

## History 20

### GENERAL INFORMATION

- i. History 20
  - a. 20 Level Social Science Credit
  - b. Available Semester I & 2
  - c. Independent Study Course (Asynchronous)
- ii. Location: HorizoniSchool Course is accessible at <http://courses.horizonsd.ca/course/view.php?id=389>
- iii. Instructor: Jim Swan, Winston High School
- iv. Ways to contact Mr. Swan
  - a. Send me a Private Message in Moodle (\*Preferred)
  - b. **Email address:** Jim.Swan@hzsd.ca
  - c. **school:** 306.946.7929 **home:** 306.946.3000
  - d. **text:** 306.946.7929 **or message me in gmail or google hangouts**

### COURSE DESCRIPTION

History 20 takes a look at World issues and examines the conditions, ideas, and events of the twentieth century and its effect on society and the world. Here your learning journey begins with conditions that lead to WWI and the reaction of the world especially in Russia which eventually lead to the Russian Revolution. Following WWI and through the great depression many nations experiences tough times and in some nations a reign of terror and civil obedience began giving rise to World War II. It took National Sovereignty and Collective Security – The creation of wartime alliance to defeat Hitler and his Axis nations. But peace and security was not achieved as the now we entered into the Cold War era where the Superpowers, USSR and the United States, faced off in a mind game of nuclear threat! With quiet end of the Cold War we finally will look at global issues and how technological advances have changed the way we live, the environment, the rules of war, and how people interact with one another.

Course Prerequisite (None)

### **Topics in History 20 by Unit and Learning Outcomes:**

#### *Unit One: Death of the Old Order (Change)*

- The “new” countries of Italy and Germany, their unifications due to nationalism.
- International alliances due to competition, renewed Imperialism, and Nationalism.
- World War One as a turning point in world history and the loss of world innocence.
- How WWI led to revolutions (esp. Russia), and how it set the stage for World War Two through the treaty of Versailles.

Knowledge Objectives - the student will:

- Know that the process of adjusting to change will vary from one society to another.
- Know that the process of adjusting to change will involve a number of stages:
  - Denial/rejection of the change occurs when the change is unthinkable.
  - Acknowledgment of change occurs when the new idea is given some credence and recognition.
  - Acceptance of change occurs when more of an individual's behavior centers on the new approach than the old
  - Defense of change occurs when the old idea is seen as wrong and the new idea is viewed as common sense.
- Know that change can be either evolutionary or revolutionary.
- Know that interplay exists among social, economic, political and cultural domains within a society and that changes within one of the domains will impact the other forces.



- Know that new visions of humans and society emerged during the early decades of the twentieth century which were to profoundly impact how nations viewed/interacted with other nations/peoples.
- Know that the early decades of the twentieth century witnessed a confluence of forces that produced events and conditions, such as a world war, which seriously challenged the traditional institutions and political status quo in many nations.
- Know that the impetus for change within a society can originate from events beyond the political boundaries of that society/nation.

Skills Objectives - the student will learn and practice the basic research skills of:

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

Values/Issues Objectives - the student will discuss:

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

### *Unit Two: The Totalitarian State (Totalitarianism)*

- The political spectrum from left to right at the start of 19th Century Europe.
- The rise of right wing, totalitarian governments in Italy and Germany.

Knowledge Objectives - the student will:

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

Skills/Abilities Objectives - the student will:

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

Values/Issues Objectives - the student will:

- Discuss whether domestic political and economic considerations significantly influence the foreign policy decisions of a nation?
- Discuss whether the application of the concepts of national sovereignty and collective security can be reconciled in the formulation of national foreign policies?



- Discuss whether there is a criterion which should determine what areas of life should be considered the domain of the individual and the domain of the state?
- Consider how a society should balance the rights of the individual and the collective rights of the group?
- Reflect on how a society will determine whether a traditional value or a utilitarian value should become the societal norm?

### *Unit Three: National Sovereignty and Collective Security*

- Political and military events associated with World War Two.
- Post war division of the world based on differing political agendas of the western democracies and the U.S.S.R.
- How the polarization leads to the Berlin Blockade, the Chinese Revolution, the Korean and Vietnam Wars.
- Nuclear threat inherent in the superpower confrontation.

