

PROGRAM OF STUDY

HISTORY OF THE 20TH CENTURY

Subject Area: Social Sciences

Adult General Education

Original Text in French



DBE
Diversified Basic Education

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The *Charter of the French language* and its regulations govern the [consultation of English-language content](#).

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Chapter 1



Introduction

1.1 Contribution of the Subject to the Education of Adult Learners

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

The program enables adult learners to familiarize themselves with a wide range of points of view and sources related to the history of the 20th century. By taking different interpretations into account, they come to understand the relativity of such views and identify the values and principles governing international relations.

The History of the 20th Century program helps adult learners:

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

1.2 Approach to the Subject

The study of history is demanding, and calls for a rigorous and methodical approach. Analyzing evidence of the past from a historical perspective requires adult learners to learn to establish facts. It enables them to identify changes and elements of continuity and determine causes and consequences. The study of history must also be approached with a concern for ethics and a sense of empathy.

1.3 Connections Between the Subject and the Other Elements of the Diversified Basic Education Program

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 Diversified Basic Education Program.

1.3.1 Connections With the Broad Areas of Learning

The broad areas of learning group together major issues that adult learners must confront in different areas of their lives.

The Diversified Basic Education program focuses on five broad areas of learning:

- Health and Well-Being
- Career Planning and Entrepreneurship
- Environmental Awareness and Consumer Rights and Responsibilities
- Media Literacy
- Citizenship and Community Life

These themes were chosen for their importance to society and their relevance to adult education.

The broad areas of learning enable adult learners to see that learning is related to other activities in their lives. They raise issues that can be used to develop learning situations within the context of the History of the 20th Century program of study. These learning situations can help adult learners to develop the various skills and attitudes associated with the broad areas of learning.

History is connected, to varying degrees, with the five broad areas of learning, especially *Citizenship and Community Life*.

1.3.2 Connections With the Cross-Curricular Competencies

Like a subject-specific competency, a cross-curricular competency is defined as the ability to act effectively by mobilizing a range of resources. However, cross-curricular competencies are more generic in nature: they have a broader frame of reference and greater scope of action than subject-specific competencies. They cut across subject boundaries and contain elements that can be demonstrated and mobilized outside the classroom.

Cross-curricular competencies are exercised in interaction with each other. Once acquired, whether in whole or in part, they all make a significant contribution to the development of subject-specific competencies. In characterizing a historical turning point and interpreting a social phenomenon using the historical method, adult learners draw on skills that go beyond the framework of the program. Cross-curricular competencies may be intellectual, methodological, personal and social, or communication-related.

Table 1 – Cross-Curricular Competencies

Type	Competency
Intellectual	Uses information
	Solves problems
	Exercises critical judgment
	Uses creativity
Methodological	Adopts effective work methods
	Uses information and communications technologies
Personal and social	Achieves his/her potential
	Cooperates with others
Communication-related	Communicates appropriately

In order to develop the subject-specific competencies associated with the study of history, adult learners must repeatedly exercise cross-curricular competencies, especially *Uses information*, *Solves problems*, *Exercises critical judgment* and *Adopts effective work methods*.

1.3.3 Connections With the Other Subject Areas

The knowledge, strategies and techniques associated with the subjects in the different subject areas provide resources for adult learners to draw on in order to acquire new knowledge and develop the competencies required by the program. The History of the 20th Century program provides adult learners with numerous opportunities to use such resources, particularly with the subjects in the subject areas of Languages, Mathematics, Science and Technology, and Arts Education.

The learning acquired in one subject area contributes to learning in another, and vice versa. This complementarity fosters connections between different subjects.

Chapter 2



Pedagogical Context

2.1 Learning Situations

To facilitate the development and evaluation of the competencies prescribed by the program, learning situations¹ must be meaningful, open and complex. They must present challenges adapted to the individual adult learner's capacities and provide conditions that encourage adult learners to critically assess their processes and their work.

A learning situation is meaningful when adult learners perceive the connections between the learning they have acquired and possible future applications. The study of social phenomena becomes fully meaningful for adult learners 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 their interest and refers to questions associated with the broad areas of learning.

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

A learning situation is complex if it requires the use of elements of subject-specific content, such as the concepts and historical knowledge, and allows adult learners 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 adult learners 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 addition, it requires adult learners 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 adult learners do not all learn in the same way or at the same pace, it is important to design learning situations that are sufficiently flexible—by favouring certain types of student work, for example, or by establishing different requirements concerning the documents used.

¹ The History of the 20th Century program includes two objects of study that help adult learners understand how to exercise the competencies. These two objects of study—historical turning points and related social phenomena—determine the parameters of specific learning contexts in such a way that it becomes unnecessary to group learning situations of varying complexity into families of situations. Learning situations are thus intrinsically linked to the two objects of study.

2.2 Educational Resources

Teachers must make the classroom a rich and stimulating environment. The centre must provide a wide variety of resources, such as maps, newspapers, magazines, thematic atlases and encyclopedias. In order to use these diverse resources, adult learners must have ready access to information and communication technologies they can employ as research and production tools.

Chapter 3



Subject-Specific Competencies

3.1 How the Subject-Specific Competencies Work Together

The *Québec Education Program* (QEP) defines a subject-specific competency as the ability to act effectively by mobilizing a range of resources developed through the subjects in a program of study. This ability is demonstrated in relatively complex contexts and develops throughout the adult learner's life.

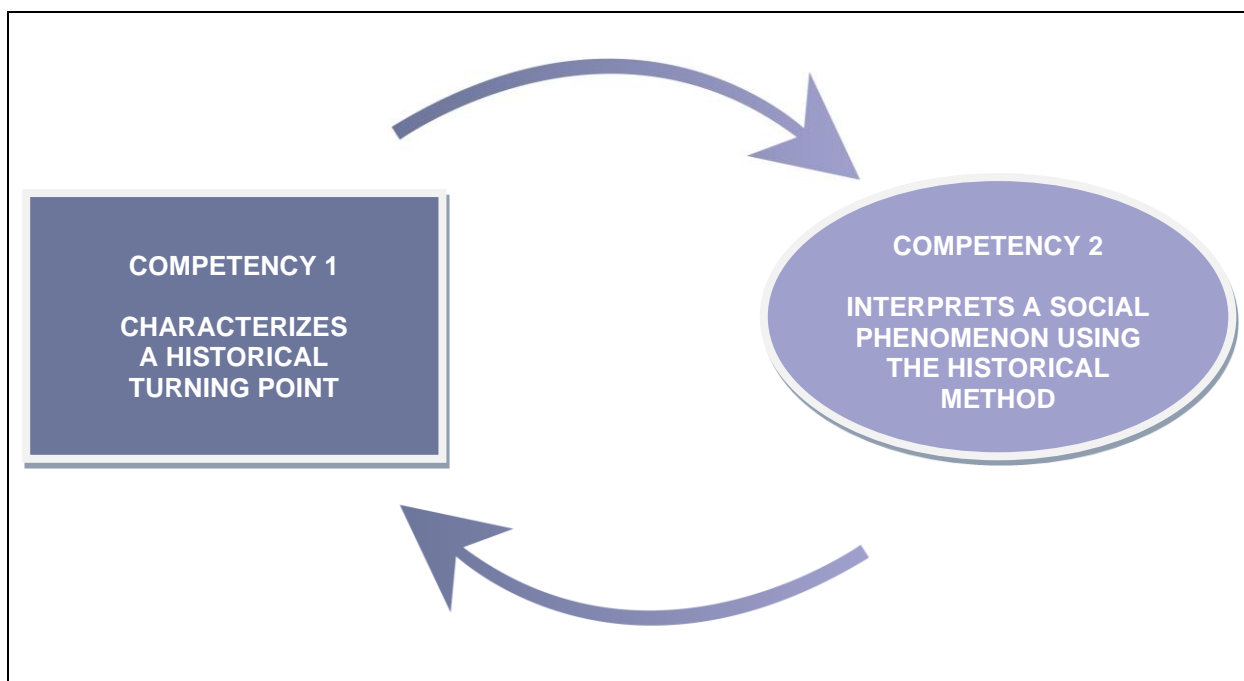
The History of the 20th Century program targets the development of two subject-specific competencies:

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

These two competencies are of equal importance in the education of adult learners. They are developed together and in interaction with one another, drawing on the same subject-specific content, in learning situations that call for the use of both competencies.

When adult learners characterize a historical turning point, they become aware of its components and situate it in space and time. When they interpret a social phenomenon, they seek answers to the questions raised by the study of the turning point in order to explain it. At any time, they may revisit the characterization of the historical turning point to answer new questions.

Diagram 1 – How the Subject-Specific Competencies Work Together



3.2 Competency 1: Characterizes a historical turning point

3.2.1 Focus of the Competency

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

Adult learners define historical turning points by selecting documents that they then analyze thoroughly. This enables them to determine in which societies, at what time 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 media, and highlight the players' roles. Defining a historical turning point entails taking into account the various aspects of society.

In examining the documentary sources, adult learners must consider, for example, the context in which the documents were produced, the identity of the author and the point of view expressed. They must 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.

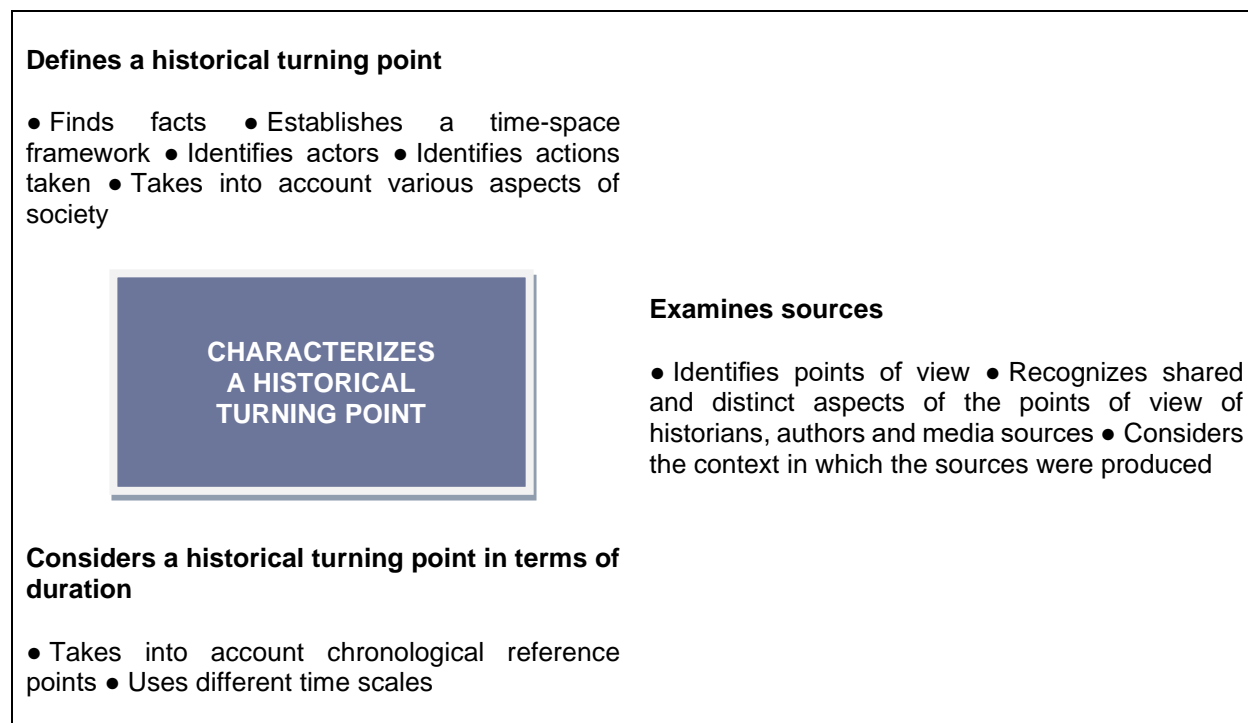
To characterize a historical turning point by defining it and examining sources, adult learners must also try to understand it in terms of duration, taking chronological reference points into consideration. They must also use different time scales, in order to situate the historical turning point within 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 adult learner to formulate a hypothesis or tentative explanation.

3.2.2 Key Features and Manifestations of the Competency

The diagram below shows the key features and manifestations of Competency 1.

Diagram 2 – Key Features and Manifestations of Competency 1



3.3 Competency 2: Interprets a social phenomenon using the historical method

3.3.1 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, adult learners establish connections between facts using a rigorous intellectual approach: the historical method.

