Learning to Be Acquired in Secondary School

History of the 20th Century
Secondary V

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The document setting out the learning to be acquired in secondary school constitutes a complement to each school subject, providing further information on the knowledge that the students must acquire and be able to use in each year of secondary school. This tool is intended to assist teachers in planning both their teaching and the learning that their students are to acquire.

The role of knowledge in learning

The knowledge that young people acquire enables them to better understand the world in which they live. From a very early age, within their families and through contact with the media and with friends, they accumulate and learn to use an increasingly greater body of knowledge. The role of the school should be to progressively broaden, deepen and structure this knowledge.

Knowledge and competencies must mutually reinforce each other. On the one hand, knowledge becomes consolidated when it is used and, on the other hand, the exercise of competencies entails the acquisition of new knowledge. Helping young people acquire knowledge raises the challenging question of how to make this knowledge useful and durable, and thus evokes the notion of competency. For example, we can never be really assured that a grammar rule has been assimilated until it is used appropriately in a variety of texts and contexts that go beyond the confines of a repetitive, targeted exercise.

Intervention by the teacher

The role of the teacher in knowledge acquisition and competency development is essential, and he or she must intervene throughout the learning process. In effect, the *Education Act* confers on the teacher the right to "select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care." (Section 19). It is therefore the teacher's responsibility to adapt his or her instruction and to base it on a variety of strategies, whether this involves lecture-based teaching for the entire class, individualized instruction for a student or a small group of students, a series of exercises to be done, a team activity or a particular project to be carried out.

In order to meet the needs of students with learning difficulties, teachers should encourage their participation in the activities designed for the whole class, although support measures should also be provided, when necessary. These might involve more targeted teaching of certain key elements of knowledge, or they might take the form of other specialized interventions.

As for the evaluation of learning, it serves two essential functions. Firstly, it enables us to look at the students' learning in order to guide and support them effectively. Secondly, it enables us to verify the extent to which the students have acquired the expected learning. Whatever its function, in accordance with the *Policy on the Evaluation of Learning*, evaluation should focus on the acquisition of knowledge and the students' ability to use this knowledge effectively in contexts that draw upon their competencies.

Structure

The learning to be acquired is presented in the form of tables that organize the elements of knowledge similarly to the way they are organized in the subject-specific programs.

Introduction

This document is complementary to the *History of the 20th Century* program. It provides information about the knowledge students must acquire in this Secondary V program and about the development of the two competencies prescribed by the program: *Characterizes a historical turning point* and *Interprets a social phenomenon using the historical method*. It is intended to assist teachers with their lesson planning.

The program helps students to understand the world today in light of the past and to develop a balanced and critical attitude concerning ideologies. The order in which the social phenomena are presented in this document is the same as in the *History of the 20th Century* program. The last social phenomenon is optional; it is up to the teacher to determine whether and how to teach it.

This document contains tables divided into sections presenting, in the form of statements, knowledge related to the four social phenomena. A brief description of each social phenomenon is provided.

From Secondary Cycle One to Secondary Cycle Two

In Secondary Cycle One, students were encouraged to open up to the world. Using the historical method, they examined and interpreted social phenomena related to important periods of change in the history of the Western world. They became aware of the importance of human action as the motor of social change. The techniques used in Secondary V build on those developed over the previous years.

European Hegemony

Industrial growth in some European countries, rivalry between the United Kingdom and Germany for control of the seas, colonization in Africa and Asia, and the rise of nationalism, such as that of the Serbs in the Balkans, heightened tensions and rivalries in Europe between 1885 and 1910. This situation led to the Great War.

Initially a European conflict by virtue of its issues, this war became global, especially once the colonies of each empire became involved. The entry of the United States into the war, in 1917, and the outcome of the conflict in 1918, led people to expect a redistribution of power both in Europe and on a world scale. The students study the social phenomenon *European hegemony* in terms of the designated focus *The intensification of imperial rivalries*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of historical knowledge related to the social phenomenon that students develop their understanding of the following concepts: colonialism, ideology, **imperialism**[1], liberalism, nationalism, power, *Social Darwinism*[2], socialism, society, *Taylorism*, territory, *Total war*.

