescribed social phenomena requires the use of techniques, which are resources for students to draw on in learning and evaluation situations.⁶

- Interpreting and creating a map
- Interpreting a written document
- Interpreting and creating a time line
- Interpreting a picture
- Interpreting and creating a graph
- Interpreting and creating a table

These techniques provide access to information and enable students to communicate their research results.

Social Phenomena

The social phenomena studied in the program concern human action in societies of the past or the present. These phenomena encompass all aspects of the life of a society—the cultural, economic, political and territorial aspects—as well as the social aspect itself.

⁶. The various techniques are presented on pages 34 to 43.

. . .My map of Africa lies in Europe. Here is Russia, and here is France, and we are in the middle. That is my map of Africa.
Otto von Bismarck

European Hegemony

During the last decades of the 19th century, in a context characterized by economic liberalism and strong industrial growth, Europe reinforced its hegemony. At the turn of the 20th century, few territories escaped the economic or political influence of the great European powers. Although the United States was at the same level of industrial development as these countries—if not ahead—its role on the international scene remained relatively minor. This was the context in which the Great War broke out in 1914.

The Great War was the name given to the conflict that devastated Europe between 1914 and 1918, claiming about 10 million lives. It took the form of a global and total war. What started as a conflict among the major European powers, who had formed various alliances, extended beyond the European framework once the colonies, Japan and the United States became involved.

What, in the situation of Europe and the world at the turn of the 20th century can explain the Great War? To what extent can national sentiment explain the massive enlistment in the various armies at the beginning of the war? What connections can we establish between liberal capitalism and this war? What was the effect of the alliances? To what extent were the colonies involved in the war? How can industrialization help us understand the nature of this war? These examples of questions arising out of the study of the historical turning point may serve as guidelines for the interpretation of the social phenomenon *European hegemony*.

The assassination of the archduke of Austria by a young nationalist in Sarajevo cannot, by itself, fully explain the rapidity with which war was declared in the summer of 1914. To grasp the nature and scope of this war, it is necessary to consider the economic, political and social context of the closing decades of the 19th century. This context breathed new life into European imperialism. The growth of industrial output had led to a search for markets and new places in which to trade. To meet this need, some European states, particularly France and the United Kingdom, had imposed on Africa a colonial regime, in addition to the one Europeans had already established in Asia, notably in India. The search for new markets, in addition to encouraging colonial conquests, underlay the trend to commercial agreements and alliances or rivalries among the European powers.

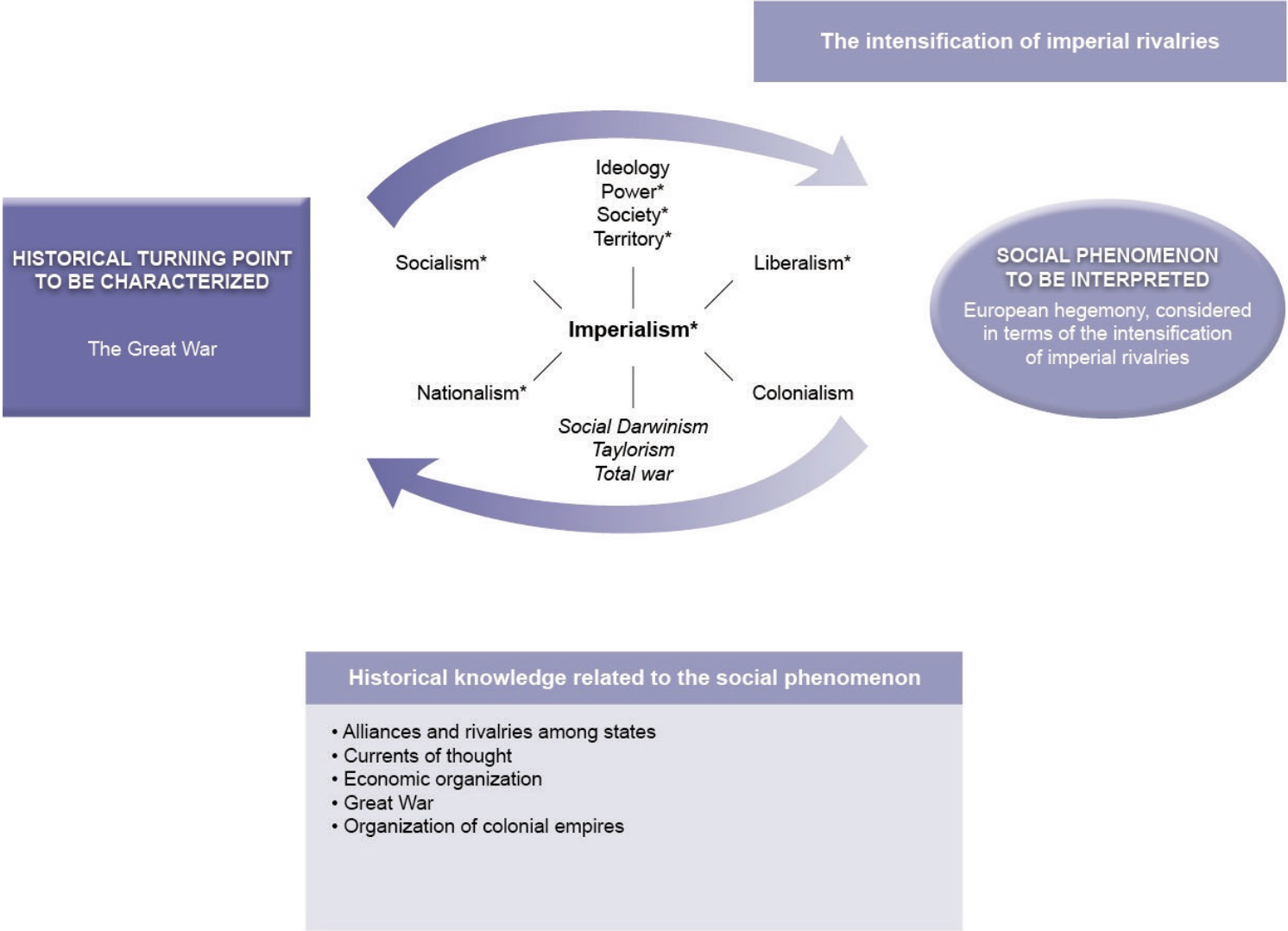
The rapid growth of industrial production and scientific and technological innovation, particularly in the fields of energy, transportation, metallurgy and chemistry, is often described as the second industrial revolution. This economic transformation was accompanied by the spread of liberal ideas in Europe. In the early 20th century, all of the great European powers were affected by tensions between liberal political movements supported by the commercial and industrial bourgeoisie, on the one hand, and conservative movements backed by traditional elites upholding the monarchies, on the other. During this period, too, workers' movements and unions expanded. Socialism, which depended largely on the support of these working-class movements, opposed both liberalism and conservatism.

This context of growth and industrial development may seem conducive to peace, but the balance among the powers remained precarious—all the more so in that the political regimes of the European states ranged from liberal states to authoritarian monarchies. In addition, nationalist movements called for the redrawing of state borders. Europe's equilibrium was also undermined by the extension of colonialism, which created tensions among the various powers that aimed to establish, retain or expand empires. No state was opposed in principle to such colonial domination, which was legitimated by the belief, common at the time, in a natural hierarchy of civilizations. The Berlin Conference symbolized this new colonial and commercial dynamic. In addition, the United Kingdom saw the *Weltpolitik* adopted by Wilhelm II in the 1890s as a direct threat to its maritime and imperial domination. Around the turn of the century, the European countries were involved in an arms race, which reinforced the feeling that war was inevitable.