Knowledge Objectives - the student will:

- Know that an essential and traditional function of government is to protect society and its territory from invasion or interference by other peoples.
- Know that a nation and its leadership's response to international events/conditions will reflect domestic considerations.
- Know that genocide is a plan to destroy an entire distinct population.
- Know that nations sometimes claim primary influence over a geographic area that they consider of strategic importance to their well-being.
- Know that each nation will identify certain factors which are deemed to be essential to the security and well-being of the nation.
- Know that contemporary events/emergencies can temporarily supersede or submerge outstanding points of contention between nations.
- Know that nations sometimes perceive that their security/sovereignty can be best secured through the mechanisms of alliances or membership in international organizations dedicated to preserving the integrity of their member states.
- Know that nations sometimes view their national sovereignty as being threatened by their membership in collective security organizations.

Skills Objectives - the student will:

- Learn and practice the following analytical skills: defining the main parts; describing cause and effect relationships; and, describing how the parts of the whole are related to each other.
- Learn and practice applying criteria as a basis for making evaluations.
- Learn and practice defining a problem, stating a hypothesis that can be used to deal with the problem, and finding data that will confirm or disconfirm the hypothesis.
- Learn and practice using facts, good argumentation, and sound reasoning to support your opinions.
- Learn and practice using the criteria of paradigms as a basis for making evaluations.

Values/Issues Objective - the student will discuss:

- Whether there are there situations/conditions that may confront a democratic society in which civilian authorities should become subservient to military authorities?
- Whether there are circumstances such as national emergencies that justify the curtailing the civil rights of a segment of a nation's population?
- Whether a particular nation has the moral right to impose its political values on another nation by intruding on the sovereignty of that nation?
- What criteria should national leaders apply in making decisions which impact on the lives of their citizens and the citizens of other nations?
- Whether a nation's media should be dependent/controlled by a nation's government during national crises?

### *Unit Four: Self-Determination and the End of the Cold War (Self-Determination and the Superpowers)*

- How the superpower confrontations led to demands from former colonies for independence (thus de-colonization).
- How various economic, political, and social forces led to the collapse of the U.S.S.R.

Knowledge Objectives - the student will:

- Know that all nations must determine how to use their available human and material resources and that determination will involve choices among perceived/real demands on those resources.
- Know that scarcity is the relationship that occurs because the unlimited wants exceed the limited resources available to meet those wants.
- Know that major events/situations such as wars will affect the resources a nation has available and will influence how those resources are used.



- Know that distinct populations will seek to have control over the decision making processes which affect their lives.
- Know that groups seeking to fulfil their agendas have a number of alternative methods to achieve those agendas including the use of violent and nonviolent tactics.
- Know that nations will sometimes consider certain geographic regions, including other nations, as being of strategic importance to their interests and will seek to have a preponderance of influence over that region.
- Know that every society has to establish some fundamental criteria that can be used to justify the allocation of supreme power within that society to certain individuals or groups.

Skills/Abilities Objective - the student will:

- Learn and practice to synthesize parts into a meaningful whole, integrate them, and create a new product, rule or theory by: identifying the parts to be combined and the relationships among them; identifying a theme or organizer; and, identifying an effective means of presentation.
- Learn and practice defining and applying criteria as a basis for making decision and evaluations.
- Practice the basic research skills of: classifying information into meaningful categories; distinguishing between relevant and non-relevant information; and, summarizing information.
- Learn and practice making hypotheses based on reasonable assumptions and inferences.

Values/Issues Objectives - the student will discuss:

- Should domestic considerations take precedence over external considerations?
- Should external considerations take precedence over domestic considerations?
- How do governments determine/identify what needs will be met with the resources available to them?
- Do the ends justify the means or do the means justify the ends?
- Are there some causes/issues which justify the use of violence?
- Is it possible for diverse populations to live harmoniously within a single political entity?
- Is it possible to contain/restrict a political ideal or belief to a geographic area?
- What criteria should be used to determine a nation's foreign policy?
- Is it possible to win a nuclear war?
- Is it possible to limit a nuclear war?
- Is it possible to make a fair and accurate comparison between the standard of living and the populace of different nations?