Adult learners using the historical method must carry out 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.

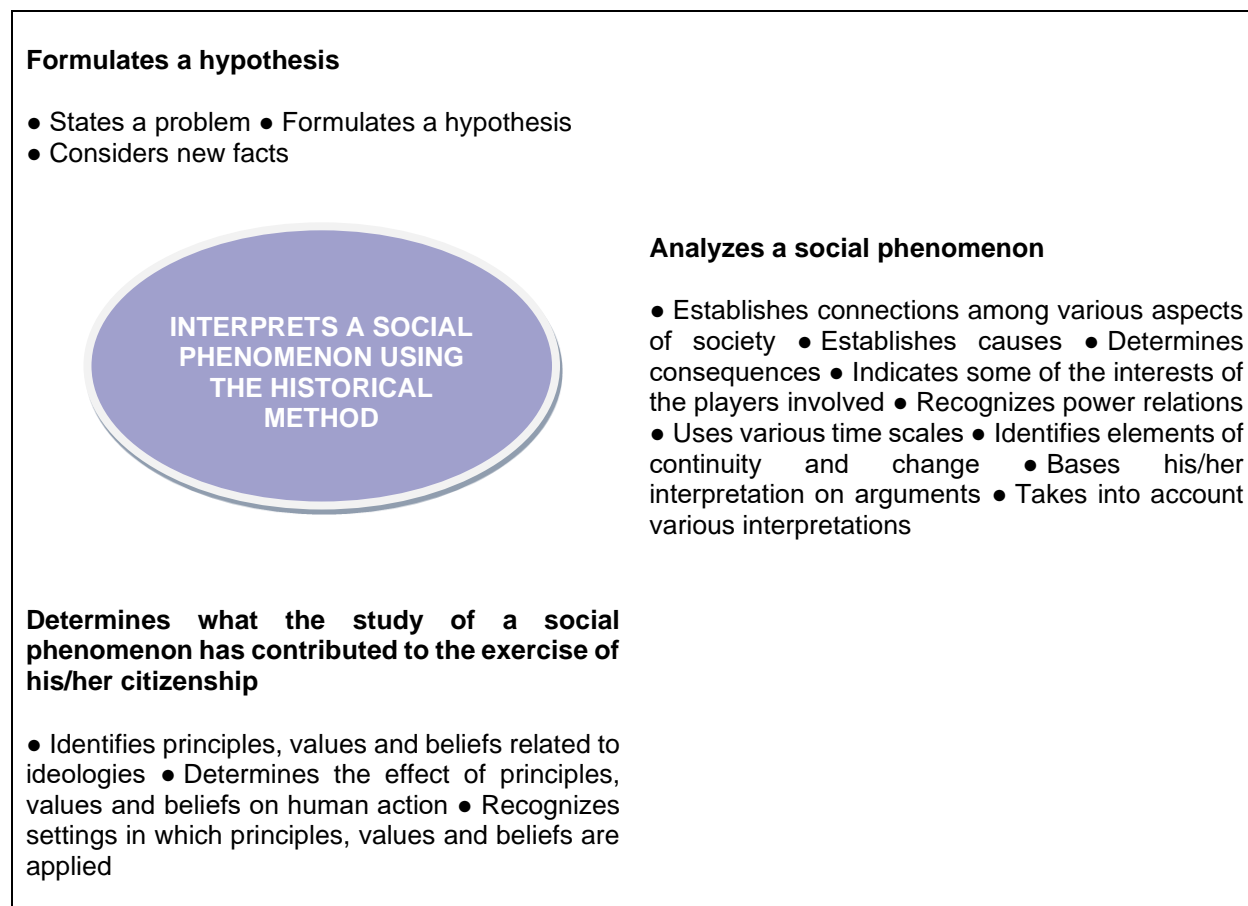
When they analyze a social phenomenon, adult learners establish causes and consequences related to it. Thus, studying the social phenomenon enables them to find factors that are likely to provide answers to the questions raised by the study of the turning point. By establishing connections among aspects of society and using time scales, adult learners 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. Adult learners' interpretation is structured around the stated problem, and based on arguments. If appropriate, adult learners also 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. Adult learners may be asked to compare their interpretations with those of their peers.

Finally, interpreting a social phenomenon may help adult learners 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.

3.3.2 Key Features and Manifestations of the Competency

The diagram below shows the key features and manifestations of Competency 2.

Diagram 3 – Key Features and Manifestations of Competency 2



3.4 Historical Method

Adult learners use the historical method when analyzing social phenomena. This permits them to identify the phenomena's causes and consequences.

The historical method used by adult learners to interpret social phenomena involves the following:

1. identifying a problem, which may come to light during the characterization of a turning point related to a social phenomenon
2. developing a hypothesis as a tentative explanation
3. collecting data by consulting primary and/or secondary sources
4. analyzing data, usually through internal and external source criticism
5. interpreting structural causes (laws, governments, capitalism, etc.), situational causes (drought, immigration, etc.), short- and long-term consequences, as well as changes and elements of continuity in relation to either an earlier period or the present
6. validating by comparing compiled information with that from other sources or other interpretations

Chapter 4



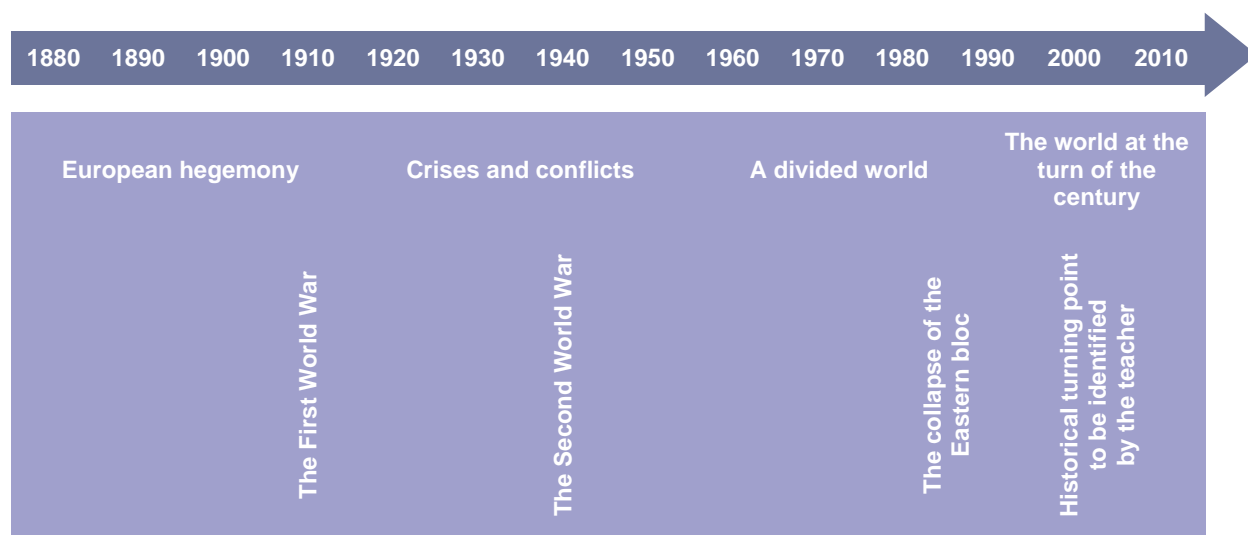
Subject-Specific Content

4.1 Elements of the Subject-Specific Content

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 adult learners to study historical turning points in international relations. Its structure, based on social phenomena, fosters awareness of the duration and complexity of the situations and problems within societies. By enhancing adult learners' awareness, the program enables them to consider social phenomena from a historical perspective.

The competencies *Characterizes a historical turning point* and *Interprets a social phenomenon using the historical method* are developed through the study of four social phenomena. Each social phenomenon is introduced by a short text, which is followed by an organizational diagram. As the following timeline shows, the social phenomena are presented in chronological order. The historical turning points studied in the program are presented vertically below the timeline.

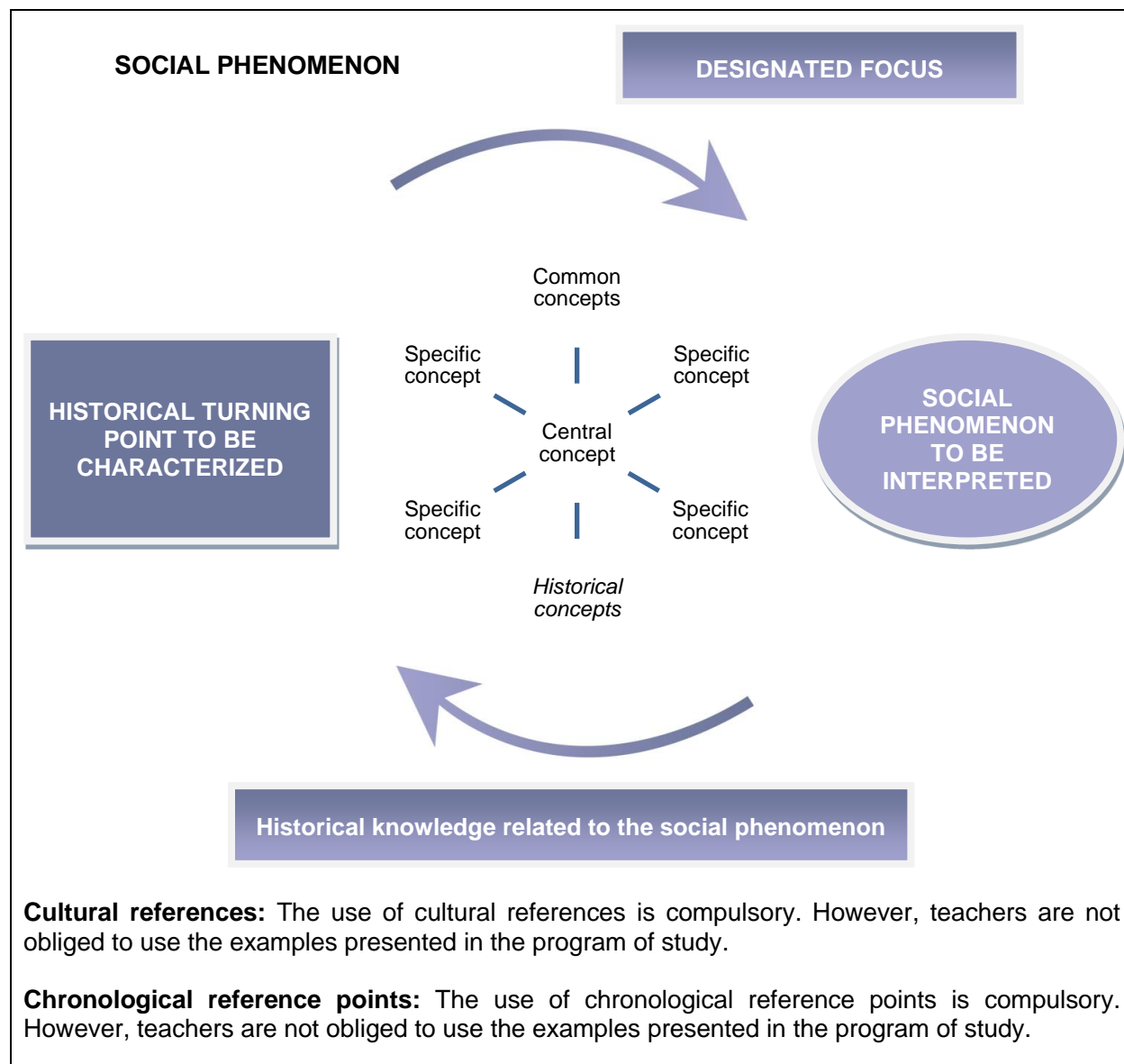
Table 2 – Social Phenomena and Historical Turning Point



The subject-specific content comprises the following elements: the designated focus, the concepts and the historical knowledge related to the social phenomena. The use of cultural references and chronological reference points is compulsory, but teachers are not obliged to use the examples presented in the program.

The organizational diagram presented below illustrates the connections between the elements of the subject-specific content and the subject-specific competencies.

Diagram 4 – Elements of the Subject-Specific Content and the Subject-Specific Competencies



4.1.1 Designated Focus

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

4.1.2 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, adult learners can apply them to social phenomena other than those used to construct them. Mastering the concepts featured in the program will provide adult learners with useful 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. Adult learners must move from preconceptions to functional, formal concepts. Most adult learners already possess 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 adult learners 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 compulsory social phenomena. These concepts represent prior knowledge on which adult learners can draw. The concepts of ideology, power, society and territory fit this description.