1. **Alliances and rivalries among states**
• **1.1.   Alliances and rivalries at the turn of the century**
a. Names the political regime in some European countries on the eve of the Great War (e.g. republic in France, constitutional monarchy in the United Kingdom, authoritarian monarchy in Austria-Hungary)
b. Describes the main political demands made by some European countries on the eve of the Great War: Russia demanded free passage through the straits giving access to the Mediterranean; Germany demanded a new colonial division of Africa; France demanded the territories of Alsace and Lorraine
c. Indicates the main consequences of the political tensions and economic rivalries in Europe on the eve of the Great War: rise of nationalism, intensification of militarization
d. Indicates political issues that divided the Austro-Hungarian Empire and Serbia (e.g. boundary lines, sovereignty of the Slavic peoples)
e. Indicates the main consequence of the decline of the Ottoman Empire in the early 20th century: the rise of nationalism
f. Locates, on a map of Europe, the countries that signed the Triple Entente and the Triple Alliance: France, the United Kingdom and Russia signed the Triple Entente; Germany, Austria-Hungary and Italy signed the Triple Alliance
g. Indicates the main commitment made by the countries that signed the Triple Entente or the Triple Alliance: mutual defence in case of aggression
h. Indicates the main reason why Italy entered the war on the side of the Triple Entente countries: the promise of territories on the Dalmatian coast
• **1.2. The Great War**
a. Indicates the event that triggered the Great War: the assassination of the archduke of Austria-Hungary by a young Serb nationalist
b. Situates, on a time line, events that represent turning points in the Great War (e.g. the Battle of Verdun, the entry into the war of the United States, the Russian Revolution)
c. Indicates some reasons why the Great War lasted so long (e.g. each side had roughly the same military capacity, each side had roughly the same industrial capacity for arms production, the effectiveness of the trenches limited the effectiveness of the offensive means employed)
d. Indicates reasons why so many soldiers were killed during the Great War (e.g. lack of protection from heavy artillery fire, use of machine rifles in assaults outside the trenches)
e. Indicates the main reasons why Russia withdrew from the Triple Entente: the October Revolution, negotiation of a separate peace with Germany
f. Indicates the main effect of the British blockade: difficulties experienced by Germany in obtaining supplies
g. Indicates the main consequence of the entry of the United States into the war: victory of the Triple Entente side
h. Names principles set out in President Wilson's *Fourteen Points* in 1918 (e.g. end of secret diplomacy, respect for nationalities, establishment of the League of Nations)
i. Indicates some political consequences of the Great War (e.g. dismantling of the Austro-Hungarian Empire, redrawing of borders, greater role of United States in international politics)

j. Indicates the contribution of the French and British colonies during the Great War: participation of colonial troops in combat
2. Currents of thought
a. Indicates some expressions of nationalism in early 20th century (e.g. unification of the Slavs of southern Europe by the Serbs, mobilization of soldiers in several countries at the start of the Great War)
b. Indicates some expressions of liberalism in the early 20th century (e.g. freedom of movement on the seas, the increase in financial activity)
c. Indicates some expressions of socialism in the early 20th century (e.g. emergence of revolutionary movements, seizure of power by the Bolsheviks following a coup d'état in Russia)
d. Indicates economic and political factors that explain the colonization of Africa and Asia by European countries in the second half of the 19th century (e.g. access to resources, desire for power)
e. Indicates the reason given by the colonizing countries to justify colonization: a civilizing mission toward peoples considered backward
3. Organization of the colonial empires
a. Locates, on a map of the world, the colonial empires in the early 20th century
b. Indicates the main factors that explain the United Kingdom's economic power in the early 20th century: control of the great sea routes, resources supplied by colonies, high level of industrial production
c. Indicates the aim of the Berlin Conference: to establish the rules for the colonization of Africa
d. Indicates the main consequence of colonization for political relations between European countries: tensions over the division of the colonial territories
4. Economic organization
a. Gives characteristics of the industrialization of some European countries in the late 19th century (e.g. use of new sources of energy, concentration of enterprises)
b. Indicates industrial sectors that grew in some European countries (e.g. steel, engineering, chemistry)
c. Indicates changes that occurred within great industrial enterprises in the early 20th century (e.g. greater role of unions, application of the principles of *Taylorism,* participation of women in the labour force)