#### *Unit Five: Global Issues*

- Changes and challenges in the present world.
- Decision making and directions in the lives of world populations which lead to political and social instability.
- How ethnic, racial, linguistic and gender-based groups are prevented from having access to decision making power in their own lives.
- The effects of the new and changing technologies on the world populations (increasing demands on the environment).
- The relationship that exists between the environment and mankind.

Knowledge Objectives - the student will:

- Know that some challenges or issues are global in nature because they affect the entire earth and will require global involvement to find solutions.
- Know that paradigms that surround a particular challenge or issue will affect the responses to that challenge or issue and the choice of strategies adopted to respond to it.
- Know that human rights are those rights that an individual is entitled to simply because he or she is human.
- Know that the use of force - the military option - remains a viable option, for both governments and nongovernmental groups.
- Know that ethnically-driven nationalism stresses the distinctiveness of a population and promotes measures to secure the well-being and aspirations of that population.
- Know that the emergence/re-emergence of ethnic nationalism has destabilized the existing political status quo in certain regions.
- Know that the mere presence of humans affects the environment.
- Know that the acquisition and utilization of technological and scientific knowledge has given humans the power to change the world's environment significantly.

Skills/Abilities - the student will:

- Learn and practice using criteria as a basis for analyzing information.
- Learn and practice selecting and applying the abilities of: problem solving; dialectical thinking; decision making; and, conflict resolution to the issue.
- Practice stating a proposition that is highly probable in light of established facts, or in light of a principle or theory.
- Practice applying the thinking skills of: stating criteria that can be used as a basis for decision making; and, presenting tests such as consideration of consequences that justify the criteria selected.
- Practice using grids as a method of analyzing information.



- Learn and practice the following analytical skills:
  - defining the main parts,
  - describing cause and effect relationships
  - Describing how the parts of the whole are related to each other.

Values/Issues Objectives - The student will discuss:

- Whether all persons are entitled to certain rights simply because they are human?
- Whether there should be criteria in determining what constitutes a human right?
- Whether there are acceptable and unacceptable methods available to individuals and groups seeking to secure their rights?
- Whether humans and societies will continue to demonstrate a willingness to utilize force and violence to achieve goals?
- Whether there is any justification for the use of violence?
- What are the root causes of the present unequal distribution of wealth and resources in the world?
- What criteria should be used to evaluate whether a technological innovation is beneficial to humans?
- What criteria should be utilized to determine how the earth's resources and species should be used?

**TEACHING STRATEGIES:**

The majority of this course is based around online History 20 course in moodle. I wanted to create a blend of online and offline activities so that some of the course could be worked on even if access to the internet was slow or unavailable. This course provides plenty of learner choice in ways to learn and respond to your understandings. Inquiry and exploration are encouraged in many of the “Historical Thinkers”, end of unit Concept Checks and in your major project. In general, each lesson consists of a reading and a video lesson to watch so that then you will have the required base to complete the assigned activities. Many of the activities/assignments within the course will require you to access websites, research and to present your understandings through video, podcasts, web tools and written responses. The Major project will require plenty of planning in advance and conversations with your teacher. You will be required to log into moodle regularly and participate in the online discussions so that we can learn from each by reading and commenting on each other's learning! A twitter feed and a shout box are also available within the course for students to carry on learning conversations and to get to know each other as classmates.

Course Schedules

\*\*\* Please note - Full Year Student Due Dates are in RED!

**Semester 1 students**

Unit of Study	Dates
Unit One: Death of an Old Order	September 1 - September 28
Unit Two: The Totalitarian State	September 28 - Oct 23  * Unit 1 Full Year Students
Unit Three: National Sovereignty and Collective Security	Oct 23 - November 24
Unit Four: Self-determination and the end of the Cold War	November 24 - December 11  * Unit 2 Full Year Students
Unit Five: Global Issues	Dec 11 - January 8
Major Project or Final Exam	Jan 8 – 21  * Unit 3 Full Year Students

**Semester 2 students**

Unit of Study	Dates
Unit One: Death of an Old Order	Feb 1 - Feb 26
Unit Two: The Totalitarian State	Feb 26 - March 23  * Unit 4 Full Year Students
Unit Three: National Sovereignty and Collective Security	March 23 - April 19
Unit Four: Self-determination and the end of the Cold War	April 19 - May 17  * Unit 5 Full Year Students
Unit Five: Global Issues	May 17 - June 7

Major Project or Final Exam	June 7 – 19
	* Project or Exam Due Full Year Students

- There are no specific assignment due dates in this course, just for modules. Students are welcome to complete assignments in any order they wish.