4.1.3 Knowledge Related to the Social Phenomena

The historical knowledge related to the social phenomena is presented in a general way in the diagram for each social phenomenon. This knowledge is outlined in the Knowledge to be Acquired section. The number, value and variety of the documents consulted in carrying out the tasks in the learning situation will affect adult learners' acquisition of knowledge pertaining to the compulsory elements of the program.

4.2 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 adult learners 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 situation related to the two competencies

4.3 Chronological Reference Points

The section on chronological reference points provides examples that help adult learners to situate in time events related to the historical turning points or social phenomena under study. The teacher can add to this list of references.

Chronological reference points 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. Although they are not specific objects of study, it is important to make use of them in class.

4.4 Techniques

The study of the social phenomena requires the use of techniques, which are resources for adult learners to draw on in learning situations. These techniques, which are outlined in the appendix, are as follows:

- Interpreting and creating a map
- Interpreting a written document
- Interpreting and creating a timeline
- Interpreting a visual document
- Interpreting and creating a graph
- Interpreting and creating a table

The techniques provide access to information and enable adult learners to communicate their research results.

Chapter 5



Organization of the Courses in the Program

The history of the 20th century was marked by a trend toward closer social, economic, political and cultural relations among societies. The program focuses on the way in which different ideologies came into conflict with one another and mutually transformed each other.

The subject-specific content of the History of the 20th Century program is divided into two courses. In each course, social phenomena are presented in chronological order.

Table 3 – Division of the Courses

Secondary V Course	Social Phenomena	Number of Hours	Number of Credits
<i>History of the 20th Century 1 HST-5201-2</i>	European hegemony Crises and conflicts	50	2
<i>History of the 20th Century 2 HST-5202-2</i>	A divided world The world at the turn of the century	50	2

Chapter 6



Courses

Information on each course in the History of the 20th Century program is presented under the following nine headings:

Headings
Introduction
Subject-Specific Competencies
Historical Method
Cross-Curricular Competencies
Subject-Specific Content
Broad Areas of Learning
Elements of a Learning Situation
End-of-Course Outcomes
Evaluation Criteria for Subject-Specific Competencies

Course
HST-5201-2
History of the 20th Century 1

History of the 20th Century



HST-5201-2

History of the 20th Century 1

INTRODUCTION

The aim of the History of the 20th Century 1 course is to help adult learners understand the international relationships and ideological movements that marked the first half of the 20th century through the study of two social phenomena: *European hegemony* and *Crises and conflicts*. It contains two objects of study: historical turning points and social phenomena.

By the end of the course, adult learners will be able to characterize historical turning points and interpret social phenomena using the historical method.

SUBJECT-SPECIFIC COMPETENCIES

The aim of the History of the 20th Century 1 course is to develop the following two subject-specific competencies:

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

The following table lists the key features of each of the subject-specific competencies. The manifestations of the key features are presented in Chapter 3.

Table 4 – Key Features of Subject-Specific Competencies

Competency 1 Characterizes a historical turning point	Competency 2 Interprets a social phenomenon using the historical method
<ul style="list-style-type: none"> • Defines a historical turning point • Examines sources • Considers a historical turning point in terms of duration 	<ul style="list-style-type: none"> • Formulates a hypothesis • Analyzes a social phenomenon • Determines what the study of a social phenomenon has contributed to the exercise of his/her citizenship

HISTORICAL METHOD

Adult learners use the historical method when analyzing social phenomena. This permits them to identify the phenomena's causes and consequences.

The historical method used in interpreting social phenomena involves the following: identification of the problem, development of a hypothesis, collection of data, analysis of data, interpretation and validation.

CROSS-CURRICULAR COMPETENCIES

All the cross-curricular competencies may be used to varying degrees in the different learning situations. The applicability of *Uses information*, *Solves problems*, *Exercises critical judgment* and *Adopts effective work methods* is readily apparent.

SUBJECT SPECIFIC CONTENT

The subject-specific content of the History of the 20th Century 1 course focuses on the following social phenomena:

- European hegemony
- Crises and conflicts

A. Knowledge, cultural references and chronological reference points

Each social phenomenon is introduced by a short text and an organizational diagram of the elements of the subject-specific content, as shown in the following table.

Table 5 – Elements of the Subject-Specific Content
History of the 20th Century 1

Elements		Subject-Specific Content	
Objects of Study	Historical turning point	The First World War	The Second World War
	Social Phenomena	European Hegemony	Crises and Conflicts
Designated Focus		The intensification of imperial rivalries	The rise of totalitarian regimes
Concepts	Common	<ul style="list-style-type: none"> – Ideology – Power – Society – Territory 	
	Central	– Imperialism	– Totalitarianism
	Specific	<ul style="list-style-type: none"> – Colonialism – Liberalism – Nationalism – Socialism 	<ul style="list-style-type: none"> – Capitalism – Communism – Diplomacy – Militarism – Propaganda – Protectionism
	Historical	<ul style="list-style-type: none"> – <i>Social Darwinism</i> – <i>Taylorism</i> – <i>Total war</i> 	– <i>Great Depression</i>
Historical Knowledge Related to the Social Phenomenon		<ul style="list-style-type: none"> – Alliances and rivalries among states – First World War – Currents of thought – Organization of colonial empires – Economic organization 	<ul style="list-style-type: none"> – Economic depression – Currents of thought – Political regimes – Political, economic and territorial demands – Treaties and alliances – Second World War
Cultural References		The use of cultural references is compulsory. However, teachers are not obliged to use the examples presented in the program of study.	
Chronological Reference Points		The use of chronological reference points is compulsory. However, teachers are not obliged to use the examples presented in the program of study.	

European Hegemony

... *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

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 First World War broke out in 1914.

The First World War is 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, and was also referred to as the Great War. What started as a conflict among the major European powers, who had formed various alliances, extended beyond Europe 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 First World 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 the First World 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, be considered fully responsible for 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 as well as 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 subject-specific competencies and content for the social phenomenon *European hegemony*. Adult learners are expected to characterize the historical turning point *the First World War*. They must also interpret the social phenomenon in terms of the intensification of imperial rivalries.

Diagram 5 – European Hegemony

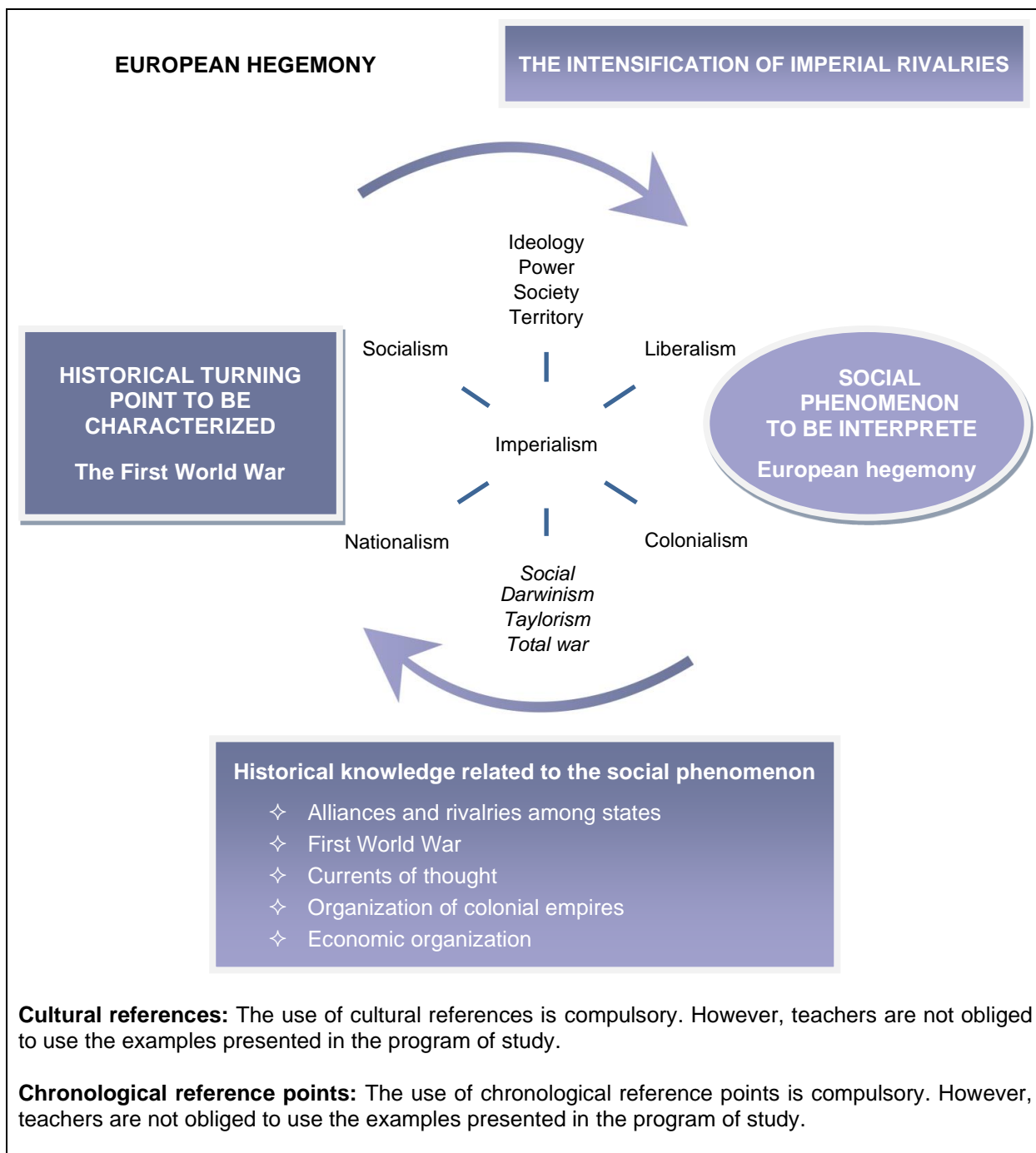


Table 6 – Knowledge to be Acquired: European Hegemony

Alliances and rivalries among states	
○ Political regimes in various European countries on the eve of the First World War, for example:	<ul style="list-style-type: none"> ▪ Republic in France ▪ Constitutional monarchy in the United Kingdom ▪ Authoritarian monarchy in Austria-Hungary
○ Main political demands of certain European countries on the eve of the First World War:	<ul style="list-style-type: none"> ▪ Free passage through the straits leading to the Mediterranean by Russia ▪ A new colonial division of Africa by Germany ▪ The territories of Alsace and Lorraine by France
○ Main consequences of the political tensions and economic rivalries in Europe on the eve of the First World War:	<ul style="list-style-type: none"> ▪ Rise in nationalism ▪ Increased militarization
○ Political issues of dispute between the Austro-Hungarian Empire and Serbia, for example:	<ul style="list-style-type: none"> ▪ Borders ▪ Sovereignty of the Slavic peoples
○ Main consequence of the decline of the Ottoman Empire at the beginning of the 20th century:	<ul style="list-style-type: none"> ▪ Rise of nationalism
○ Signatories of the Triple Entente:	<ul style="list-style-type: none"> ▪ France ▪ United Kingdom ▪ Russia
○ Signatories of the Triple Alliance:	<ul style="list-style-type: none"> ▪ Germany ▪ Austria-Hungary ▪ Italy
○ Main commitment made by the signatories of the Triple Entente and the Triple Alliance:	<ul style="list-style-type: none"> ▪ Mutual defence in case of aggression
○ Main reason Italy entered the war on the side of the signatories of the Triple Entente:	<ul style="list-style-type: none"> ▪ Promise of territories on the Dalmatian coast
First World War	
○ Event that triggered the First World War:	<ul style="list-style-type: none"> ▪ Assassination of the Crown Prince of Austria-Hungary by a young Serbian nationalist
○ Turning points in the First World War, for example:	<ul style="list-style-type: none"> ▪ Battle of Verdun ▪ United States' entry into the war ▪ Russian Revolution