The First World War destroyed the equilibrium established by diplomatic and economic relations in the late 19th and early 20th centuries. In the immediate aftermath of the war, some observers believed it had led to a victory of liberal regimes over the authoritarian monarchies. Only a few years later, however, crises broke out and new forms of authoritarianism arose.

The diagram on the following page illustrates the relationship between the competencies and the program content for the social phenomenon *European hegemony*. The students are expected to characterize the historical turning point *The Great War*. They also have to interpret the social phenomenon in terms of the intensification of imperial rivalries.

EUROPEAN HEGEMONY



In the diagrams, concepts the students have already encountered in the compulsory Social Sciences programs, whether in Secondary Cycle One or Two, are indicated by asterisk (*).

CULTURAL REFERENCES	<ul style="list-style-type: none"> • Art nouveau • British India Steam Navigation Company • Eiffel Tower • Jamal ad-Din al-Afghani • Lord Kitchener • Speech on colonization, by Jules Ferry, <i>Journal officiel</i>, July 28, 1885 • <i>The Good Soldier Svejk</i>, by Jaroslav Hašek • <i>The Principles of Scientific Management</i>, by Frederick Winslow Taylor
---------------------	---



CHRONOLOGICAL REFERENCE POINTS	<ul style="list-style-type: none"> • 1885: Berlin Conference • 1887: Imposition of the <i>Code de l'Indigénat</i> 	<ul style="list-style-type: none"> • 1890: <i>Weltpolitik</i> • 1898: Fashoda Crisis 	<ul style="list-style-type: none"> • 1904: Entente cordiale • 1904-1905: Russo-Japanese War • 1905: Revolutionary upheaval in Russia 	<ul style="list-style-type: none"> • 1910: Annexation of Korea by Japan • 1912-1913: Balkan wars • 1914: Assassination of the Archduke Franz-Ferdinand in Sarajevo • 1916: Battle of Verdun • 1917: Entry of the United States into the war • 1918: Treaty de Brest-Litovsk • 1918: Armistice • 1919: Wilson's Fourteen Points
-----------------------------------	---	--	---	--

I have nothing to offer but blood, toil, tears and sweat.
Winston Churchill

Crises and Conflicts

The Great War upset the fragile equilibrium in early 20th-century European diplomatic and economic relations. Empires collapsed, several European countries were indebted and the United States became a major player on the international scene. Although peace had returned and industrial development continued unabated, international relations deteriorated. Overproduction and social and economic instability, together with the rise of totalitarian regimes, led to a period of crises and conflicts culminating in the Second World War.

In 1939, the *Wehrmacht* launched the *blitzkrieg* against Poland, while in Asia Japan's political expansionism had already led to the invasion of China. These conflicts led the world into a war that would leave tens of millions dead-soldiers, but also a considerable number of civilians, who perished in the camps or the bombing of cities. Some governments cited ideological reasons to justify these acts of war. Incidentally, this war raised ideological issues that recalled those of the Spanish civil war.

At the beginning of the Second World War, the United States, although officially neutral, chose to provide economic and political support to the Allies. The Lend-Lease Act and the Atlantic Charter are examples of this role. When, after the Japanese attack on Pearl Harbor in 1941, the Americans entered the war, they became allies not only of Britain but of the Soviet Union as well. Earlier the same year, Hitler had broken the German-Soviet Nonaggression Pact signed in August 1939. The resulting Soviet alliance with Britain and the United States contributed to the likelihood of victory against Fascist Italy, Nazi Germany and Imperial Japan.

Why did peace treaties that marked the end of a world conflict lead to another world conflict? How did the *Great Depression* prepare the ground for totalitarianism and militarism? Why did the liberal democracies and the League of Nations not intervene, in the 1930s, to counter the expansionist policies of Nazi Germany and Fascist Italy? Why did Germany, Italy and Japan form the *Axis*? How could totalitarian states as diametrically opposed as Nazi Germany and the Union of Soviet Socialist Republics (USSR) form an alliance, as they did in August 1939? These examples of questions arising out of the study of the turning point may serve as guidelines for the interpretation of the social phenomenon *Crises and conflicts*.

The Second World War may be explained by the context of the inter-war period. Germany felt hemmed in by the conditions imposed by the victors of World War I. With the arrival in power of the National Socialist Party, Germany rearmed and sought to recover its past glory by unifying the Germanic peoples into one great *Reich*. Nazi policy of annexing territories and eliminating non-Aryan populations was abetted by the *Appeasement* policy, of which the Munich Accords are an example.

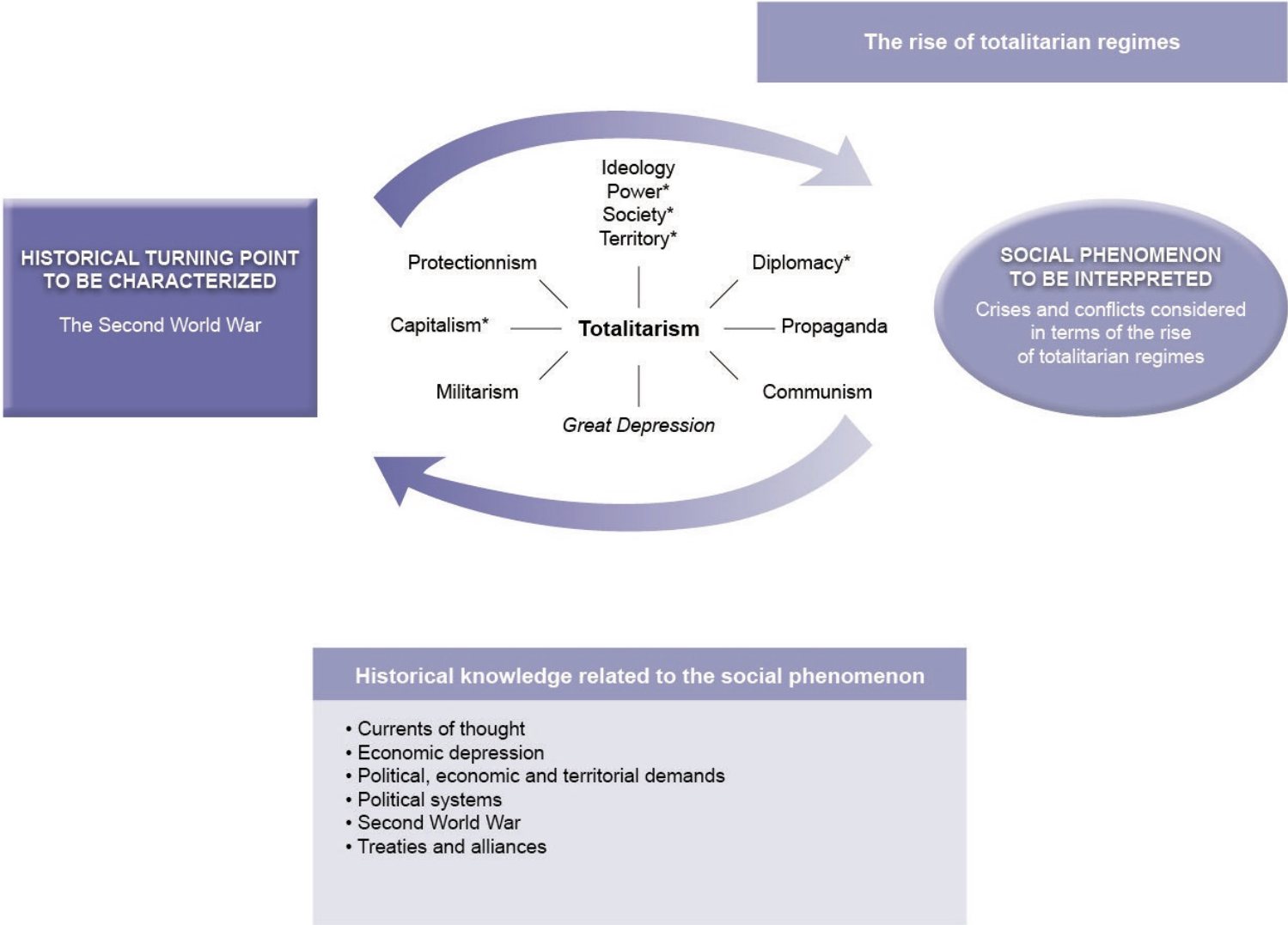
During the 1930s, Stalin carried out massive purges, which were legitimized by the *Moscow Trials*. This repressive policy led to the elimination of many officers of the Red Army. In 1939, by concluding the German-Soviet Pact with Hitlerian Germany, Stalin ensured himself a share in the partition of Poland without the necessity of Russian military engagement and enabled Germany to launch its offensive without having to face war on two fronts.