Unit of Study	Essential Questions
Unit One: Death of an Old Order	How did M.A.N.I.A.K.S. start WW1?
Unit Two: The Totalitarian State	Why did the war to end all wars fail?
Unit Three: National Sovereignty and Collective Security	How did WW2 change the world as we knew it?
Unit Four: Self-determination and the end of the Cold War	Was the Cold War inevitable? If not, was the United States or the USSR more to blame?
January 7 Unit Five: Global Issues	Are technology advancements spurning a world of global issues? Explain

## **COURSE MATERIALS**

- There is no required textbook, videos or workbooks for the course. The online course itself is resource based and all the materials required for this course are included in it. A complete study guide and notes that can be printed off is included! \*If any online content links become broken please notify your teacher and a fix-up will be done shortly!
- Other resources: This course makes extensive use of a PC, a mobile device and broadband internet to access, learn, create and submit your course work. Depending on what you choose as a major project you may need to access Institutions and resources within Saskatchewan.

## **EVALUATION:**

### **Marks Breakdown:**

1) Units of instruction are worth 80% of your final mark.

- Unit Portfolio Assignments – 40%
- End Of Unit Evaluations Assignments
  - Historical Thinkers – 20%
  - Concept Checks – 20%

2) Final Evaluation – Major History 20 Project or Final Exam- 20%

A) A media based project that studies a Historical Issue/Event/Topic related to course in detail

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B) A comprehensive Final Exam.

All assignments, end of unit assessments (choice/go deep), quizzes and the major project are to be submitted digitally within your course. In general I will return submissions within a day or so and will use one of the following rubrics below to evaluate. A comprehensive rubric is presented



along with the major project within the course should you choose to do that option over the final exam.

### Assessment Beliefs

*Ultimately I want you to learn the bigger concepts of each Unit and provide every opportunity for success:*

1. *Content is not assessed, understanding is. If you can google it as content, you don't have to "learn" it.*
2. *No assignment is done evaluation until you are happy with your mark. You can resubmit as assignment again. Be reasonable here though! At times I may not be happy with the first submission and may ask you to simply redo.*
3. *"Borrowed" Answers - if there is evidence of cut and paste responses I will ignore the submission and ask you to resubmit*
4. *Learning is a conversation. I will provide meaningful feedback on your assignments and may at times ask for you to respond back. Please do and feel free to ask questions along the way to clarify you learning.*

Mr. Swan

### Unit Assignments Rubric

Concept	5 fully meets expectations with enriched understanding	4 Fully meets expectations	3 Somewhat to mostly meets expectations	Does not meet assignment expectations
Understandings	Your show a deep understanding of the concepts and topics presented in this assignment. You have applied critical and creative thinking to an exceptional response.	You demonstrated understanding of the concepts and topics presented in this assignment but your response needs to be further developed and thought out.	You demonstrated partial understanding of the concepts and topics presented in this assignment. Your response needs to show evidence of thought to each question.	Responses are very shallow and do little to demonstrate your understanding of the concepts and topics presented in this assignment. Please Resubmit!
historical accuracy, insight and examples relevance and cited sources support answer.	Your answer is well supported with historical accuracy, insight and examples. Sources cited where possible. Your attention to detail and further insight and questioning enhance your understandings.	Your answer is well supported with historical accuracy, insight and examples. Sources cited where possible.	Your answer is not well supported with historical accuracy, insight and examples. Sources cited where possible.	Your answer is irrelevant and may contain personal opinion and bias. It lacks relevance, historical accuracy, insight and examples or sources cited. Please Resubmit!
Quality of written assignment	* It is my expectation that your assignment would be written with proper grammar, organized for my understanding and completely answered. If your assignment falls short of reasonable length, grammar, organization and readability you will be required to resubmit it.			

\* All major projects have specific rubrics. In general they follow a more detailed evaluation to ensure a high standard of response and to guide you in your understandings.