1.   Central concepts are indicated in bold.

2.   Historical concepts appear in italics.

Crises and Conflicts

The Great War ended with treaties whose legitimacy was rapidly contested. Germany rejected the Treaty of Versailles, which held it responsible for the damages caused by the war. Italy was frustrated because it did not receive the territories it was promised. The political and social context, as well as the depression of the 1930s, favoured the emergence of authoritarian political regimes, particularly in Germany and Italy. This context led the world into a second global conflict. The students study the social phenomenon *Crises and conflicts* in terms of the designated focus *The rise of totalitarian regimes*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of historical knowledge related to the social phenomenon *Crises and conflicts* that students develop their understanding of the following concepts: capitalism, communism, diplomacy, *Great Depression*[1], ideology, militarism, power, propaganda, protectionism, society, territory, **totalitarianism**[2].

1. **The economic depression**
a. Indicates the main causes of the depression of the 1930s: speculation on the stock market, overproduction
b. Indicates the main reasons why the depression, which began in the United States, spread to Europe: repatriation of American capital loaned to Europe after the war, fall in the price of raw materials
c. Indicates the main consequences of the depression on the world scale: decline of trade, fall in production, rise in unemployment and poverty
d. Indicates the main solution suggested by Keynes to bring countries out of the depression: increasing state spending to stimulate consumption
e. Names the set of policies based on the economic theories of Keynes that Roosevelt implemented: the *New Deal*
f. Indicates the main measures implemented by some countries to reduce the effects of the depression: adoption of protectionist measures, implementation of public works, introduction of social assistance measures
2. **Currents of thought**
a. Gives the main characteristics of the liberal ideology: emphasis on individual freedoms, application of democratic principles, private ownership of the means of production
b. Gives common characteristics of the fascist and Nazi ideologies: primacy of the state, rejection of liberalism, cult of the leader, use of propaganda, exaltation of the national spirit and of violence
c. Gives the main characteristics of the Nazi ideology: promotion of racism and anti-Semitism, support for Pan-Germanism, support for eugenics
d. Gives the main characteristics of the communist ideology: primacy of the collective interest, dictatorship of the proletariat, collective ownership of the means of production
e. Indicates the main objective of the League of Nations: to maintain the peace
3. **Political regimes**
a. Gives characteristics of totalitarian regimes in Europe (e.g. indoctrination of the masses by means of propaganda, control of the party and the state by a dictator)
b. Indicates causes of Mussolini's seizure of power and establishment of a fascist dictatorship in Italy (e.g. rise of communism, activism of the Italian Combat Leagues, post-war economic context)
c. Indicates causes of Hitler's seizure of power and establishment of a Nazi dictatorship in Germany (e.g. depression, political instability of the Weimar government, activism of Storm Troopers, support from industrialists, banning of left-wing parties)
d. Indicates measures taken by the Communist Party of the Union of Soviet Socialist Republics (USSR) under Stalin (e.g. development of heavy industry, collectivization of agriculture, repression of opposition)
4. **Political, economic and territorial demands**
a. Locates, on a map of Europe, territories demanded by Germany (e.g. Austria, the region inhabited by the Sudeten Germans in Czechoslovakia, the Danzig corridor)
b. Gives factors invoked by Germany to justify these territorial demands (e.g. unification of German-speaking populations within a single state, reconnection of Prussia to Germany)
c. Names countries invaded by the Italian army under Mussolini's Fascist regime (e.g. Albania, Ethiopia)

d.	Indicates some political consequences of imperial Japan's expansionist aims in Asia (e.g. occupation of Korea, invasion of Manchuria, war with China)
e.	Indicates the response of the United Kingdom and France to Germany's territorial demands at the Munich Conference: acceptance of the territorial demands in exchange for a promise of peace