The *Great Depression* of the 1930s strengthened the nationalist movements and was responsible for the stagnation of international trade. While many countries saw protectionism as a solution to the depression, there was a trend toward the re-examination of liberal capitalism. This questioning underlay the adoption of interventionist measures such as President Roosevelt's *New Deal*. Under the totalitarian regimes, state intervention involved the revitalization of the arms industries, among other things. On account of its relative political isolation and state-run economy, the USSR was spared from the economic depression. This made socialist economic planning seem like a solution to the problems experienced by the liberal economies.

This quarter century of crises and conflicts ended with the occupation of Berlin and the dropping of atomic bombs on Hiroshima and Nagasaki. The war's end, far from resolving diplomatic tensions, led to the division of the world among the states that had been united in a coalition of convenience against the Nazis. For the next forty years, international diplomatic relations would be defined by the American and Soviet zones of influence.

The diagram on the following page illustrates the relationship between the competencies and the program content for the social phenomenon *Crises and conflicts*. The students are expected to characterize the historical turning point *The Second World War*. They also have to interpret the social phenomenon in terms of the rise of totalitarian regimes.

CRISES AND CONFLICTS



In the diagrams, concepts the students have already encountered in the compulsory Social Sciences programs, whether in Secondary Cycle One or Two, are indicated by asterisk (*).

CULTURAL REFERENCES	<ul style="list-style-type: none"> • Auschwitz • Bauhaus • Dadaism • Dantzig • <i>Guernica</i>, by Picasso • Kondratieff cycle • <i>Mémoires de guerre</i>, by Charles de Gaulle 	<ul style="list-style-type: none"> • Nuremberg Laws • Pius XII • <i>The Inequality of Human Races</i>, by Joseph-Arthur, Comte de Gobineau • Thyssen and Co.
---------------------	---	--



CHRONOLOGICAL REFERENCE POINTS	<ul style="list-style-type: none"> • 1917: Russian Revolution • 1917: Balfour Declaration • 1919: Treaty of Versailles • 1919: Founding of the League of Nations 	<ul style="list-style-type: none"> • 1922: March on Rome • 1925: End of France's occupation of the Ruhr • 1929: Crach of the New York Stock Exchange 	<ul style="list-style-type: none"> • 1931: Invasion of Manchuria by Japan • 1933: Reichstag fire • 1936: Berlin Olympic Games • 1938: <i>Anschluss</i> • 1938: Kristallnacht (Night of Broken Glass) • 1939: End of the Spanish Civil War • 1939: Invasion of Poland 	<ul style="list-style-type: none"> • 1941: Atlantic Charter • 1941: Attack on Pearl Harbor • 1943: Soviet victory at Stalingrad • 1945: Capitulation of Japan • 1945: Founding of the United Nations
-----------------------------------	--	---	---	---

Life punishes those who come too late.
Mikhail Gorbachev

A Divided World

In 1945, the founding of the United Nations seemed to promise that negotiation would replace armed conflict. Instead, the alliance between the United States and the Union of Soviet Socialist Republics (USSR) gave way to the *Cold War*. For four decades, the ideological opposition between the Eastern and Western blocs and the reciprocal threat of nuclear attack established a bipolar world order in which the nonaligned nations, often recently decolonized, had little influence. The Korean War, the Suez Crisis and the Cuban Missile Crisis reflect the dynamic of opposition that shaped international relations during the *Cold War*. This dynamic regularly nourished fears of a major international conflict, but exhausted itself in the late 1980s, leading to the collapse of one of the two blocs.

In 1985, Mikhail Gorbachev became General Secretary of the Communist Party of the USSR and undertook to reform the state by restructuring it (*perestroika*) and making it more transparent (*glasnost*). In the world context of the 1980s, Gorbachev's reforms opened the door to social and political demands. These demands, held at bay and sometimes harshly repressed for years, could now be expressed more freely. At the end of the decade, several satellite states of the Soviet Union moved toward market economies and declared their sovereignty from the Communist Party of the USSR. In 1991, Gorbachev announced that he was resigning as Secretary General. In his speech, he acknowledged the declarations of independence of many republics in the Soviet federation. After the Eastern bloc, the Soviet federation itself fell apart. These years that saw the fall of the Berlin Wall also witnessed the disappearance of the political, economic and military foundations of the Eastern bloc. The Western bloc, associated with liberal capitalism, was left the apparent victor.

This ostensible victory of the Western bloc must not, however, obscure the existence of opposition within it. The student movement, the movement for Black civil rights and the feminist movement, for example, show that it faces social and political challenges. These movements also reflect forms of solidarity that fall outside the general model of the East-West divide.

How can the threat posed by a military power such as the USSR and its Warsaw Pact allies disappear so rapidly? What events in the *Cold War* weakened the Eastern bloc so much that the implementation of *perestroika* and *glasnost* led to its collapse? Why and how did individuals, societies and states challenge the organization of the world imposed by the blocs? Why was China's regime not brought down by the waves of opposition that swept the communist societies in the late 1980s? These examples of questions arising out of the study of the turning point may serve as guidelines for the interpretation of the social phenomenon *A divided world*.

The disappearance of the Eastern bloc cannot be explained solely by the arrival in power of Gorbachev and the reforms he introduced. Changes in power relations throughout the period of the *Cold War*—from the Marshall Plan to Gorbachev's resignation—must be taken into account in order to understand the rapidity with which the Berlin Wall fell.