<ul style="list-style-type: none"> ○ Explanatory factors responsible for the duration of the First World War, for example: <ul style="list-style-type: none"> ▪ Comparable military strength ▪ Similar industrial capacity for weapons production ▪ Effectiveness of trenches against the offensive means employed
<ul style="list-style-type: none"> ○ Facts explaining the number of soldiers killed in the First World War, for example: <ul style="list-style-type: none"> ▪ Lack of protection against heavy artillery ▪ Use of machine guns in over-the-top assaults
<ul style="list-style-type: none"> ○ Main reasons Russia withdrew from the Triple Entente: <ul style="list-style-type: none"> ▪ October Revolution ▪ Negotiation of a separate peace with Germany
<ul style="list-style-type: none"> ○ Main effect of the British naval blockade: <ul style="list-style-type: none"> ▪ Germany's supply difficulties
<ul style="list-style-type: none"> ○ Main consequence of the United States' entry into the war: <ul style="list-style-type: none"> ▪ Victory of Triple Entente forces
<ul style="list-style-type: none"> ○ Main principles set out in President Wilson's Fourteen Points in 1918, for example: <ul style="list-style-type: none"> ▪ End of secret diplomacy ▪ Respect for nationalities ▪ Creation of the League of Nations
<ul style="list-style-type: none"> ○ Political consequences of the First World War, for example: <ul style="list-style-type: none"> ▪ Dismantling of the Austro-Hungarian Empire ▪ Redrawing of borders ▪ Increased role of the United States in international politics
<ul style="list-style-type: none"> ○ Contribution of French and British colonies to the First World War: <ul style="list-style-type: none"> ▪ Participation in combat
Currents of thought
<ul style="list-style-type: none"> ○ Manifestations of nationalism in the early 20th century, for example: <ul style="list-style-type: none"> ▪ Unification of the Slavs of southern Europe by the Serbs ▪ Mobilization of soldiers in several countries at the beginning of the First World War
<ul style="list-style-type: none"> ○ Manifestations of liberalism in the early 20th century, for example: <ul style="list-style-type: none"> ▪ Freedom of navigation on the seas ▪ Increased financial activity
<ul style="list-style-type: none"> ○ Manifestations of socialism in the early 20th century, for example: <ul style="list-style-type: none"> ▪ Emergence of revolutionary movements ▪ Rise to power of the Bolsheviks after the coup d'état in Russia
<ul style="list-style-type: none"> ○ Economic and political factors that explain European colonialism in Africa and Asia in the second half of the 19th century, for example: <ul style="list-style-type: none"> ▪ Accessibility of resources ▪ Quest for power
<ul style="list-style-type: none"> ○ Reason invoked by colonizing countries to justify colonization: <ul style="list-style-type: none"> ▪ Mission to civilize people deemed inferior

Organization of colonial empires
<ul style="list-style-type: none"> Colonial empires in the early 20th century
<ul style="list-style-type: none"> Main factors responsible for British power in the early 20th century: <ul style="list-style-type: none"> Control of the great sea routes Resource supply from the colonies High industrial production
<ul style="list-style-type: none"> The aim of the Berlin Conference: <ul style="list-style-type: none"> To establish the rules for the colonization of Africa
<ul style="list-style-type: none"> Main consequence of colonization for political relations among European nations: <ul style="list-style-type: none"> Tensions over division of colonial territories
Economic organization
<ul style="list-style-type: none"> Characteristics of European industrialization in the early 20th century, for example: <ul style="list-style-type: none"> Use of new sources of energy Concentration of enterprises
<ul style="list-style-type: none"> Industrial sectors that were experiencing growth in certain European countries, for example: <ul style="list-style-type: none"> Steel industry Engineering Chemical industry
<ul style="list-style-type: none"> Changes in large industrial firms in the early 20th century, for example: <ul style="list-style-type: none"> Increased presence of unions Application of Taylorism Presence of women in the workplace

Table 7 – Cultural References: European Hegemony

<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 delivered by Jules Ferry on July 18, 1885, Journal officiel The Good Soldier Švejk, by Jaroslav Hašek The Principles of Scientific Management, by Frederick Winslow Taylor

Table 8 – Chronological Reference Points: European Hegemony

1880	1890	1900	1910
<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: <i>Entente cordiale</i> ✧ 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 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

Crises and Conflicts

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

Winston Churchill

The First World War upset the fragile equilibrium in early 20th-century European diplomatic and economic relations. Empires collapsed, several European countries found themselves in debt 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 and 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. The war raised political issues similar to those behind 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 not only became allies of Britain but also joined forces with the Soviet Union. Earlier the same year, Hitler had broken the German-Soviet Non-aggression 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 Powers? 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. The Nazi policy of annexing territories and eliminating non-Aryan populations was abetted by the policy of appeasement, 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. Far from resolving diplomatic tensions, the end of the war 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 subject-specific competencies and content for the social phenomenon *Crises and conflicts*. Adult learners are expected to characterize the historical turning point *The Second World War*. They must also interpret the social phenomenon in terms of the rise of totalitarian regimes.

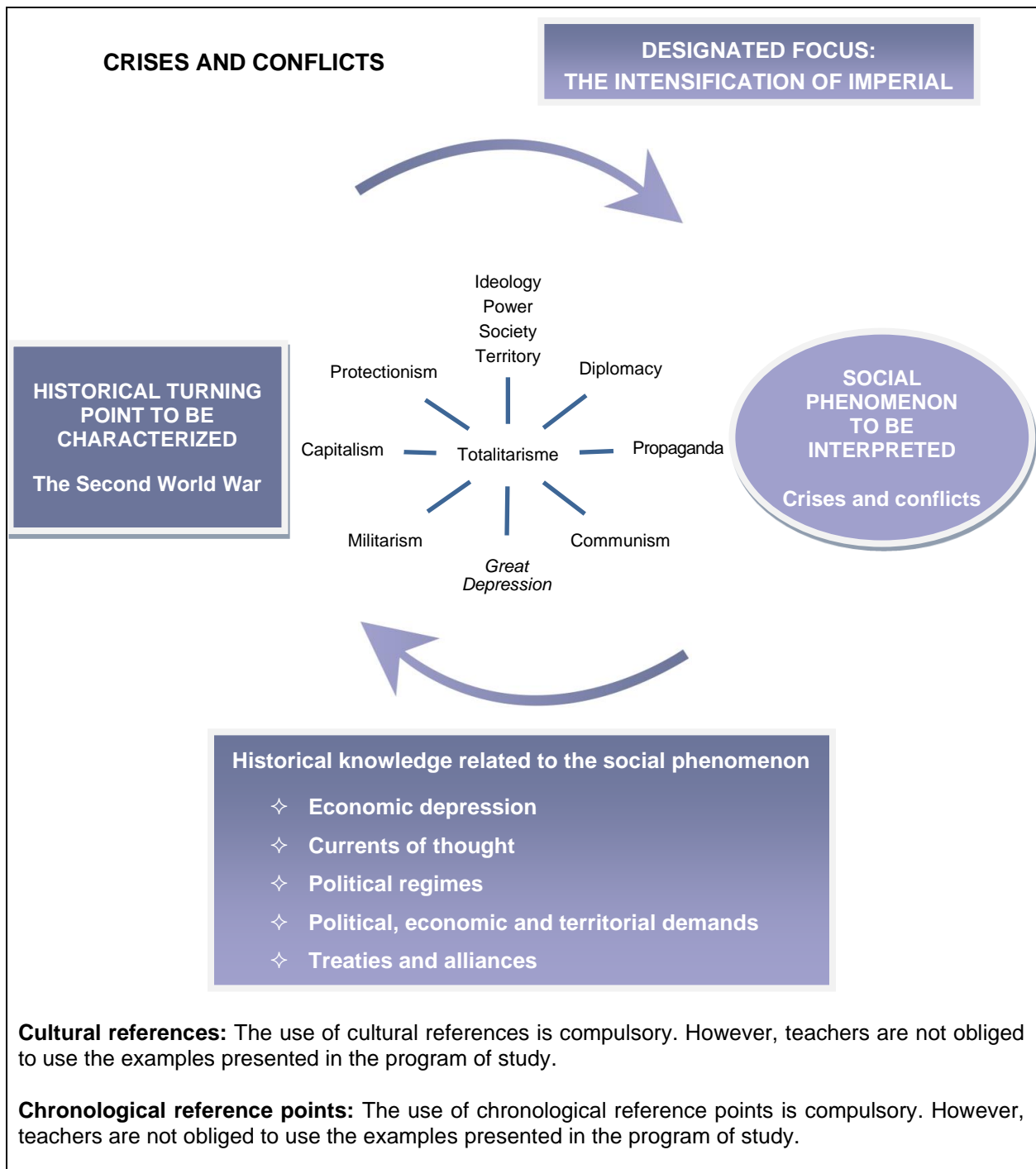
Diagram 6 – Crises and Conflicts

Table 9 – Knowledge to be Acquired: Crises and Conflicts

Economic depression	
○ Main causes of the economic depression of the 1930s:	<ul style="list-style-type: none"> ▪ Stock market speculation ▪ Overproduction
○ Main reasons the crisis spread from the United States to Europe:	<ul style="list-style-type: none"> ▪ Repatriation of American capital loaned to Europe after the war ▪ Drop in price of raw materials
○ Main consequences of the global economic depression:	<ul style="list-style-type: none"> ▪ Decline in trade ▪ Decrease in production ▪ Rise in unemployment and poverty
○ Main solution proposed by Keynes to bring countries out of the depression:	<ul style="list-style-type: none"> ▪ Increase public spending to stimulate consumption
○ Policy inspired by Keynes's economic theories and adopted by Roosevelt:	<ul style="list-style-type: none"> ▪ The New Deal
○ Main measures implemented by certain countries to counteract the effects of the economic crisis:	<ul style="list-style-type: none"> ▪ Adoption of protectionist policies ▪ Introduction of public works programs ▪ Creation of social assistance programs
Currents of thought	
○ Main characteristics of the liberal ideology:	<ul style="list-style-type: none"> ▪ Primacy of individual freedoms ▪ Application of democratic principles ▪ Private ownership of the means of production
○ Main common characteristics of the Fascist and Nazi ideologies:	<ul style="list-style-type: none"> ▪ Primacy of the state ▪ Rejection of liberalism ▪ Cult of the leader ▪ Use of propaganda ▪ Glorification of nationalist sentiment and violence
○ Main characteristics of the Nazi ideology:	<ul style="list-style-type: none"> ▪ Promotion of racism and anti-Semitism ▪ Support for pan-Germanism ▪ Support for eugenics
○ Main characteristics of the communist ideology:	<ul style="list-style-type: none"> ▪ Primacy of collective interests ▪ Dictatorship of the proletariat ▪ Collective ownership of the means of production
○ Main objective of the League of Nations:	<ul style="list-style-type: none"> ▪ To ensure peace

Political regimes
<ul style="list-style-type: none"> ○ Characteristics of totalitarian regimes of Europe, for example: <ul style="list-style-type: none"> ▪ Indoctrination of the masses through propaganda ▪ Control of the party and the state by a dictator
<ul style="list-style-type: none"> ○ Causes of Mussolini's rise to power and the establishment of a Fascist dictatorship in Italy, for example: <ul style="list-style-type: none"> ▪ Rise of communism ▪ Activism of the Italian Fascist Manifesto ▪ Post-war economic situation
<ul style="list-style-type: none"> ○ Causes of Hitler's rise to power and the establishment of a Nazi dictatorship in Germany, for example: <ul style="list-style-type: none"> ▪ Economic crisis ▪ Political instability of the Weimar government ▪ Activism of the Sturmabteilung (Storm Troopers) ▪ Support from industrialists ▪ Banning of left-wing parties
<ul style="list-style-type: none"> ○ Measures implemented by the Communist Party of the Union of Soviet Socialist Republics (USSR) under Stalin, for example: <ul style="list-style-type: none"> ▪ Development of heavy industry ▪ Collectivization of agriculture ▪ Repression of opposition
Political, economic and territorial demands
<ul style="list-style-type: none"> ○ Territories claimed by Germany, for example: <ul style="list-style-type: none"> ▪ Austria ▪ Area inhabited by Sudeten Germans in Czechoslovakia ▪ Danzig corridor
<ul style="list-style-type: none"> ○ Stated aims of Germany's territorial demands, for example: <ul style="list-style-type: none"> ▪ Unification of German-speaking populations within the same state ▪ Return of Prussian territories
<ul style="list-style-type: none"> ○ Countries invaded by the Italian army under Mussolini's Fascist regime, for example: <ul style="list-style-type: none"> ▪ Albania ▪ Ethiopia
<ul style="list-style-type: none"> ○ Political consequences of Imperial Japan's expansionist ambitions in Asia, for example: <ul style="list-style-type: none"> ▪ Occupation of Korea ▪ Invasion of Manchuria ▪ War with China
<ul style="list-style-type: none"> ○ Reaction of the United Kingdom and France to German territorial demands at the Munich Conference: <ul style="list-style-type: none"> ▪ Acceptance of territorial demands in exchange for the promise of peace