5. Treaties and alliances

a.	Gives provisions of the Treaty of Versailles that Germany challenged (e.g. payment of *war reparations*, loss of territories, reduction of military personnel and armaments)
b.	Gives the main provisions of the German-Soviet Pact: non-aggression agreement between the signing countries, secret protocol for the division of Poland and the Baltic countries
c.	Indicates some political consequences of the signing of the German-Soviet Pact (e.g. invasion of Poland, Germany's entry into the war on only one front)
d.	Names the countries that formed the alliance called the Axis: Germany, Italy, Japan
e.	Indicates the objective of the Lend-Lease Act passed by the American Congress in March 1941: to provide military material to the Allies
f.	Indicates the main objective of the Atlantic Charter: to establish the principles of the organization of the world in the event of a Nazi defeat
g.	Indicates the cause of the rupture of the German-Soviet Pact: invasion of the USSR by Germany

6. The Second World War

a.	Indicates the event that triggered the declarations of war against Germany in 1939: the invasion of Poland
b.	Indicates Japan's main objective in attacking Pearl Harbor: to curb the military capacity of the United States to intervene in the Pacific
c.	Situates, on a time line, factors that contributed to the Allied victory (e.g. Battle of Stalingrad, Battle of the Atlantic, Normandy landings, dropping atomic bombs on Hiroshima and Nagasaki)
d.	Indicates the main effect of the participation of the USSR in the Second World War: division of German forces between two fronts
e.	Indicates some events that occurred during the period when Germany occupied much of Europe (e.g. collaboration or resistance of much of the population, genocide of Jews, pillage of resources and works of art)
f.	Indicates some social consequences of the Second World War (e.g. millions of civilian victims, decimation of populations, destruction of a large part of Europe and Japan)
g.	Indicates some measures decided upon at the Yalta and Potsdam conferences (e.g. occupation of Germany and Austria by the four Allied powers, entry of the USSR into the war against Japan)
h.	Indicates some political consequences of the Second World War (e.g. decline of Europe's influence, emergence of superpowers, takeover of sovereign territories by the USSR)
i.	Indicates the purpose of the Nuremberg and Tokyo trials: to try German and Japanese authorities accused of war crimes, crimes against peace and crimes against humanity

1.   Historical concepts appear in italics.

2.   Central concepts are indicated in bold.

A Divided World

After the Second World War, the world was divided between the United States and the Union of Soviet Socialist Republics (USSR). The superpowers and their allies formed two blocs: the communist bloc in the East and the capitalist bloc in the West. In addition to this division, there were tensions and elements of internal opposition in both the communist countries and the capitalist countries. Protest movements arose, which led to social changes. The students study the social phenomenon *A divided world* in terms of the designated focus *Social and political demands*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of historical knowledge related to the social phenomenon *A divided world* that students develop their understanding of the following concepts: **Cold War**[1], *Containment*[2], demands, emancipation, ideology, independence, *Iron Curtain*, power, rights, society, territory, *Third World*.

1. **International relations**
• **1.1. Conferences, treaties and international agreements**
a. Names conferences that had a political impact on international relations in the 1940s and 1950s (e.g. Bretton Woods, San Francisco, Bandung)
b. Names treaties and agreements that had an impact on international relations during the *Cold War* (e.g. North Atlantic Treaty, Treaty of Friendship, Cooperation, and Mutual Assistance, Treaty on the Non-Proliferation of Nuclear Weapons)
• **1.2. Economic, political and military institutions**
a. Names the economic institutions established at the Bretton Woods Conference: General Agreement on Tariffs and Trade (GATT), International Monetary Fund (IMF), World Bank
b. Indicates the objectives of the economic institutions established at the Bretton Woods Conference: to promote trade (GATT), to stabilize the international monetary system (IMF), to rebuild the European countries (World Bank)
c. Indicates the main goals of the United Nations (UN), which was founded at the San Francisco Conference: to maintain peace, to promote international cooperation, to fight poverty, to promote respect for human rights
d. Describes the main roles played by the organs of the UN: the General Assembly discusses international issues and passes resolutions; the Secretariat administers UN programs and policies; the Security Council is responsible for maintaining peace and international security
e. Names the countries on the winning side in the Second World War that were permanent members of the UN Security Council when it was founded: China, France, United Kingdom, United States, USSR
f. Indicates the goal of the North Atlantic Treaty Organization (NATO): to ensure the security of the member countries
g. Indicates the goal of the Warsaw Pact established by the Treaty of Friendship, Cooperation, and Mutual Assistance: to ensure the security of the member countries
h. Locates, on a map of the world, the member countries of NATO and the member countries of the Warsaw Pact
• **1.3. The Marshall Plan**
a. Indicates the objective of the Marshall Plan: to rebuild the European economy with economic and financial assistance from the United States
b. Describes the reaction of European countries to the proposal of the Marshall Plan: countries allied with the United States welcomed it; the USSR and its allies rejected the assistance
c. Indicates the reason given by the USSR for rejecting the Marshall Plan: it did not want to be linked to a capitalist economic plan
d. Indicates the objective of the Organisation for Economic Co-operation and Development (OECD): to coordinate the use of American Marshall Plan aid
e. Indicates the objective of the Council for Mutual Economic Assistance (COMECON), founded in response to the Marshall Plan: to promote economic cooperation between the USSR and the countries allied with it