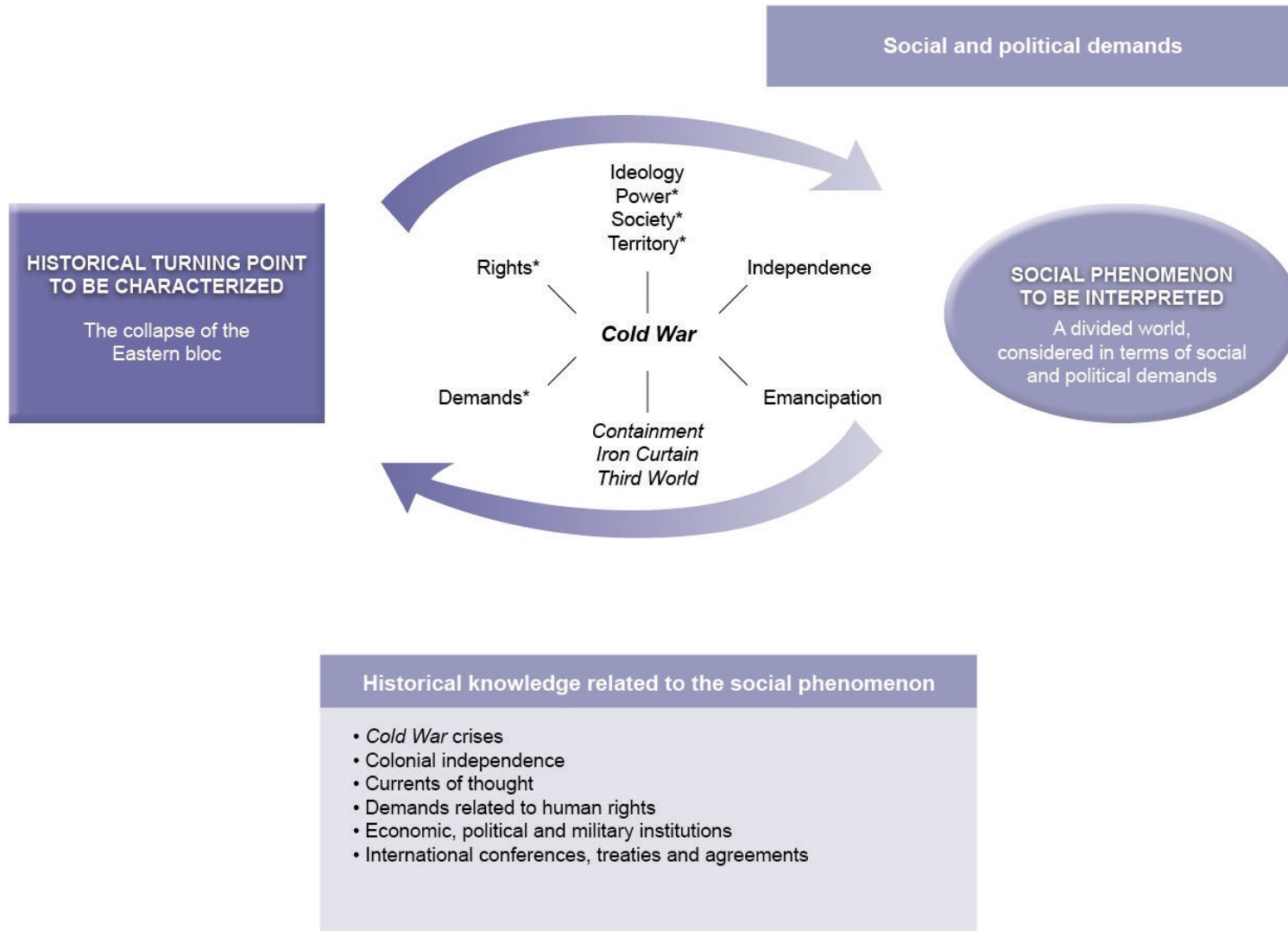
To counter the presence of the North Atlantic Treaty Organization in Western Europe, the USSR maintained a major military infrastructure in Eastern Europe. A very large proportion of the gross national product of the USSR was thus spent on the defence industry and the army. The East-West rivalry took an economic toll on the USSR, whose industrial productivity was lower than that of the Western countries. In the late 1980s, in an effort to reorient its economy, the USSR reduced its military presence in Europe. By doing so, it weakened its hold on its European satellites, such as the German Democratic Republic.

The 1980s represented a new context for the social demands made in various Eastern European countries during the *Cold War*. The USSR was increasingly less inclined to repress popular movements in Eastern Europe. This attitude was in marked contrast to that of the previous period. The attitude of the Chinese authorities to the student movements of Tiananmen Square in 1989 was very different.

Regional conflicts, such as the Vietnam War or the occupation of Afghanistan by the USSR, had a profound impact on the cohesion of each bloc. In the Western bloc, the Vietnam War gave rise to a peace movement that questioned the legitimacy of American intervention. The withdrawal of troops in 1973 was perceived as a defeat of the army, and led to a loss of credibility and prestige for the United States. For the USSR, maintaining a large military contingent in Afghanistan entailed expenses that the Soviet economic situation was no longer able to bear. In 1988, Gorbachev announced the withdrawal of the Red Army from Afghanistan.

The rapid collapse of one of the blocs put an end to the *Cold War* without any nuclear conflict. Some observers at the time declared the victory of one ideology over the other. However, the last decade of 20th century was far from witnessing the emergence of a unipolar world, based on a single ideology. Instead, voices that had been suppressed during the *Cold War* began to be heard in many parts of the world.

The diagram on the following page illustrates the relationship between the competencies and the program content for the social phenomenon *A divided world*. The students are expected to characterize the historical turning point *The collapse of the Eastern bloc*. They also have to interpret the social phenomenon in terms of social and political demands.



In the diagrams, concepts the students have already encountered in the compulsory Social Sciences programs, whether in Secondary Cycle One or Two, are indicated by asterisk (*).

CULTURAL REFERENCES

- Brandenburg Gate
- Golda Meir
- Henry Kissinger
- Jim Crow laws
- McCarthyism
- National Organization for Women
- *On the Road*, by Jack Kerouac
- *The Gulag Archipelago*, by Alexander Solzhenitsyn
- *The Long Telegram*, by Georges Kennan
- Yasser Arafat

1940

1950

1960

1970

1980

CHRONOLOGICAL REFERENCE POINTS

- 1945: Yalta Conference
- 1947: Marshall Plan
- 1948: Establishment of the state of Israel
- 1949: Chinese Revolution
- 1953: Workers' revolt in East Berlin
- 1955: Bandung Conference
- 1955: Arrest of Rosa Parks
- 1956: Khrushchev's Report
- 1956: Hungarian Revolution
- 1956: Suez Crisis
- 1957: Sputnik in space
- 1967: Six Days' War
- 1968: Assassination of Martin Luther King
- 1968: *Prague Spring*
- 1968: *May 68*
- 1969: Apollo 11 on the moon
- 1975: End of the Vietnam War
- 1979: Iranian Revolution
- 1980: Polish union Solidarity (Solidarność)
- 1989: Withdrawal of Soviet troops from Afghanistan
- 1989: Repression in Tiananmen Square
- 1989: Square Fall of the Berlin Wall
- 1991: End of *Apartheid*
- 1991: Resignation of Gorbachev

What is deadly is defining one's identity against the other.
Amin Maalouf
[Translation]

The World at the Turn of the Century

The *Cold War* held in check tensions within both the communist and the capitalist world. The collapse of the Eastern bloc accelerated the process of economic liberalization begun in the 1980s. Economic and political liberalism seemed to be an expanding force capable of imposing a standardization of cultures.