## History 20 Major Project - SOLE Inquiry Rubric

/100

Category and Score	9-10	7-8	3-6	0-2
<b>Title/Author</b>	Title/Author is complete and relevant. 5	Title/Author is complete but lacking relevance 4	Includes a title lacking Author. One or more may not be relevant as well. 2-3	Title/Author is missing. 0-1
<b>Intro</b>	The intro names the topic of the presentation and explains its significance. The SOLE inquiry question is identified and it outlines the main points to be discussed. 21-25	The intro statement names the topic of the presentation and explains its significance. The SOLE inquiry question is identified. 12-19	The intro vaguely introduces the main topic but does not name the topic or identify the SOLE inquiry question 6-11	The intro statement does not name the topic, identify the SOLE inquiry question AND does not preview what will be discussed. 0-5
<b>KWL Chart</b>	KWL chart complete and what steps/logic were taken to addressing the inquiry question were explained	KWL chart complete and/or steps/logic were taken to addressing the inquiry question were not explained well.	KWL partially completed and/or steps/logic taken to address the inquiry not present.	No evidence of KWL and/or steps taken to address inquiry not provided.
<b>Sequence/Audience</b>	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the presentation seem very confusing.
<b>Visuals</b>	Visuals complement and enhance your inquiry presentation. Images and labels help to clarify and strengthen understandings.	Visuals assist your inquiry presentation but could have been used more effectively to strengthen understandings.	Visuals are minimal and do little to strengthen your inquiry presentation's topic or understandings.	Visuals are random or non-existent. They provide little or no meaning to your inquiry presentation.
<b>Grammar and Spelling (either oral or written)</b>	Author makes no errors in verbal, grammar or spelling that distracts the reader from the content.	Author makes 1-4 errors in verbal, grammar or spelling that distract the reader from the content.	Author makes 4-8 errors in verbal, grammar or spelling that distract the reader from the content.	Author makes more than 8 errors in verbal grammar or spelling that distracts the reader from the content.



Synthesize (critical thinking evident)	Clearly compares and contrasts the relative “worth” of each position and shows which position had more factual and/or moral evidence to back it up.	Compares and contrasts the relative “worth” of each position but does not identify which has more merit.	Compares and contrasts the relative “worth” to some degree and does not identify which has more merit.	Little or no comparisons and contrasts to the relative “worth” and does not identify which position has more merit.
Conclusion Addresses SOLE inquiry question	The conclusion is strong and leaves the viewer solidly understanding the presenter's position. The inquiry question is addressed and new ideas or a solution is provided.	The conclusion is recognizable. The presenter's position is restated within the first two sentences of the closing paragraph. The guiding question is addressed but new ideas or solutions are not provided.	The author's position is restated within the closing paragraph, but not near the beginning. . The guiding question somewhat addressed and new ideas or a solution are not provided.	There is no conclusion - the presentation just ends.
Credible Sources Cited and Narrated (Bibliography)	All sources used for quotes, statistics and facts are credible and cited correctly. (5 or more)	All sources used for quotes, statistics and facts are credible and most are cited correctly. (3-4)	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.

Throughout the course you are expected to participate in case discussion forums. You are required to make one intelligent post of your own using the case study analysis guide and response to one other post - interjecting a new idea or thought each time.

When participating in online forums you must remember to follow forum etiquette by being polite and trying hard to show enthusiasm and energy and not to post just to fulfill the requirement of posting. You must try to push the conversation forward through the **SEE** Model!

ie: Make a **s**tatement, follow up with an **e**xample, and then **e**xplain what you mean.

**History Lessons Forums Participation Rubric:**

Criteria	Advanced (3)	Proficient (2)	Not Yet There (1)	Not There at All (redo)
Development of Ideas	Well-developed ideas; introduces new ideas, and stimulates discussion	Developing ideas; sometimes stimulates discussion	Poorly developed ideas which do not add to the discussion	Does not enter the discussion -please do so.

Evidence of Critical Thinking	Clear evidence of critical thinking-application, analysis, synthesis, and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported	Beginning of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues	Poorly developed critical thinking of what was learned	Does not enter the discussion -please do so.
Clarity	Posts are well articulated and understandable	Posts are understandable, but some thought is required	Posts are difficult to clarify	Posts are unintelligible or not present – please redo
Responds to Other Students and Teacher Posts			Interacts at least once with other student or Teacher	Does not enter the discussion -please do so.