2. **The *Cold War***	

- **2.1. Prevailing conditions**

  a. Defines the term *Iron Curtain*: a boundary between countries in the Soviet zone of influence from those in the American zone of influence

  b. Indicates the aim of the policy of *containment* adopted by President Truman: to prevent the expansion of communism in the world

  c. Gives characteristics of the *Cold War* (e.g. alternation between periods of tension and periods of *détente* (less strained relations) between the USSR and the United States; threat of nuclear war; confrontation of the superpowers outside their own territory)

- **2.2. *Cold War* crises**

  a. Situates, on a time line, some *Cold War* crises (e.g. Berlin Blockade, Cuban Missile Crisis, Vietnam War)

  b. Names players in *Cold War* crises (e.g. Truman and Stalin during the Berlin Blockade; France, the United Kingdom, Israel and Egypt during the Suez Crisis; Kennedy and Khrushchev during the Cuban Missile Crisis)

  c. Indicates events related to some *Cold War* crises (e.g. invasion of South Korea by North Korea, nationalization of the Suez Canal, withdrawal of Soviet missiles from Cuba)

  d. Indicates other situations involving ideological confrontations between the Eastern and Western blocs (e.g. the space race, the Moscow and Los Angeles Olympic Games)

- **2.3. Collapse of the Eastern bloc**

  a. Indicates some demands made by opposition movements in the Eastern bloc (e.g. freedom of expression, freedom of the press, freedom of movement)

  b. Names players in opposition movements in the Eastern bloc (e.g. Aleksandr Solzhenitsyn, Andrei Sakharov, Charter 77, *Solidarność*)

  c. Gives characteristics of the economy in the Eastern bloc countries (e.g. low productivity, scarcity of consumer goods, black market)

  d. Indicates the objective of *perestroika* (restructuring), introduced by Gorbachev: to stimulate the economy

  e. Indicates some effects of *glasnost* (transparency), introduced by Gorbachev (e.g. recognition of freedom of the press, recognition of freedom of opinion)

  f. Indicates events related to the collapse of the Eastern bloc (e.g. opening of the Hungarian border, fall of the Berlin Wall, opening of the communist regimes to a multiparty system, independence of the republics of the USSR)

3. **Independence of colonies**

  a. Names countries that had colonial empires in the 20th century (e.g. France, United Kingdom, the Netherlands)

  b. Describes the economic and political context that favoured decolonization: in the aftermath of the Second World War, Europe was weakened, education contributed to the emergence of political leaders in colonized territories, the superpowers supported the decolonization process

  c. Locates, on a map of the world, territories that obtained their independence in the 1950s and 1960s

  d. Indicates the main objective of the Bandung Conference: to support the decolonization movement

  e. Gives characteristics of *Third World* countries after decolonization (e.g. economic dependence, weak industrial development, high level of natural increase)

4. **Currents of thought**

- **4.1. Contextual factors**

  a. Names the demographic phenomenon that marked the 1950s and 1960s in the West: the baby boom

  b. Gives the main socioeconomic characteristic of the Western countries during the 1950s and 1960s: consumer society

  c. Names a value championed by Third Worldist ideology: solidarity of rich countries with poor countries

  d. Describes the main influence of the mass media on currents of thought: the mass media contribute to the spread of ideas and cultural phenomena on a broad scale