This context saw the emergence of numerous groups asserting identities based on characteristics such as ethnicity, religion or territorial occupation. The wars in the former Yugoslavia and the civil wars in Rwanda and East Timor reflect the emergence of these groups.

The interpretation of the social phenomenon must highlight new power relations that emerged in the aftermath of the collapse of the Eastern bloc. New political and economic poles appeared in Europe and Asia at the end of the 20th century.

The 20th century ended in a climate of instability, leaving unresolved important questions, such as those regarding economic, political and social choices in environmental management, the economic and social changes related to migration, the redefinition of the powers of states, disparity in the distribution of wealth, and the legitimacy of external intervention in areas of tension and conflict.⁷ The turn of the century was characterized by a climate of instability, by the globalization of economies, which was facilitated by information technologies and also by powerful transnational firms. Globalization and cultural standardization led to the assertion of many group identities. This phenomenon calls for an understanding of the dynamics of

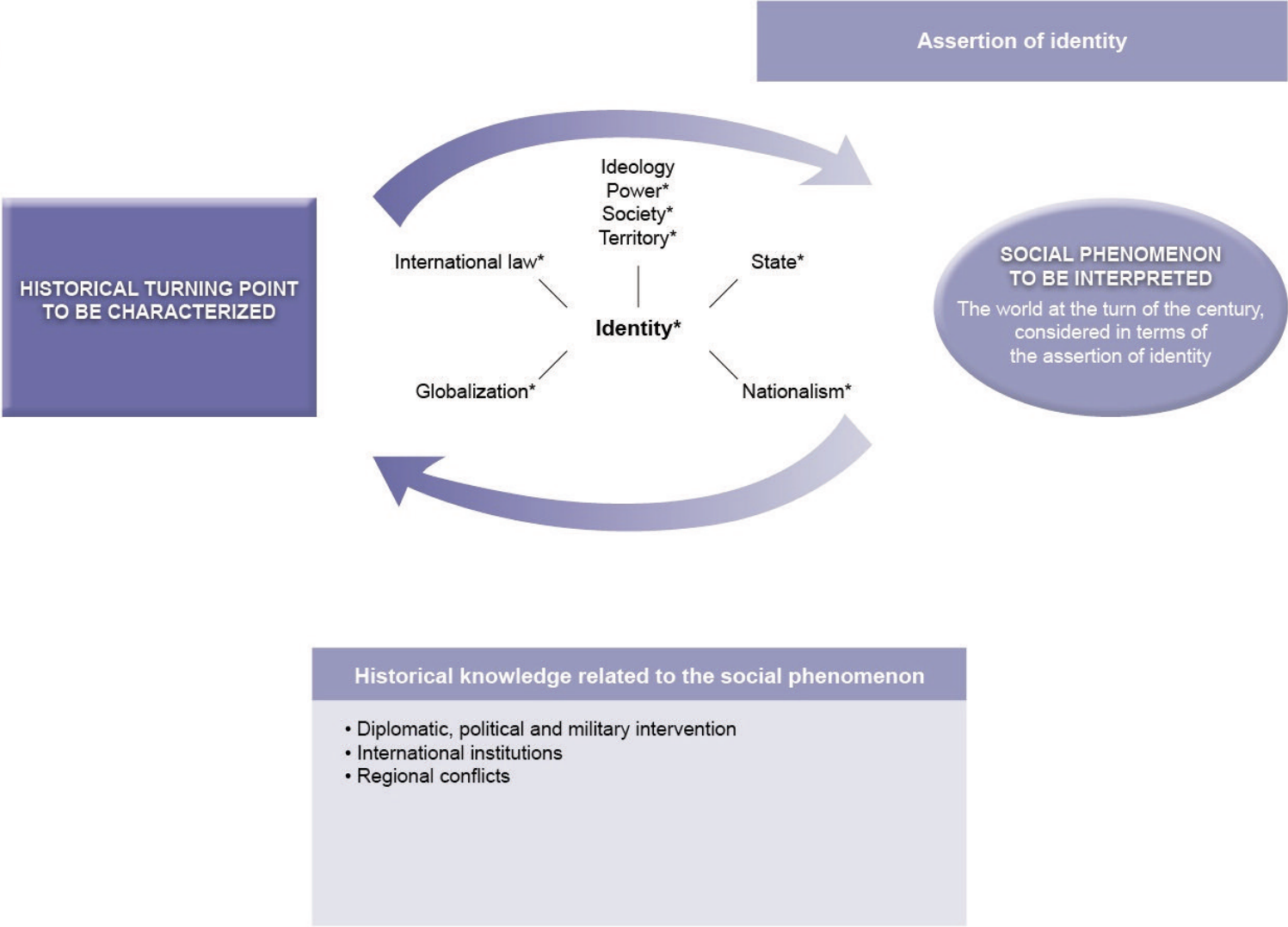
cultural areas,⁸ which is a topic to be interpreted in the *Cultural Geography* program.

The diagram on the following page illustrates the relationship between the competencies and the program content for the social phenomenon *The world at the turn of the century*. The students are expected to characterize a historical turning point chosen by the teacher. The historical turning point to be characterized must raise questions related to the social phenomenon *The world at the turn of the century*. The turning point chosen is more likely to interest the students if it is in the news. The students also have to interpret the social phenomenon in terms of identity groups.

7. These are objects of learning in the Contemporary World program.

8. The following cultural areas are covered: the African cultural area, the Arab cultural area, the East Asian cultural area, the Indian cultural area, the Latin American cultural area and the Western cultural area.

THE WORLD AT THE TURN OF THE CENTURY



In the diagrams, concepts the students have already encountered in the compulsory Social Sciences programs, whether in Secondary Cycle One or Two, are indicated by asterisk (*).

CULTURAL REFERENCES	The cultural references are to be chosen by the teacher.
----------------------------	--



CHRONOLOGICAL REFERENCE POINTS	<ul style="list-style-type: none">• 1991: Gulf War• 1993: Oslo Accords• 1994: Chiapas Revolt• 1994: Genocide in Rwanda• 1994: First Chechen War• 1995: Dayton Agreement• 1996: Hostage taking at the Japanese embassy in Lima• 1997: Handover of Hong Kong to China• 1998: Northern Ireland Peace Agreement• 1999: Kosovo War• 2001: September 11 attacks
---	---

Any source of information from which the historian can see a way to draw knowledge about the human past, considered in terms of the question formulated, constitutes a document.

Henri-Irénée Marrou [Translation]

Techniques

The study of the social phenomena in the program requires the use of techniques both to obtain information and to convey research results. These techniques build on those acquired in the Social Sciences programs at the elementary level and in Secondary Cycles One and Two. They do not constitute new learning for the students, and are not themselves objects of study. They will, however, be easier to master if they are used repeatedly.

Interpreting and creating a map

A map is a spatial representation of a reality. A thematic map can depict one or more aspects of a situation. The students' learning with regard to mapmaking must under no circumstances be limited to reproducing or tracing existing maps or, worse still, to colouring in maps on the basis of preestablished data.

