

World History since the Fifteenth Century, Grade 12

University Preparation

CHY4U

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. The World, 1450–1650		
B1. Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Various social, political, and economic changes during this time had a lasting impact on the world.	How has the historiography of exploration and trade during this period changed over time?
B2. Communities, Conflict, and Cooperation: analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	When building new trade and political relationships, governments and other groups had to weigh competing interests.	How do we know what we know about the people who lived during this time? What does the art and architecture of different societies tell us about their values and beliefs?
B3. Identity, Citizenship, and Heritage: analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	During this period, new ideas about the world and its people began to challenge dominant and long-held ideas.	Which new ideas and theories from this period continue to have an impact on the world today?
C. The World, 1650–1789		
C1. Social, Economic, and Political Context: analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)	Increased trade and colonization during this period helped change demographic patterns.	How did science contribute to change during this period? What criteria would you use to judge the long-term impact of European exploration on indigenous peoples around the world?
C2. Communities, Conflict, and Cooperation: analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	The building of commercial and political empires had an impact on relationships within and between various countries.	Why did some countries react to the increase in global interactions with isolationist policies?
C3. Identity, Citizenship, and Heritage: analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to the development of identity, citizenship, and/or heritage (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	During this period, various groups and individuals began to question political, social, economic, and religious ideas and institutions.	How did colonial policies help shape events and developments around the world at this time? How do they continue to play a role in the world today? Why might some groups and individuals challenge the status quo?

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. The World, 1789–1900		
D1. Social, Economic, and Political Context: analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Industrialization and urbanization had intended and unintended consequences.	How did various groups and countries respond to colonial policies? What lay behind the formation of various social reform movements around the world during this period?
D2. Communities, Conflict, and Cooperation: assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Revolution and reform movements around the world caused social change and the severing of colonial ties in some regions.	To what extent were the social, political, and economic ideas of this time a continuation of or a departure from earlier ones?
D3. Identity, Citizenship, and Heritage: analyse how new ideas and other cultural, social, and political developments affected the development of identity, citizenship, and/or heritage in societies in various regions of the world between 1789 and 1900 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Revolutionary ideas, as well as new ideas about self-determination and nationalism, were widespread during this period.	What was the impact of nationalism during this period?
E. The World since 1900		
E1. Social, Economic, and Political Context: analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	Globalization and decolonization during this period have had economic, social, and political ramifications.	How do we deal with competing rights? Why might some people and countries fear globalization?
E2. Communities, Conflict, and Cooperation: analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	This period has been marked by military conflict but has also seen large-scale social reform and increasing awareness of individual rights.	Is national identity important? Are we national citizens, global citizens, or both?
E3. Identity, Citizenship, and Heritage: analyse the development of the rights, identity, and heritage of different groups around the world since 1900 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Global influence has had, and is having, an impact on national and personal identity.	

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in world history since the fifteenth century (e.g., factual questions: *What were some of the dominant ideas of the Enlightenment?*; comparative questions: *What were the main similarities and differences between the regimes of Mao and Stalin?*; causal questions: *What impact did social Darwinism have on foreign policy in the late nineteenth century?*)
- A1.2** select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources (e.g., primary: *architecture, artefacts, art works, autobiographies, court transcripts, government documents, letters, maps, period newspapers, philosophical or political treatises from the time, photographs, political cartoons, speeches, treaties*; secondary: *books and/or articles from the library, current newspapers or magazines, documentaries or other films, textbooks, websites*), ensuring that their sources reflect a range of perspectives
Sample questions: “What does Bruegel’s painting *The Peasant Wedding* tell you about sixteenth-century peasant life in northern Europe? What other types of sources could you use to verify or supplement the information in the painting?” “How can you ensure that your sources reflect a variety of perspectives?” “If you were investigating the social impact of the Industrial Revolution, do you think novels from the period might be an appropriate source? Why or why not? What other sources might you use?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)
Sample questions: “When using a painting as a source for your inquiry, why is it important to note the date the work was created as well as some biographical information about the artist and, where possible, about the person or institution that commissioned the work?” “Do you think that official government sources are less biased than other sources? Why or why not?”
- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *determine criteria for the placement of the causes of the War of the Spanish Succession on a ranking ladder; use an annotated timeline to plot key events in the development of the nineteenth-century women’s rights movement; use a cause and effect organizer to help them sort the causes and consequences of the rise and fall of the Japanese Empire; develop a concept map on the influence of Marxism in the late nineteenth and early twentieth century*)
- A1.5** describe various approaches to the study of history (e.g., *nationalist, “great man”, Marxist, feminist, postcolonial, minority/ethnic*), and assess the effectiveness of these approaches for analysing issues, events, and/or developments in world history since the fifteenth century, particularly those relevant to their own investigations
Sample questions: “What does the term *historiography* mean? What are the key differences between conservative, liberal, and Marxist