Treaties and alliances
<ul style="list-style-type: none"> ○ Treaty of Versailles provisions that were contested by Germany, for example: <ul style="list-style-type: none"> ▪ Payment of war reparations ▪ Loss of territory ▪ Reduction of military personnel and armaments
<ul style="list-style-type: none"> ○ Main components of the German-Soviet Pact: <ul style="list-style-type: none"> ▪ Non-aggression agreement between the signatories ▪ Secret protocol for the division of Poland and the Baltic states
<ul style="list-style-type: none"> ○ Political consequences of the signature of the German-Soviet Pact, for example: <ul style="list-style-type: none"> ▪ Invasion of Poland ▪ Germany's entry into the war on a single front
<ul style="list-style-type: none"> ○ Countries that made up the Axis Powers: <ul style="list-style-type: none"> ▪ Germany ▪ Italy ▪ Japan
<ul style="list-style-type: none"> ○ Objective of the Lease-Lend Act passed by US Congress in March 1941: <ul style="list-style-type: none"> ▪ To provide military supplies to the Allied forces
<ul style="list-style-type: none"> ○ Main objective of the Atlantic Charter: <ul style="list-style-type: none"> ▪ To establish principles for the organization of the post-war world in the event of a Nazi defeat
<ul style="list-style-type: none"> ○ Cause of the breakdown of the German-Soviet Pact: <ul style="list-style-type: none"> ▪ Germany's invasion of the USSR
Second World War
<ul style="list-style-type: none"> ○ Event that triggered the declarations of war against Germany in 1939: <ul style="list-style-type: none"> ▪ Invasion of Poland
<ul style="list-style-type: none"> ○ Japan's main objective in the attack on Pearl Harbor: <ul style="list-style-type: none"> ▪ To curb the military power of the United States in the Pacific
<ul style="list-style-type: none"> ○ Events that contributed to the Allies' victory, for example: <ul style="list-style-type: none"> ▪ Battle of Stalingrad ▪ Battle of the Atlantic ▪ Normandy landings ▪ Dropping of atomic bombs on Hiroshima and Nagasaki
<ul style="list-style-type: none"> ○ Main consequence of Soviet participation in the Second World War: <ul style="list-style-type: none"> ▪ Division of German forces between two fronts
<ul style="list-style-type: none"> ○ Events that took place during Germany's occupation of much of Europe, for example: <ul style="list-style-type: none"> ▪ Collaboration or resistance by part of the population ▪ Genocide of the Jews ▪ Pillaging of artworks and resources

<ul style="list-style-type: none"> ○ Social consequences of the Second World War, for example: <ul style="list-style-type: none"> ▪ Millions of civilian victims ▪ Decimation of populations ▪ Destruction of a large part of Europe and Japan
<ul style="list-style-type: none"> ○ Measures decided upon at the Yalta and Potsdam conferences, for example: <ul style="list-style-type: none"> ▪ Occupation of Germany and Austria by the four Allied powers ▪ Entry of the USSR into the war against Japan
<ul style="list-style-type: none"> ○ Political consequences of the Second World War, for example: <ul style="list-style-type: none"> ▪ Decrease of Europe's influence in the world ▪ Emergence of superpowers ▪ USSR's takeover of sovereign territories
<ul style="list-style-type: none"> ○ Purpose of the Nuremberg and Tokyo trials: <ul style="list-style-type: none"> ▪ To try German and Japanese authorities accused of war crimes, crimes against peace and crimes against humanity

Table 10 – Cultural References: Crises and Conflicts

<ul style="list-style-type: none"> ○ An Essay on the Inequality of Human Races, by Joseph-Arthur, Comte de Gobineau ○ Auschwitz ○ Bauhaus ○ Dadaism ○ Danzig ○ Kondratieff cycle ○ Nuremberg Laws ○ Picasso's Guernica ○ Pius XII ○ Thyssen & Co. ○ War Memoirs, by Charles de Gaulle
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Table 11 – Chronological Reference Points: Crises and Conflicts

1910	1920	1930	1940
<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: Crash 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

B. Techniques

The study of the social phenomena presented in History of the 20th Century 1 requires adult learners to use different techniques.

These techniques, presented in the appendix, are: interpreting and creating a map, interpreting a written document, interpreting and creating a timeline, interpreting a visual document, interpreting and creating a graph, and interpreting and creating a table.

BROAD AREAS OF LEARNING

Each of the five broad areas of learning, including *Citizenship and Community Life*, addresses issues and raises questions that may in turn be used to develop learning situations.

The educational aim of the broad area of learning *Citizenship and Community Life* is to encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity. The various elements of the learning situation presented in the next section target this educational aim.

ELEMENTS OF A LEARNING SITUATION

The learning situations presented by the teacher must permit adult learners to characterize a historical turning point and interpret a social phenomenon using the historical method. They must place adult learners at the heart of the action. In order to enable adult learners to develop competencies, construct and effectively apply knowledge, and utilize multiple, varied resources, a learning situation must be meaningful, open and complex; it must involve different steps and a variety of tasks, as reflected in the following example.

Table 12 – Elements of a learning situation

PREPARATION	The First World War – 1914-1918 CONTEXT <p>The First World War upset the fragile equilibrium in early 20th-century European diplomatic and economic relations. Empires collapsed, several European countries were in debt and the United States became a major player on the international scene.</p> <p>At the turn of the 20th century, few territories escaped the economic or political influence of the great powers. This is the context in which the First World War broke out, a conflict that would claim millions of lives.</p>	
	Pedagogical Aim	To enable adult learners to define the context of the First World War and explain how the intensification of imperial rivalries led to the war
	Broad Area of Learning	Citizenship and Community Life
	Educational Aim	To encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity
	Cross-Curricular Competency	Exercises critical judgment
	Subject-Specific Competencies – Evaluation Criteria	Characterizes a historical turning point <ul style="list-style-type: none"> – Coherent representation of a historical turning point Interprets a social phenomenon using the historical method <ul style="list-style-type: none"> – Rigour of the interpretation

ACHIEVEMENT	<p style="text-align: center;">SAMPLE QUESTION</p> <p style="text-align: center;">Subject-specific competency: <i>Characterizes a historical turning point</i></p> <p style="text-align: center;">Evaluation criterion: Coherent representation of a historical turning point</p> <p>To characterize the time-space framework of the historical turning point <i>The First World War</i> and identify the facts, actions and events that marked the historical turning point, adult learners must perform a variety of tasks to identify any distinctive features.</p> <p style="text-align: center;"><i>Describe distinctive features of the time-space context of the historical turning point The First World War.</i></p> <p>Adult learners may wish to use a variety of research and communication tools, such as:</p> <ul style="list-style-type: none"> • a map to: <ul style="list-style-type: none"> ◦ locate the great European powers ◦ locate the colonial empires at the start of the 20th century ◦ locate the countries that signed the Triple Entente and the Triple Alliance • a timeline to: <ul style="list-style-type: none"> ◦ situate key events during the historical turning point <i>The First World War</i>, such as the Berlin Conference (1885) and the assassination of the Crown Prince of Austria-Hungary (1914) • information and communications technologies to: <ul style="list-style-type: none"> ◦ create a timeline with a web application to show the stages of the First World War <p>Adult learners may wish to examine a variety of sources, such as:</p> <ul style="list-style-type: none"> • written documents to: <ul style="list-style-type: none"> ◦ identify the characteristics of major currents of thought, such as nationalism, liberalism and socialism ◦ describe the main political demands made by some European countries, such as France and Russia, on the eve of the First World War • visual documents to: <ul style="list-style-type: none"> ◦ use images to illustrate events linked to the historical turning point <i>The First World War</i>, such as the redrawing of European borders (Treaty of Versailles, 1919)
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ACHIEVEMENT	<p style="text-align: center;">SAMPLE QUESTION</p>
	<p>Subject-specific competency: <i>Interprets a social phenomenon using the historical method</i></p> <p>Evaluation criterion: Rigour of the interpretation</p> <p>To interpret the social phenomenon <i>European hegemony</i> in terms of the intensification of imperial rivalries, adult learners must be able to analyze and explain the phenomenon by using the historical method in a variety of tasks. The explanation must take into account aspects of society and the appropriate time scales.</p> <p style="text-align: center;"><i>Explain changes that occurred during the First World War</i></p> <p>Adult learners may examine a variety of sources in order, for example:</p> <ul style="list-style-type: none"> • to use diverse documents to: <ul style="list-style-type: none"> ◦ establish explanatory facts, such as the political consequences of the First World War ◦ identify changes and elements of continuity that marked the period of the First World War ◦ identify economic and political causes of the war, such as colonialism in Africa and Asia ◦ determine the goals of the different parties involved, such as the aims of the Triple Entente and the Triple Alliance <p>Adult learners may use a variety of research and communication tools, such as:</p> <ul style="list-style-type: none"> • audiovisual documents to: <ul style="list-style-type: none"> ◦ explain the societal changes that occurred during the First World War by establishing connections among political, economic or other aspects of society ◦ validate their interpretation of the social phenomenon <i>European hegemony</i> and the information they have collected, by comparing their interpretation with those of others, for example

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTEGRATION</p>	<p style="text-align: center;">SELF-ASSESSMENT</p> <p>To develop subject-specific competencies, adult learners must be able to review their research process and the work they produce through various tasks that allow them to develop their capacities for critical judgment and synthesis.</p> <p style="text-align: center;"><i>What I learned, my difficulties, my solutions</i></p> <p>Adult learners may use various techniques and strategies to take stock of their knowledge, what they have learned and any difficulties they encountered. For example, they may:</p> <ul style="list-style-type: none"> • use different learning strategies to: <ul style="list-style-type: none"> ○ illustrate, with the help of a graphic organizer, what they have learned or the difficulties they have encountered with regard to the characterization of the historical turning point <i>The First World War</i> or the explanation of the social phenomenon <i>European hegemony</i> ○ create a relevant concept map—for example, to verify their understanding of the social phenomenon <i>European hegemony</i> with regard to the intensification of imperial rivalries
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END-OF-COURSE OUTCOMES

After studying both social phenomena, adult learners will have a better grasp of the various ideologies that came into conflict in the 20th century and be able to identify the consequences of these ideologies as well as to understand the impact of human actions on the course of history.

After studying the social phenomenon *European hegemony*, adult learners will understand the economic and political influence of the great European powers. Their analysis of the intensification of imperial rivalries will enable them to identify the causes and consequences of the First World War, which was a break point in international relations.

After studying the social phenomenon *Crises and conflicts*, adult learners will be able to assess how international relations deteriorated in spite of the return of peace and the ongoing industrial development. Their analysis of the rise of totalitarian regimes will help them to understand the political issues that fuelled tensions leading to the Second World War, resulting in another break point in international relations.

EVALUATION CRITERIA FOR SUBJECT-SPECIFIC COMPETENCIES

In evaluating the development of subject-specific competencies with respect to the acquisition of knowledge about the social phenomena and its effective application, teachers base their judgment on three criteria.

The criterion *Appropriate use of knowledge* applies to both subject-specific competencies. The criterion *Coherent representation of the historical turning point* is related to the development of the competency *Characterizes a historical turning point*. The criterion *Rigour of the interpretation* is related to the competency *Interprets a social phenomenon using the historical method*.

The following table presents the connections between the competencies and the evaluation criteria.

Table 13 – Competencies and Evaluation Criteria

Competencies	Evaluation criteria
Competency 1 Characterizes a historical turning point	<ul style="list-style-type: none"> – Appropriate use of knowledge – Coherent representation of a historical turning point
Competency 2 Interprets a social phenomenon using the historical method	<ul style="list-style-type: none"> – Appropriate use of knowledge – Rigour of the interpretation

Course
HST-5202-2
History of the 20th Century 2

History of the 20th Century



HST-5202-2

History of the 20th Century 2

INTRODUCTION

The aim of the History of the 20th Century 2 course is to help adult learners understand the international relationships and ideological movements that marked the second half of the 20th century through the study of two social phenomena: *A divided world* and *The world at the turn of the century*. It contains two objects of study: historical turning points and social phenomena.

By the end of the course, adult learners will be able to characterize historical turning points and interpret social phenomena using the historical method.

SUBJECT-SPECIFIC COMPETENCIES

The aim of the History of the 20th Century 2 course is to develop the following two subject-specific competencies:

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

The following table lists the key features of each of the subject-specific competencies. The manifestations of the key features are presented in Chapter 3.