Interpreting a map

Interpreting a map involves:

- decoding the title
- decoding the legend
- identifying the scale
- reading the orientation
- identifying dynamic or static data, if any
- determining the nature of the information presented



Creating a map

Creating a map involves:

- deciding on the purpose of the map
- consulting information sources: maps, tables, various documents, etc.
- identifying the essential elements, in keeping with the map's purpose
- forming a mental image of the phenomena and spaces to be mapped
- drawing the map
- indicating the scale
- using symbols to represent the essential elements
- designing a legend
- giving the map a title

Europe in 1990

Membership in military alliances

 Members of the Warsaw Pact
 Members of the Atlantic Alliance
 (1949) Year joined



Source: Ministère de l'Éducation, du Loisir et du Sport, 2014

Interpreting a written document

Written documents reflect the society that produced them. They include newspaper articles, letters, treaties, founding texts and other documents. It is sometimes necessary to go beyond simply decoding a document if we wish to understand its symbolic significance and make sense of it.

Interpreting a written document involves:

- identifying the nature and type of document
- identifying the author's name and role
- identifying the date or other chronological reference points
- identifying the source
- establishing whether or not the document dates from the period it describes
- decoding the title
- determining the main idea
- determining the important ideas
- organizing and synthesizing the important ideas
- relating and comparing information from other documents:
 - to identify similarities and differences
 - to identify elements of continuity and change

Example of a written document

THIS DAY IN HISTORY: November 4, 1956

Soviets crush Hungarian revolt

Following nearly two weeks of protest and political instability in Hungary, Soviet tanks and troops viciously crush the protests. Thousands were killed and wounded, and nearly a quarter-million Hungarians fled the country.

The problems in Hungary had begun in October, when thousands of protesters took to the streets demanding a more democratic political system and freedom from Soviet oppression. In response, Communist Party officials appointed Imre Nagy, (a former premier who had been dismissed from the party for his criticisms of Stalinist policies), as the new premier. Nagy tried to restore peace and asked the Soviets to withdraw their troops. The Soviets did so, but Nagy then tried to push the Hungarian revolt forward by abolishing one-party rule. He also announced that Hungary was withdrawing from the Warsaw Pact (the Soviet bloc's equivalent of NATO).

On November 4, Soviet tanks rolled into Budapest to stop Hungary's movement away from the communist bloc. Vicious street fighting broke out, but the Soviets' greater power insured the doom.

<http://www.history.com/this-day-in-history/soviets-crush-hungarian-revolt> (Accessed June, 2014)

Interpreting and creating a time line

A time line makes it possible to set reference points, establish a chronology and obtain an overview.

Interpreting a time line

Interpreting a time line involves:

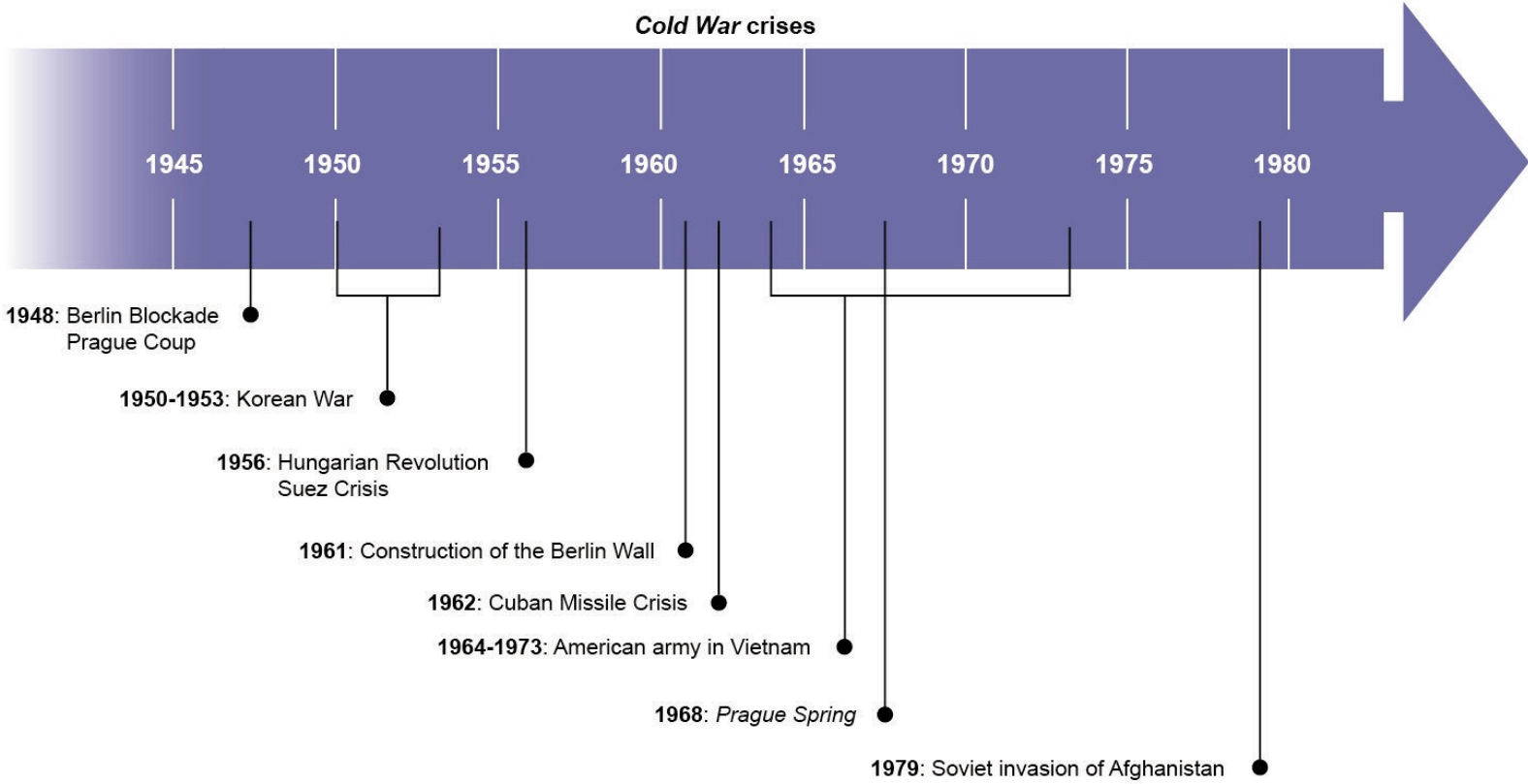
- decoding the chronological scale
- finding information
- comparing durations
- establishing sequences and trends

Creating a time line

Creating a time line involves:

- choosing the information
- drawing and orienting an axis
- establishing a chronological scale
- calculating the amount of time to represent
- establishing a unit of measure
- indicating the intervals
- indicating the information on the axis
- giving the time line a title

Example of a time line



Source: Ministère de l'Éducation, du Loisir et du Sport, 2014

Interpreting a picture

Pictures reflect the society that produced them as well as the society depicted in them. Pictures take many forms, including photographs, paintings, drawings, caricatures, etc. It is sometimes necessary to go beyond simply decoding a document if we wish to understand its symbolic significance and make sense of it.

Example of a picture



Source gallica.bnf.fr / Bibliothèque nationale de France

Section of a front-line trench at Lorette [Notre-Dame-de-Lorette in the Artois region]: [press photograph] / [Agence Rol]-Public domain
Source: <http://gallica.bnf.fr/ark:/12148/btv1b69084155.r=tranch%C3%A9e.langFR>
(Accessed June, 2014)

Interpreting a picture involves:

- determining the nature of the document
- establishing whether it is a direct representation of the reality depicted or a reconstruction
- identifying the creator's name and role
- identifying the date or other chronological reference points
- identifying the source
- decoding the title
- determining the main subject
- determining the places, players, circumstances and period
- establishing connections among the elements
- relating and comparing information from several documents:
 - to identify similarities and differences
 - to identify elements of continuity and change

Interpreting and creating a graph

A graph may take the form of a histogram, a bar graph, an area graph, a curved graph, and so on. It may contain a variable amount of information on the distribution or progression of the data, or it may represent a combination of these two dimensions.