• **4.2. Demands related to human rights**
a. Indicates some demands of feminist movements in the 1960s and 1970s in the West (e.g. right to contraception and abortion, economic equality, elimination of discrimination)
b. Names players in the feminist movements in the 1960s and 1970s in the West (e.g. Betty Friedan, National Organization for Women, Mouvement de libération des femmes)
c. Indicates some demands of movements that defended the civil rights of Blacks in the 1960s and 1970s (e.g. abolition of segregationist laws and regulations, equal access to employment)
d. Names players in the movements that defended the civil rights of Blacks in the 1960s and 1970s (e.g. Martin Luther King, Rosa Parks, African National Congress)
e. Names values criticized by the hippie movement: individualism, materialism, violence
f. Indicates a demand common to several currents of thought in the 1960s and 1970s in the West: withdrawal of American troops from Vietnam

1.   Central concepts are indicated in bold.

2.   Historical concepts are indicated in italics.

The World at the Turn of the Century

The turn of the century saw the emergence of numerous groups asserting specific identities. In some cases, the assertion of group identity may be explained by the collapse of the Eastern bloc; in others, it arose out of ethnic tensions. In the 1990s, the drive to assert group identities resulted either in declarations of independence or in conflicts. The students study the social phenomenon *The world at the turn of the century* in terms of the designated focus *The assertion of identity*.

The concepts prescribed by the program are not explained by means of specific statements. It is through the appropriate use of historical knowledge related to the social phenomenon that students develop their understanding of the following concepts: globalization, **identity**[1], ideology, international law, nationalism, power, society, state, territory.

1. **Regional conflicts**
a. Indicates characteristics on which the assertion of identity may be based (e.g. language, religion or territory)
b. Names regional conflicts related to the assertion of group identity (e.g. Israeli-Palestinian conflict, civil war in Rwanda, Kosovo War)
c. Locates, on a map of the world, territories where there have been conflicts related to the assertion of group identity (e.g. Yugoslavia, Rwanda, East Timor)
d. Indicates issues that led to regional conflicts related to the assertion of group identity in the 1990s (e.g. sovereignty of East Timor, sovereignty of Northern Ireland)
e. Names the parties involved in regional conflicts related to the assertion of group identity in the 1990s (e.g. the Russian army and the Chechen separatists, the Serbian government and the government of Bosnia-Herzegovina, the Hutu militia and the Tutsi population in Rwanda)
f. Indicates the main political consequence of regional conflicts in the 1990s: recognition of sovereign states by the international community
2. **International institutions**
a. Names international institutions that intervene in regional conflicts related to the assertion of group identity (e.g. North Atlantic Treaty Organization (NATO), United Nations (UN), International Criminal Court (ICC))
b. Names East European countries that joined NATO after the dissolution of the Warsaw Pact (e.g. Poland, Czech Republic, Romania)
c. Names the countries that joined NATO after the breakup of the Union of Soviet Socialist Republics: Estonia, Latvia, Lithuania
d. Gives the role of the international criminal courts created after the conflicts in the former Yugoslavia and in Rwanda: to try people accused of war crimes and crimes against humanity
3. **Diplomatic, political and military intervention**
a. Names operations undertaken by the UN during regional conflicts related to the assertion of group identity in the 1990s (e.g. UN Mission in Bosnia-Herzegovina, UN Assistance Mission for Rwanda, UN Protection Force in Yugoslavia, UN Transitional Administration in East Timor)
b. Names operations undertaken by NATO during regional conflicts related to the assertion of group identity in the 1990s (e.g. Implementation Force in Bosnia-Herzegovina, Stabilization Force in Bosnia-Herzegovina, Kosovo Force)
c. Indicates the main reason given by NATO to justify a military intervention in sovereign territory: the need to protect the population from crimes against humanity
d. Indicates effects of the adoption of international agreements on regional conflicts related to the assertion of group identity (e.g. end of interethnic fighting in Bosnia-Herzegovina after the Dayton Agreements, end of the first Chechnya war after the Khasavyurt Peace Agreements)

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1.   Central concepts are indicated in bold.