Table 14 – Key Features of the Subject-Specific Competencies

Competency 1 Characterizes a historical turning point	Competency 2 Interprets a social phenomenon using the historical method
<ul style="list-style-type: none"> • Defines a historical turning point • Examines sources • Considers a historical turning point in terms of duration 	<ul style="list-style-type: none"> • Formulates a hypothesis • Analyzes a social phenomenon • Determines what the study of a social phenomenon has contributed to the exercise of his/her citizenship

HISTORICAL METHOD

Adult learners use the historical method when analyzing social phenomena. This permits them to identify the phenomena's causes and consequences.

The historical method used in interpreting social phenomena involves the following: identification of the problem, development of a hypothesis, collection of data, analysis of data, interpretation and validation.

CROSS-CURRICULAR COMPETENCIES

All the cross-curricular competencies may be used to varying degrees in the different learning situations. The relevance of *Uses information*, *Solves problems*, *Exercises critical judgment* and *Adopts effective work methods* is readily apparent.

SUBJECT-SPECIFIC CONTENT

The subject-specific content of the History of the 20th Century 2 course focuses on the following social phenomena:

- *A divided world*
- *The world at the turn of the century*

A. Knowledge, cultural references and chronological reference points

Each social phenomenon is introduced by a short text and an organizational diagram of the elements of the subject-specific content, as shown in the following table.

Table 15 – Elements of the Subject-Specific Content
History of the 20th Century 2

Elements		Subject-Specific Content	
Objects of Study	Historical turning point	The collapse of the Eastern bloc	To be determined by the teacher
	Social Phenomena	A divided world	The world at the turn of the century
Designated Focus		Social and political demands	Assertion of identity
Concepts	Common	<ul style="list-style-type: none"> – Ideology – Power – Society – Territory 	
	Central	– Cold War	– Identity
	Specific	<ul style="list-style-type: none"> – Demands – Emancipation – Independence – Rights 	<ul style="list-style-type: none"> – Globalization – International law – Nationalism – State
	Historical	<ul style="list-style-type: none"> – <i>Containment</i> – <i>Iron Curtain</i> – <i>Third World</i> 	<i>To be determined by the teacher</i>
Historical Knowledge Related to the Social Phenomenon		<ul style="list-style-type: none"> – International relations – Cold War – Colonial independence – Currents of thought 	<ul style="list-style-type: none"> – Regional conflicts – International institutions – Diplomatic, political and military intervention
Cultural References		The use of cultural references is compulsory. However, teachers are not obliged to use the examples presented in the program of study.	
Chronological Reference Points		The use of chronological reference points is compulsory. However, teachers are not obliged to use the examples presented in the program of study.	

A Divided World

Life punishes those who come too late.

Mikhail Gorbachev

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, demonstrate that the Western bloc 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 (NATO) 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 over 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. In 1989, the attitude of the Chinese authorities toward the student movements of Tiananmen Square was very different.

Regional conflicts, such as the Vietnam War or the occupation of Afghanistan by the USSR, had repercussions 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 the 20th century was far from witnessing the emergence of a unipolar world, based on a single ideology. Instead, voices that had been ignored 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 subject-specific competencies and content for the social phenomenon *A divided world*. Adult learners are expected to characterize the historical turning point *The collapse of the Eastern bloc*. They must also interpret the social phenomenon in terms of social and political demands.

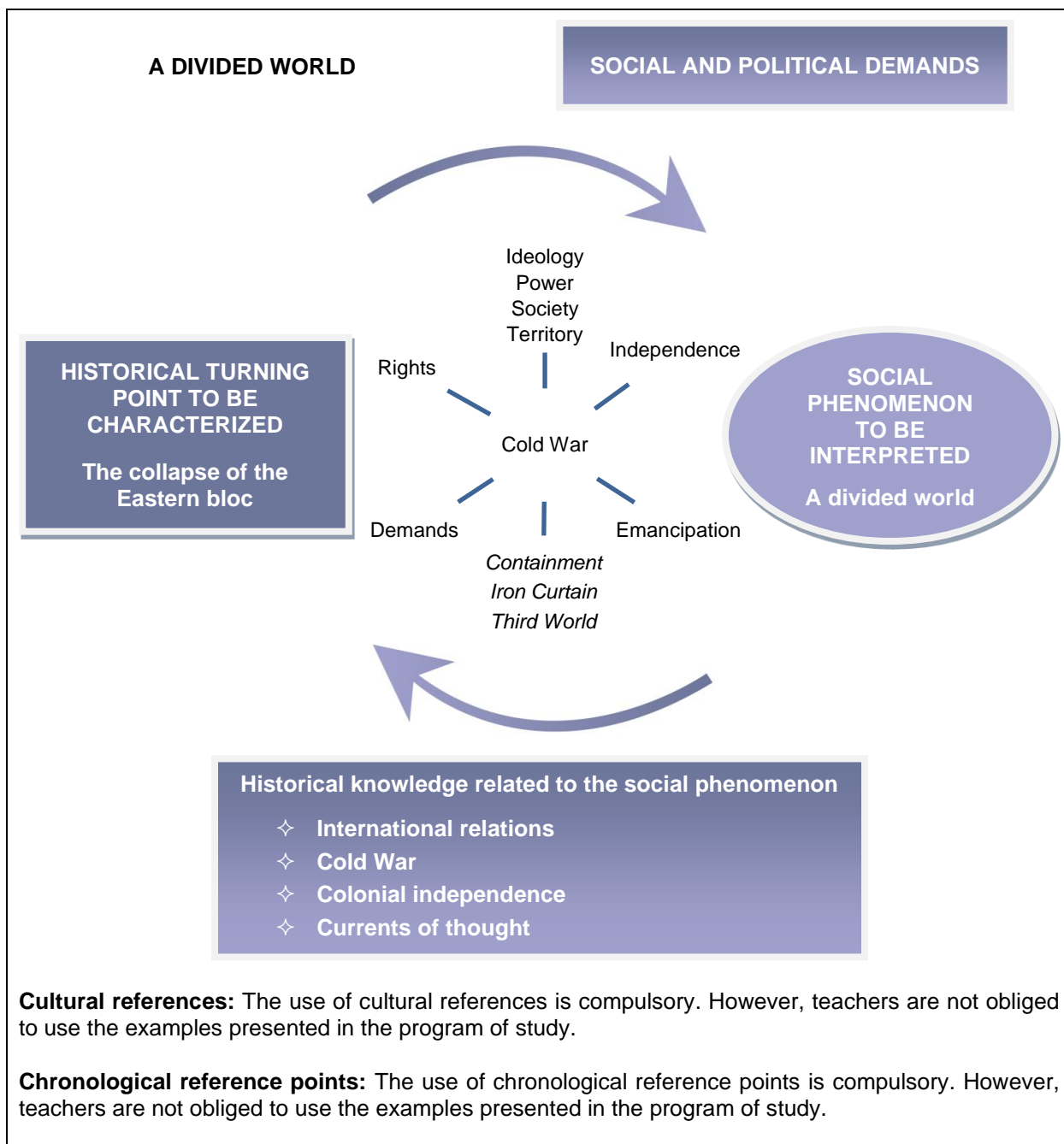
Diagram 7 – A Divided World

Table 16 – Knowledge to be Acquired: A Divided World

International relations	
Conferences, treaties and international agreements	
<ul style="list-style-type: none"> ○ Conferences that had an impact on international relations in the 1940s and 1950s, for example: <ul style="list-style-type: none"> ▪ Bretton Woods ▪ San Francisco ▪ Bandung 	
<ul style="list-style-type: none"> ○ Treaties and agreements that had an impact on international relations during the Cold War, for example: <ul style="list-style-type: none"> ▪ North Atlantic Treaty ▪ Treaty of Friendship, Cooperation and Mutual Assistance ▪ Treaty on the Non-Proliferation of Nuclear Weapons 	
Economic, political and military institutions	
<ul style="list-style-type: none"> ○ Economic institutions established at the Bretton Woods Conference: <ul style="list-style-type: none"> ▪ General Agreement on Tariffs and Trade (GATT) ▪ International Monetary Fund (IMF) ▪ World Bank 	
<ul style="list-style-type: none"> ○ Objectives of the economic institutions established at the Bretton Woods Conference: <ul style="list-style-type: none"> ▪ To promote trade (GATT) ▪ To stabilize the international monetary system (IMF) ▪ To rebuild the European countries (World Bank) 	
<ul style="list-style-type: none"> ○ Main goals of the United Nations (UN), which was founded at the San Francisco Conference: <ul style="list-style-type: none"> ▪ To maintain peace ▪ To promote international cooperation ▪ To fight poverty ▪ To promote respect for human rights are respected 	
<ul style="list-style-type: none"> ○ Main roles of the organs of the UN: <ul style="list-style-type: none"> ▪ 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 	
<ul style="list-style-type: none"> ○ Countries on the winning side in the Second World War that were permanent members of the UN Security Council when it was founded: <ul style="list-style-type: none"> ▪ China ▪ France ▪ United Kingdom ▪ United States ▪ USSR 	

<ul style="list-style-type: none"> ○ Goal of the North Atlantic Treaty Organization (NATO): <ul style="list-style-type: none"> ▪ To ensure the security of member countries
<ul style="list-style-type: none"> ○ Goal of the Warsaw Pact, established by the Treaty of Friendship, Cooperation and Mutual Assistance: <ul style="list-style-type: none"> ▪ To ensure the security of member countries
<ul style="list-style-type: none"> ○ NATO members
<ul style="list-style-type: none"> ○ Warsaw Pact members
The Marshall Plan
<ul style="list-style-type: none"> ○ Objective of the Marshall Plan: <ul style="list-style-type: none"> ▪ To rebuild the European economy with economic and financial assistance from the United States
<ul style="list-style-type: none"> ○ Reaction of European countries to the Marshall Plan: <ul style="list-style-type: none"> ▪ Favourable response from the United States' allies ▪ Rejected by the USSR and its allies
<ul style="list-style-type: none"> ○ Reason for USSR's rejection of the Marshall Plan: <ul style="list-style-type: none"> ▪ It did not want to be linked to a capitalist economic plan
<ul style="list-style-type: none"> ○ Objective of the Organization for European Economic Cooperation: <ul style="list-style-type: none"> ▪ To coordinate the use of American Marshall Plan aid
<ul style="list-style-type: none"> ○ Objective of the Council for Mutual Economic Assistance (Comecon), founded in response to the Marshall Plan: <ul style="list-style-type: none"> ▪ To promote economic cooperation between the USSR and its allies
Cold War
Contextual factors
<ul style="list-style-type: none"> ○ Iron Curtain: <ul style="list-style-type: none"> ▪ A boundary between countries in the Soviet zone of influence and those in the American zone of influence
<ul style="list-style-type: none"> ○ Aim of the policy of containment adopted by President Truman: <ul style="list-style-type: none"> ▪ To prevent the expansion of communism in the world
<ul style="list-style-type: none"> ○ Characteristics of the Cold War, for example: <ul style="list-style-type: none"> ▪ Alternating periods of tension and <i>détente</i> between the USSR and the United States ▪ Threat of nuclear war ▪ Confrontation of superpowers outside their territories
Cold War crises
<ul style="list-style-type: none"> ○ Cold War crises, for example: <ul style="list-style-type: none"> ▪ Berlin Blockade ▪ Cuban Missile Crisis ▪ Vietnam War