Interpreting a graph

Interpreting a graph involves:

- decoding the title
- decoding the legend
- identifying the type of graph (histogram, bar graph, area graph, curved graph, etc.)
- determining the nature of the information presented on each axis
- identifying the scale
- determining the source on which the graph is based
- finding a piece of information using two or more coordinates

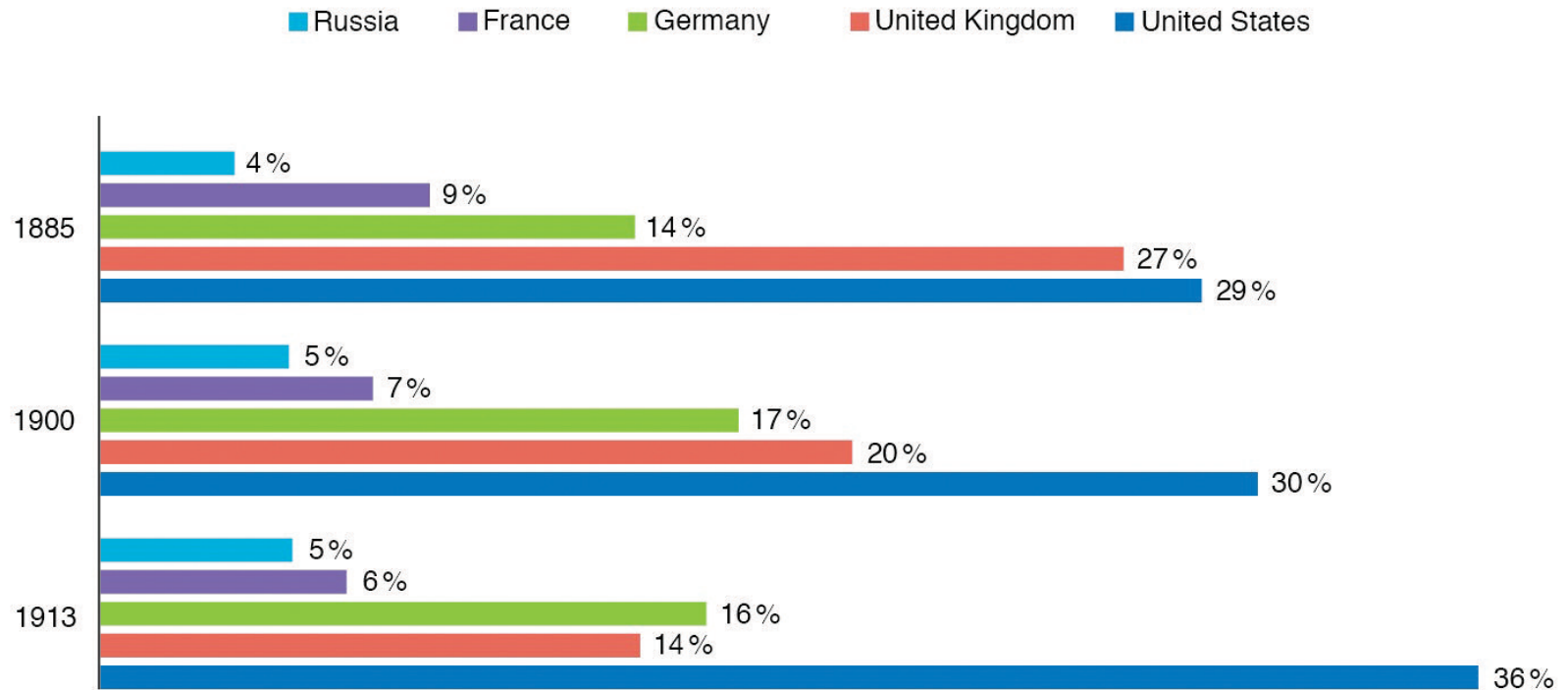
Creating a graph

To construct a graph, students must either have or establish statistical data.

Constructing a graph involves:

- designing the legend
- selecting information
- choosing a mode of representation
- drawing the framework of the graph
- establishing the scale
- entering the data in the graph
- indicating the source of the data
- giving the graph a title

Evolution of the output of the great industrial powers (as a % of world production at the turn of the 20th century)



Based on: P. Léon, *Histoire économique et sociale du monde*, Volume 4 (Paris: Armand Colin, 1978), 115.

Interpreting and creating a table

A table may be used to obtain information or to present it in a clear and organized manner. The table may contain either descriptive or comparative information.

Interpreting a table

Interpreting a table involves:

- decoding the title
- decoding the legend
- identifying the scale
- determining the nature of the information presented in the rows and columns
- determining the relationship between the data values:
 - according to the rows or the columns
 - by cross-tabulating

Creating a table

Creating a table involves:

- designing the legend
- selecting information
- drawing and naming the rows and columns
- establishing the scale of representation:
 - establishing the proportional relationship between the data values to be represented
 - determining the units of measure
 - indicating the intervals
- giving the table a title

Example of a table

American casualty rates, by service, during the Second World War		
Service	Number of deaths	Percentage of total losses
Merchant marine	9 521 *	3.16%
Marines	19 733	6.54%
Army	234 874	77.86%
Navy	36 958	12.25%
Coast Guard	574	0.19%
Total	301 660	100%

*Died at sea, as prisoners of war and as a result of wounds received
 Source: <http://www.usmm.org/casualty.html>
 (Accessed June, 2014).

Tables

Summary Table of Program Content, the History of the 20th Century Program – Cycle Two, Year 3						
Social phenomenon	Designated focus	Central concept	Specific concepts	Historical concepts	Historical turning point to be defined	Social phenomenon to be interpreted using the historical method
European hegemony	The intensification of imperial rivalries	Imperialism*	Colonialism Liberalism* Nationalism* Socialism*	<i>Social Darwinism</i> <i>Taylorism</i> <i>Total war</i>	The Great War	European hegemony, considered in terms of the intensification of imperial rivalries
Crises and conflicts	The rise of totalitarian regimes	Totalitarianism	Capitalism* Communism Diplomacy* Militarism Propaganda Protectionism	<i>Great Depression</i>	The Second World War	Crises and conflicts, considered in terms of the rise of totalitarian regimes
A divided world	Social and political demands	<i>Cold War</i>	Demands* Emancipation Independence Rights*	<i>Containment</i> <i>Iron Curtain</i> <i>Third World</i>	The collapse of the Eastern bloc	A divided world, considered in terms of social and political demands
The world at the turn of the century	The assertion of identity	Identity*	Globalization* International law* Nationalism* State*		To be determined by the teacher	The world at the turn of the century, considered in terms of the assertion of identity

Note: Concepts that have already been addressed in Cycle One or Two Social Sciences programs are marked with an asterisk (*).

Note: The following concepts are common to the study of all the social phenomena: ideology, power,* society* and territory.*

Summary Table of Program Content, the Contemporary World Program – Cycle Two, Year 3					
Theme	Designated focus	Central concept	Specific concepts	Topic to be interpreted (problem)	Position to be taken (issue)
Environment	Environmental management	Sustainable development	Consumption* Dependence Regulation Responsibility*	Economic, political and social choices in environmental management	<ul style="list-style-type: none"> The use and consumption of resources OR <ul style="list-style-type: none"> The harmonization of environmental standards
Population	The increase in migration	Migration*	Culture* Diaspora Network Relocation* Urbanization*	Economic and social changes related to the increase in migration	<ul style="list-style-type: none"> The management of urban expansion OR <ul style="list-style-type: none"> Migration and the world of work
Power	The powers of states	State*	Governance Integration International law Sovereignty Standardization	The redefinition of the powers of states	<ul style="list-style-type: none"> The capacity of states to take action OR <ul style="list-style-type: none"> The sovereignty of states and economic or political associations
Tensions and conflicts	External intervention in a sovereign territory	Intervention	Demand* Diplomacy Human rights Ideology Interference	The legitimacy of external intervention in areas of tension and conflict	<ul style="list-style-type: none"> Application of the principle of humanitarian assistance OR <ul style="list-style-type: none"> The interests of intervening parties versus those of populations
Wealth	The distribution of wealth	Disparity*	Concentration* Economic development Flows Resource* Social justice	The disparity in the distribution of wealth	<ul style="list-style-type: none"> Balancing social justice and economic development OR <ul style="list-style-type: none"> The control of resources

Note: Concepts that have already been addressed in Cycle One or Two Social Sciences programs are marked with an asterisk (*).

Summary Table of Program Content, Cultural Geography Program – Cycle Two, Year 3

Cultural area	Designated focus	Central concept	Specific concepts	Topic to be understood	Topic to be interpreted
African area	The construction of <i>Africanity</i>	<i>Africanity</i>	Border Independence* Pluriculturalism Urbanization*	Organization of the African cultural area	The dynamics of the African cultural area, considered in terms of the construction of an <i>Africanity</i>
Arab area	The interaction between tradition and modernity	Tradition Modernity	Language Religion* Resource* Urbanization*	Organization of the Arab cultural area	The dynamics of the Arab cultural area, considered in terms of the interaction between tradition and modernity
East Asian area	The area's expanding economic power	Expansion	Diversity* Growth* Hierarchy Technology*	Organization of the East Asian cultural area	The dynamics of the East Asian cultural area, considered in terms of its expanding economic power
Indian area	The importance of the peasantry	Peasantry	Microproperty Poverty Ruralism Spirituality*	Organization of the Indian cultural area	The dynamics of the Indian cultural area, considered in terms of the importance of the peasantry
Latin American area	The assertion of identity	Assertion of identity*	Demands* Exclusion Inequality Miscegenation	Organization of the Latin American cultural area	The dynamics of the Latin American cultural area, considered in terms of the assertion of identity
Western area	The cohabitation of cultures	Cohabitation	Americanization Individualism Multiethnicity* Society based on the rule of law*	Organization of the Western cultural area	The dynamics of the Western cultural area, considered in terms of the cohabitation of cultures

Note: Concepts that have already been addressed in Cycle One or Two Social Sciences programs are marked with an asterisk (*).

Bibliography

- Audigier, François, ed. *Didactique de l'histoire, de la géographie, des sciences sociales: Concepts, modèles, raisonnements*. Proceedings of the 8th Colloquium, March, 1996. Paris: Institut national de recherche pédagogique, 1997.
- . "Les jeunes, la conscience historique et l'enseignement de l'histoire," *Les jeunes et l'histoire: Identités, valeurs, conscience historique*. Paris: INRP, 1998, 127-133.
- . *L'éducation à la citoyenneté*. Paris: Institut national de recherche pédagogique, 1999
- Berthelot, Jean-Michel. *Épistémologie des sciences sociales*. Paris: Presses Universitaires de France, 2001.
- Bouhon, Mathieu, and Catherine Damboise. *Évaluer des compétences en classe d'histoire*. Louvain: UCL, 2002.
- Bruno-Jofre, Rosa, and Natalia Aponiuk. *Educating Citizens for a Pluralistic Society*. Calgary: Canadian Ethnic Studies, 2001.
- Conseil supérieur de l'éducation. *Éduquer à la citoyenneté: Rapport annuel 1997-1998*. Sainte-Foy: 1998.
- Dalongeville, Alain. *Enseigner l'histoire à l'école*. Collection Pédagogies pour demain. Paris: Hachette Éducation, 1995.
- . *Situations-problèmes pour enseigner l'histoire au cycle 3*. Collection Pédagogies pour demain. Paris: Hachette Éducation, 2000.
- Dortier, Jean-François, ed. *Les sciences humaines: Panorama des connaissances*. Auxerre: Sciences humaines, 1998.
- Gagné, Pierre-Paul, and Danielle Noreau. *Le langage du temps*. Montréal: Chenelière Éducation, 2005.
- Heimberg, Charles. *L'histoire à l'école: Modes de pensée et regards sur le monde*. Collection Pratiques et enjeux pédagogiques. Issy-les-Moulineaux: ESF, 2002.
- Hess, Frederick M. *Bringing the Social Sciences Alive*. Boston: Allyn and Bacon, 1999.
- Jadoulle, Jean-Louis, and Mathieu Bouhon. *Développer des compétences en classe d'histoire*. Louvain: UCL, 2001.
- Jutras, France, ed.. *L'éducation à la citoyenneté, enjeux socioéducatifs et pédagogiques*, Québec: PUQ, 2010.
- Lalonde, Michel. *Comprendre la société: Une introduction aux sciences sociales*. Sainte-Foy: Presses de l'Université du Québec, 1998.
- Lautier, Nicole. *Enseigner l'histoire au lycée*. Collection Formation des enseignants. Professeurs des lycées. Paris: A. Colin, 1997.
- Laville, Christian, and Jean Dionne. *La construction des savoirs*. Montréal: Chenelière/McGraw-Hill, 1996.
- Leroux, Anne, ed. *Enseigner l'histoire-géographie par le problème?* Paris: L'Harmattan, 2004.
- Lessard, Claude et al. *Entre sens commun et sciences humaines: Quels savoirs pour enseigner*. Collection Perspective en éducation et formation. Bruxelles: De Boeck, 2004.
- Martineau, Robert. *Fondements et pratiques de l'enseignement de l'histoire à l'école, Traité de didactique*, Québec: PUQ, 2010.
- . *L'histoire à l'école, matière à penser*. Montréal: L'Harmattan, 1999
- Michaux, M. *Enseigner l'histoire au collège*. Paris: Armand Colin, 1997.
- Moniot, Henri. *Didactique de l'histoire*. Paris: Nathan, 1993.
- Pinson, Gérard. *Enseigner l'histoire: Un métier, des enjeux*, Caen: Sceren-CRDP Basse-Normandie, Paris: Hachette éducation, 2007.
- Prost, Antoine. *Douze leçons sur l'histoire*. Collection Points. Paris: Seuil, 1996.

Rey, Bernard, and Michel Staszewski. *Enseigner l'histoire aux adolescents: Démarches socio-constructivistes*. Bruxelles: De Boeck, 2004.

Ruano-Borbolan, Jean-Claude. *L'histoire aujourd'hui*. Paris: Sciences humaines, 2000.