<ul style="list-style-type: none"> ○ Players involved in Cold War crises, for example: <ul style="list-style-type: none"> ▪ Truman and Stalin in the Berlin Blockade ▪ France, the United Kingdom, Israel and Egypt in the Suez crisis ▪ Kennedy and Khrushchev in the Cuban Missile Crisis
<ul style="list-style-type: none"> ○ Events related to some Cold War crises, for example: <ul style="list-style-type: none"> ▪ Invasion of South Korea by North Korea ▪ Nationalization of the Suez Canal ▪ Withdrawal of Soviet missiles from Cuba
<ul style="list-style-type: none"> ○ Situations involving ideological confrontations between the Eastern and Western blocs, for example: <ul style="list-style-type: none"> ▪ Space race ▪ Moscow and Los Angeles Olympic Games
Collapse of the Eastern bloc
<ul style="list-style-type: none"> ○ Demands made by opposition movements in the Eastern bloc, for example: <ul style="list-style-type: none"> ▪ Freedom of expression ▪ Freedom of the press ▪ Freedom of movement
<ul style="list-style-type: none"> ○ Players in opposition movements in the Eastern bloc, for example: <ul style="list-style-type: none"> ▪ Aleksandr Solzhenitsyn ▪ Andrei Sakharov ▪ Charter 77 ▪ Polish trade union: Solidarity (<i>Solidarność</i>)
<ul style="list-style-type: none"> ○ Characteristics of the economy of the Eastern bloc countries, for example: <ul style="list-style-type: none"> ▪ Low productivity ▪ Scarcity of consumer goods ▪ Black market
<ul style="list-style-type: none"> ○ Objective of Gorbachev's policy of <i>perestroika</i> (restructuring): <ul style="list-style-type: none"> ▪ To stimulate the economy
<ul style="list-style-type: none"> ○ Effects of Gorbachev's policy of <i>glasnost</i> (openness), for example: <ul style="list-style-type: none"> ▪ Recognition of freedom of the press ▪ Recognition of freedom of opinion
<ul style="list-style-type: none"> ○ Events related to the collapse of the Eastern bloc, for example: <ul style="list-style-type: none"> ▪ Opening of the Hungarian border ▪ Fall of the Berlin Wall ▪ Opening of communist regimes to a multi-party system ▪ Independence of the republics of the USSR

Colonial independence
<ul style="list-style-type: none"> ○ Countries that had colonial empires in the 20th century, for example: <ul style="list-style-type: none"> ▪ France ▪ United Kingdom ▪ Netherlands
<ul style="list-style-type: none"> ○ Economic and political context that favoured decolonization: <ul style="list-style-type: none"> ▪ Weakening of Europe after the Second World War ▪ Emergence of political leaders favoured by education ▪ Support of the decolonization process by the Superpowers
<ul style="list-style-type: none"> ○ Territories that gained their independence in the 1950s and 1960s
<ul style="list-style-type: none"> ○ Main objective of the Bandung Conference: <ul style="list-style-type: none"> ▪ To support the decolonization movement
<ul style="list-style-type: none"> ○ Characteristics of Third World countries after decolonization, for example: <ul style="list-style-type: none"> ▪ Economic dependence ▪ Weak industrial development ▪ High level of natural increase
Currents of thought
Contextual factors
<ul style="list-style-type: none"> ○ Demographic phenomenon that marked the 1950s and 1960s in the West: <ul style="list-style-type: none"> ▪ Baby boom
<ul style="list-style-type: none"> ○ Main socio-economic characteristic of Western countries during the 1950s and 1960s: <ul style="list-style-type: none"> ▪ Consumer society
<ul style="list-style-type: none"> ○ Value championed by Third Worldist ideology: <ul style="list-style-type: none"> ▪ Solidarity of rich countries with poor countries
<ul style="list-style-type: none"> ○ Main influence of mass media on currents of thought: <ul style="list-style-type: none"> ▪ Contribution of the mass media to the spread of ideas and cultural phenomena on a broad scale
Demands related to human rights
<ul style="list-style-type: none"> ○ Demands of feminist movements in the West in the 1960s and 1970s, for example: <ul style="list-style-type: none"> ▪ Right to contraception and abortion ▪ Economic equality ▪ Elimination of discrimination
<ul style="list-style-type: none"> ○ Players in the feminist movements in the West in the 1960s and 1970s, for example: <ul style="list-style-type: none"> ▪ Betty Friedan ▪ National Organization for Women ▪ Women's Liberation Movement
<ul style="list-style-type: none"> ○ Demands of the Black civil rights movement in the 1960s and 1970s, for example: <ul style="list-style-type: none"> ▪ Abolition of segregationist laws and regulations ▪ Equal access to employment

<ul style="list-style-type: none"> ○ Players in the Black civil rights movement in the 1960s and 1970s, for example: <ul style="list-style-type: none"> ▪ Martin Luther King Jr. ▪ Rosa Parks ▪ African National Congress (ANC)
<ul style="list-style-type: none"> ○ Values criticized by the hippie movement, for example: <ul style="list-style-type: none"> ▪ Individualism ▪ Materialism ▪ Violence
<ul style="list-style-type: none"> ○ Demand common to several currents of thought in the West in the 1960s and 1970s: <ul style="list-style-type: none"> ▪ Withdrawal of troops from Vietnam

Table 17 – Cultural References: A Divided World

<ul style="list-style-type: none"> ○ Brandenburg Gate ○ Golda Meir ○ Henry Kissinger ○ Jim Crow laws ○ McCarthyism ○ National Organization for Women ○ On the Road, by Jack Kerouac ○ The Gulag Archipelago, by Aleksandr Solzhenitsyn ○ The Long Telegram, by George Kennan ○ Yasser Arafat
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Table 18 – Chronological Reference Points: A Divided World

1940	1950	1960	1970	1980
<ul style="list-style-type: none"> ✧ 1945: Yalta Conference ✧ 1947: Marshall Plan ✧ 1948: Establishment of the state of Israel ✧ 1949: Chinese Revolution 	<ul style="list-style-type: none"> ✧ 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 	<ul style="list-style-type: none"> ✧ 1967: Six Days' War ✧ 1968: Assassination of Martin Luther King Jr. ✧ 1968: <i>Prague Spring</i> ✧ 1968: <i>May 68</i> ✧ 1969: Apollo 11 on the moon 	<ul style="list-style-type: none"> ✧ 1975: End of the Vietnam War ✧ 1979: Iranian Revolution 	<ul style="list-style-type: none"> ✧ 1980: Polish trade union Solidarity (<i>Solidarność</i>) ✧ 1989: Withdrawal of Soviet troops from Afghanistan ✧ 1989: Repression in Tiananmen Square ✧ 1989: Fall of the Berlin Wall ✧ 1991: End of <i>Apartheid</i> ✧ 1991: Resignation of Gorbachev

The World at the Turn of the Century

What is deadly is defining one's identity against the other.

Amin Maalouf

[Translation]

The Cold War between the communist and the capitalist world held in check many tensions in both these worlds. The collapse of the Eastern bloc accelerated the process of economic liberalization begun in the 1980s. Economic and political liberalism seemed to be expanding, capable of bringing about a standardization of cultures.

This context saw the emergence of numerous groups asserting identities based on characteristics such as territorial occupation, ethnicity or religion. 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. At the end of the 20th century, new political and economic poles appeared in Europe and Asia. The 20th century ended in a climate of instability, leaving unresolved important questions regarding economic, political and social choices in environmental management, the economic and social changes related to the increase in 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.² The turn of the century was characterized by a climate of instability and by the globalization of economies, facilitated by information and communications technologies as well as by powerful transnational firms. Globalization and cultural standardization provoked numerous identity-related demands. In interpreting this phenomenon, adult learners are encouraged to think about questions related to cultural complexity.

The diagram on the following page illustrates the relationship between the subject-specific competencies and content for the social phenomenon *The world at the turn of the century*. Adult learners 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 chosen turning point is more likely to interest adult learners if it is in the news. Adult learners must also interpret the social phenomenon in terms of the assertion of identity.

² These are the topics to be interpreted in the Contemporary World program.

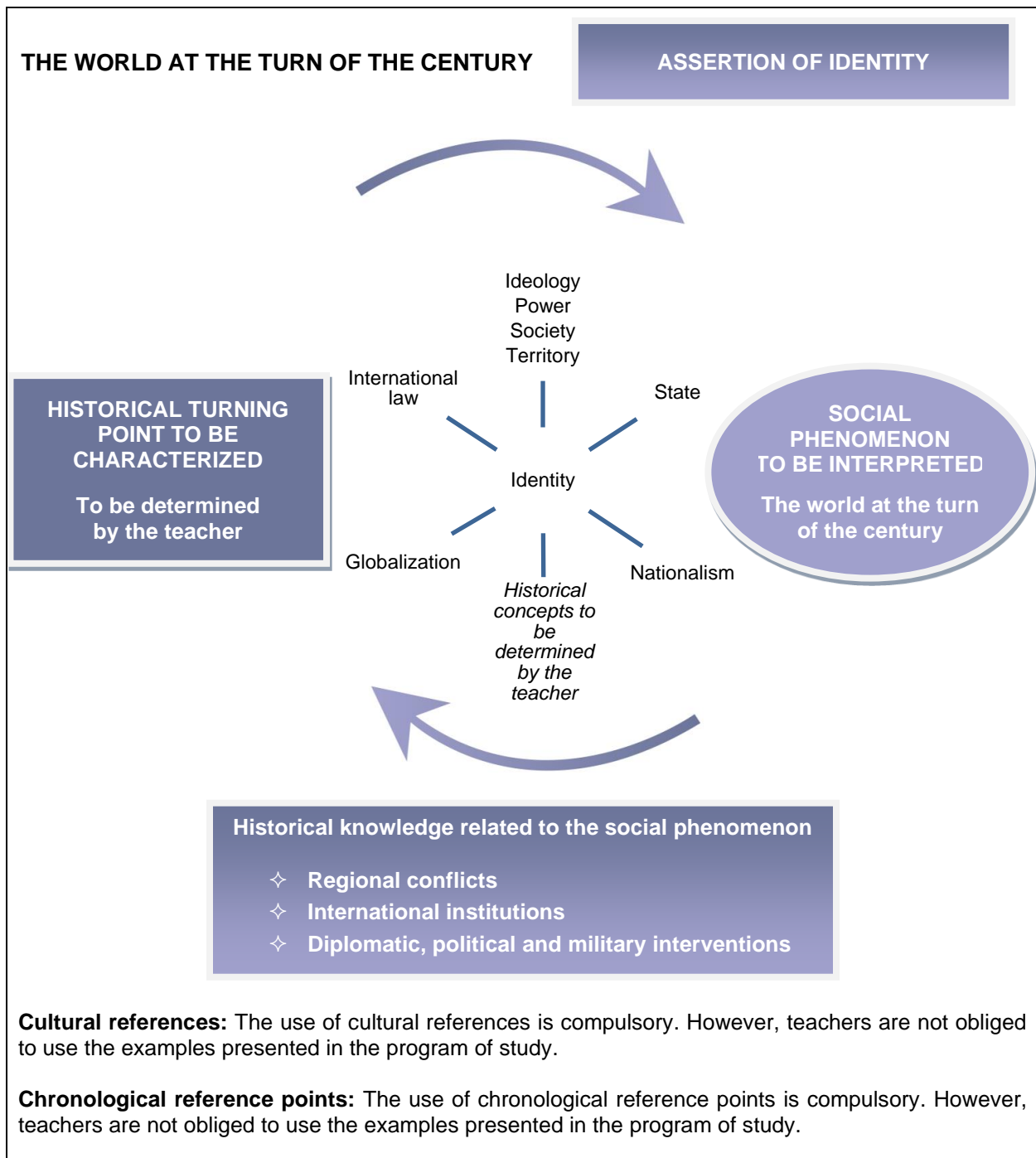
Diagram 8 – The World at the Turn of the Century

Table 19 – Knowledge to be Acquired: The World at the Turn of the Century

Regional conflicts
<ul style="list-style-type: none"> ○ Characteristics on which the assertion of identity may be based, for example: <ul style="list-style-type: none"> ▪ Culture ▪ Language ▪ Religion ▪ Territory
<ul style="list-style-type: none"> ○ Regional conflicts related to the assertion of group identity, for example: <ul style="list-style-type: none"> ▪ Israeli-Palestinian conflict ▪ Rwandan civil war ▪ Kosovo war
<ul style="list-style-type: none"> ○ Territories affected by conflicts related to the assertion of group identity, for example: <ul style="list-style-type: none"> ▪ Yugoslavia ▪ Rwanda ▪ East Timor
<ul style="list-style-type: none"> ○ Issues that led to regional conflicts related to the assertion of group identity in the 1990s, for example: <ul style="list-style-type: none"> ▪ Sovereignty of East Timor ▪ Sovereignty of Northern Ireland
<ul style="list-style-type: none"> ○ Players involved in regional conflicts related to the assertion of group identity in the 1990s, for example: <ul style="list-style-type: none"> ▪ The Russian army and the Chechen separatists ▪ The Serbian government and the government of Bosnia and Herzegovina ▪ The Hutu militia and Tutsi civilians in Rwanda
<ul style="list-style-type: none"> ○ Main political consequence of regional conflicts in the 1990s: <ul style="list-style-type: none"> ▪ Recognition of sovereign states by the international community
International institutions
<ul style="list-style-type: none"> ○ International institutions that intervene in regional conflicts related to the assertion of group identity, for example: <ul style="list-style-type: none"> ▪ North Atlantic Treaty Organization (NATO) ▪ United Nations (UN) ▪ International Criminal Court (ICC)
<ul style="list-style-type: none"> ○ Eastern European countries that joined NATO after the dissolution of the Warsaw Pact, for example: <ul style="list-style-type: none"> ▪ Poland ▪ Czech Republic ▪ Romania
<ul style="list-style-type: none"> ○ Countries that joined NATO after the breakup of the Union of Soviet Socialist Republics (USSR): <ul style="list-style-type: none"> ▪ Estonia ▪ Latvia ▪ Lithuania
<ul style="list-style-type: none"> ○ Role of the international criminal tribunals created after the conflicts in the former Yugoslavia and Rwanda: <ul style="list-style-type: none"> ▪ To try people accused of war crimes and crimes against humanity

Diplomatic, political and military intervention	
○ UN-led operations during regional conflicts related to the assertion of group identity in the 1990s, for example:	<ul style="list-style-type: none"> ▪ United Nations Mission in Bosnia and Herzegovina ▪ United Nations Assistance Mission for Rwanda ▪ United Nations Protection Force in Yugoslavia ▪ United Nations Transitional Administration in East Timor
○ NATO-led operations during regional conflicts related to the assertion of group identity in the 1990s, for example:	<ul style="list-style-type: none"> ▪ Implementation Force in Bosnia-Herzegovina ▪ Stabilization Force in Bosnia-Herzegovina ▪ Kosovo Force
○ Main reason given by NATO to justify military intervention in sovereign territory:	<ul style="list-style-type: none"> ▪ The need to protect the population from crimes against humanity
○ Effects of the adoption of international agreements on regional conflicts related to the assertion of group identity, for example:	<ul style="list-style-type: none"> ▪ End of inter-ethnic fighting in Bosnia and Herzegovina after the Dayton Accords ▪ End of first Chechen war following the Khasavyurt Peace Agreements

Table 20 – Suggested Cultural References: The World at the Turn of the Century

Cultural references are chosen by the teacher based on the selected historical turning point.

Table 21 – Chronological Reference Points: The World at the Turn of the Century

1990	1995	2001	2005
<ul style="list-style-type: none"> ✧ 1991: Gulf War ✧ 1993: Oslo Accords ✧ 1994: Chiapas Revolt ✧ 1994: Genocide in Rwanda ✧ 1994: First Chechen War 	<ul style="list-style-type: none"> ✧ 1995: Dayton Accords ✧ 1996: Hostage-taking at the Japanese embassy in Lima ✧ 1997: Handover of Hong Kong to China ✧ 1998: Northern Ireland Peace Agreement ✧ 1999: Kosovo War 	<ul style="list-style-type: none"> ✧ 2001: September 11 attacks 	

B. Techniques

The study of the social phenomena presented in History of the 20th Century 2 requires adult learners to use different techniques.

These techniques, presented in the appendix, are: interpreting and creating a map, interpreting a written document, interpreting and creating a timeline, interpreting a visual document, interpreting and creating a graph, and interpreting and creating a table.

BROAD AREAS OF LEARNING

Each of the five broad areas of learning, including *Citizenship and Community Life*, addresses issues and raises questions that may in turn be used to develop learning situations.

The educational aim of the broad area of learning *Citizenship and Community Life* is to encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity. The various elements of the learning situation presented in the next section target this educational aim.

ELEMENTS OF A LEARNING SITUATION

The learning situations presented by the teacher must permit adult learners to characterize a historical turning point and interpret a social phenomenon using the historical method. They must place adult learners at the heart of the action. In order to enable adult learners to develop competencies, construct and effectively apply knowledge, and utilize multiple, varied resources, a learning situation must be meaningful, open and complex; it must involve different steps and a variety of tasks, as reflected in the following example.

Table 22 – Elements of a learning situation

PREPARATION	Bipolar world order – 1945-1989 CONTEXT The dynamic of opposition that shaped international relations after the Second World War regularly nourished fears of a major international conflict. This dynamic exhausted itself in the late 1980s, leading to the collapse of the Eastern bloc.	
	Pedagogical Aim	To enable adult learners to define the context of the collapse of the Eastern bloc and explain how social and political demands were instrumental in its demise
	Broad Area of Learning	Citizenship and Community Life
	Educational Aim	To encourage adult learners to take part in democratic life and develop an attitude of openness to the world and a respect for diversity
	Cross-Curricular Competency	Exercises critical judgment
	Subject-Specific Competencies – Evaluation Criteria	Characterizes a historical turning point – Coherent representation of a historical turning point Interprets a social phenomenon using the historical method – Rigour of the interpretation

ACHIEVEMENT	<p style="text-align: center;">SAMPLE QUESTION</p> <p style="text-align: center;">Subject-specific competency: <i>Characterizes a historical turning point</i></p> <p style="text-align: center;">Evaluation criterion: Coherent representation of a historical turning point</p> <p>To characterize the time-space framework of the historical turning point <i>The collapse of the Eastern bloc</i> and to identify the facts, actions and events that marked it, adult learners must perform a variety of tasks to identify any distinctive factors.</p> <p style="text-align: center;"><i>Describe distinctive features of the time-space context of the historical turning point The collapse of the Eastern bloc.</i></p> <p>Adult learners may wish to use a variety of research and communication tools, such as:</p> <ul style="list-style-type: none"> • a map to: <ul style="list-style-type: none"> ○ locate countries on the winning side in the Second World War that are permanent members of the UN Security Council, such as China, the United States and France ○ locate three great powers that had colonial empires in the 20th century, such as France, the United Kingdom and the Netherlands • a timeline to: <ul style="list-style-type: none"> ○ situate the crises that occurred during the Cold War, such as the Berlin Blockade and the Suez crisis. • information and communications technologies to: <ul style="list-style-type: none"> ○ present a sequence of events, such as the Cuban missile crisis ○ illustrate the characteristics of the Cold War crises, such as ideological confrontations between the Eastern and Western blocs (space race, Olympic Games in Moscow, etc.) <p>Adult learners may wish to examine a variety of sources, such as:</p> <ul style="list-style-type: none"> • written documents to: <ul style="list-style-type: none"> ○ describe the main roles of the organs of the UN ○ determine the reaction to the Marshall Plan, by European countries for example ○ characterize the economy of certain countries, such as those of the Eastern bloc • visual documents to: <ul style="list-style-type: none"> ○ use images to illustrate events linked to the historical turning point <i>The collapse of the Eastern bloc</i>, such as the building of the Iron Curtain
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ACHIEVEMENT	<p style="text-align: center;">Sample question</p> <p>Subject-specific competency: <i>Interprets a social phenomenon using the historical method</i></p> <p style="text-align: center;">Evaluation criterion: Rigour of the interpretation</p> <p>To interpret the social phenomenon <i>A divided world</i> in terms of social and political demands, adult learners must be able to analyze and explain the phenomenon by using the historical method in a variety of tasks. The explanation must take into account all aspects of society with regard to the appropriate time scales.</p> <p style="text-align: center;"><i>Explain changes that occurred during the period between 1945 and 1989.</i></p> <p>Adult learners may examine a variety of sources in order, for example:</p> <ul style="list-style-type: none"> • to use diverse documents to: <ul style="list-style-type: none"> ○ identify changes and elements of continuity, during the post-war period, for example. ○ establish connections among facts, events etc. pertaining to the Cold War, such as between treaties and the countries that signed them ○ explain power relations during the Cold War, such as changes in the balance of power between the Eastern bloc and the Western bloc ○ determine causes and consequences, such as those related to the collapse of the Eastern bloc <p>Adult learners may use a variety of research and communication tools, such as:</p> <ul style="list-style-type: none"> • audiovisual documents to: <ul style="list-style-type: none"> ○ explain the societal changes that occurred between 1945 and 1989 by establishing connections among political, economic or other aspects of society ○ validate their interpretation of the social phenomenon <i>A divided world</i> and the information they have collected, by comparing their interpretation with those of others, for example
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<div>INTEGRATION</div>	<p style="text-align: center;">SELF-ASSESSMENT</p> <p>To develop subject-specific competencies, adult learners must be able to review their research process and the work they produce through various tasks that allow them to develop their capacities for critical judgment and synthesis.</p> <p style="text-align: center;"><i>What I learned, my difficulties, my solutions</i></p> <p>Adult learners may use various techniques and strategies to take stock of their knowledge, what they have learned and any difficulties they encountered. For example, they may:</p> <ul style="list-style-type: none"> • use different learning strategies to: <ul style="list-style-type: none"> ○ illustrate, with the help of a graphic organizer, what they have learned or the difficulties they have encountered with regard to the characterization of the historical turning point <i>The collapse of the Eastern bloc</i> or the explanation of the social phenomenon <i>A divided world</i> ○ building a network of relevant concepts, for example, to verify their understanding of the social phenomenon <i>A divided world</i>
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END-OF-COURSE OUTCOMES

After studying both social phenomena, adult learners will have a better grasp of the various ideologies that came into conflict in the 20th century, and be able to identify the consequences of these ideologies as well as to understand the impact of human actions on the course of history.

After studying the social phenomenon *A divided world*, adult learners will understand the influence of the United States and the Union of Soviet Socialist Republics in the new world order that was established at the end of the Second World War. Their analysis of the transformation in power relations over the course of the Cold War will enable them to identify the causes and consequences of the collapse of the Eastern bloc, which was a break point in international relations.

After studying the social phenomenon *The world at the turn of the century*, adult learners will be able to assess how new power relations were established in the wake of the collapse of the Eastern bloc. Their analysis of important questions regarding the economic, political and social choices that were made in the early 21st century will give them an understanding of issues associated with the assertion of identity and that may fuel tensions leading to break points in international relations.

EVALUATION CRITERIA FOR SUBJECT-SPECIFIC COMPETENCIES

In evaluating the development of subject-specific competencies with respect to the acquisition of knowledge about the social phenomena and its effective application, teachers base their judgment on three criteria.

The criterion *Appropriate use of knowledge* applies to both subject-specific competencies. The criterion *Coherent representation of the historical turning point* is related to the development of the competency *Characterizes a historical turning point*. The criterion *Rigour of the interpretation* is related to the competency *Interprets a social phenomenon using the historical method*.

The following table presents connections between the competencies and the evaluation criteria.

Table 23 – Competencies and Evaluation Criteria

Competencies	Evaluation criteria
Competency 1 Characterizes a historical turning point	<ul style="list-style-type: none"> – Appropriate use of knowledge – Coherent representation of a historical turning point
Competency 2 Interprets a social phenomenon using the historical method	<ul style="list-style-type: none"> – Appropriate use of knowledge – Rigour of the interpretation

APPENDIX



Techniques

The techniques outlined in this appendix are as follows:

1. Interpreting and creating a map
2. Interpreting a written document
3. Interpreting and creating a timeline
4. Interpreting a visual document
5. Interpreting and creating a graph
6. Interpreting and creating a table

1. 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. 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 pre-established data.

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 involves:

- defining the purpose of the map
- consulting several 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 signs and symbols to represent essential elements
- designing a legend
- giving the map a title

2. 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 do more than simply decode 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 the document
- identifying the author's name and position
- 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

3. INTERPRETING AND CREATING A TIMELINE

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

Interpreting a timeline involves:

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

Creating a timeline involves:

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

4. INTERPRETING A VISUAL DOCUMENT

Visual documents reflect the society that produced them as well as the society depicted in them. Visual documents 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.

Interpreting a visual document involves:

- determining the nature of the document
- determining 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
- identifying the elements of the document
- establishing connections among the elements
- relating and comparing information from several documents:
 - to identify similarities and differences
 - to identify elements of continuity and change

5. INTERPRETING AND CREATING A GRAPH

A graph may take the form of a histogram, a bar graph, an area graph, a line 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 involves:

- decoding the title
- decoding the legend
- identifying the type of diagram (e.g. histogram, bar graph, area graph, line 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 involves:

- having or collecting the statistical information
- 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

6. INTERPRETING AND CREATING A TABLE

A table permits information to be studied and presented in a clear and orderly manner. The information it contains may be descriptive or comparative.

Interpreting a table involves:

- decoding the title
- decoding the legend
- identifying the scale
- determining the nature of the information provided in the rows and columns
- determining the relationship between the data values:
 - within each row or column
 - between rows and columns (cross-tabulation)

Creating a table involves:

- having or collecting statistical information
- 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 measurement
 - indicating the intervals
- giving the table a title

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