interpretations of history? Which school of thought do you think this source reflects? How does this historian's perspective affect the way he (or she) has interpreted or used the evidence?" "In what ways has the historiography of exploration, interaction, and the 'contact experience' changed over time?" "When you critically examine traditional approaches to history, what shortcomings do you notice? Which groups tend to receive the most attention? Which tend to be underrepresented?" "Do you think history can be free of bias? Why or why not?"

A1.6 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history since the fifteenth century (e.g., use the concept of historical significance when investigating the impact of the development of the printing press; use the concept of cause and consequence when analysing the issues and ideas that contributed to and/or arose from the Haitian Revolution; consider the concept of continuity and change when analysing the evolution of nationalist movements in the nineteenth and twentieth century; apply the concept of historical perspective when analysing the ideas underpinning the Reformation, as well as responses to these ideas, to ensure that they consider multiple viewpoints)

Sample questions: "What concept or concepts of historical thinking would be the most relevant to consider when investigating changes in the roles and rights of women over time? Why do you think these concepts would be particularly appropriate in this context?" "Why is it important to consider both the intended and unintended consequences of a particular development?"

A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: "Based on your historical investigation of relevant social and economic developments, what do you think the future holds for the middle class or for workers' rights? Why?" "What similarities and differences have you found between the effects of the Industrial Revolution in England and the effects of the rapid growth of China as an industrial power since the 1980s?"

A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a seminar on the ideas, strategies, and effectiveness of a particular social reform movement; an essay on the role of conflict in the evolution of national identities; a debate on the responsibilities of imperial powers for problems in their former colonies; a presentation on the benefits or drawbacks of different economic systems that existed at various times and/or in various regions; a "heritage minute" video on a key person or event that contributed to the development of human rights in a particular country; a blog on the historical accuracy of a film depicting events relating to the independence of India; a website on developments in art or architecture over a particular period)

A1.9 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

A1.10 use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to history, historiography, and the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

A2.1 describe ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

A2.2 apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to analyse statistics presented on a website, to assess the credibility of sources cited in an article, to understand and appreciate multiple perspectives and engage in informed discussions, to assess the historical accuracy of historical fiction or films, or to identify bias in the media; apply work habits such as self-regulation in order to independently monitor their progress, or initiative in devising and implementing strategies to enable them to successfully complete a task)

A2.3 apply the knowledge and skills developed in the study of world history since the fifteenth

century when analysing current social, economic, and/or political issues, in order to enhance their understanding of these issues and their role as informed citizens

Sample question: “Which historical events might help you more fully understand the issues underlying current hostile relations in and between the countries of the Indian subcontinent or in the Middle East?”

A2.4 identify various careers in which the skills learned in history might be useful (*e.g., archaeologist, archivist, curator, educator, game designer, historian, journalist, lawyer, librarian, policy analyst, political speech writer, politician, researcher*)

B. THE WORLD, 1450–1650

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (**FOCUS ON:** *Historical Significance; Historical Perspective*)
- B2. Communities, Conflict, and Cooperation:** analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- B3. Identity, Citizenship, and Heritage:** analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

SPECIFIC EXPECTATIONS

B1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

- B1.1** analyse the roles, status, and contributions of a variety of groups in societies in various regions of the world during this period (*e.g., with reference to women, men, children, serfs, slaves, farmers, merchants, artisans, people in different classes or castes, aristocrats, nobility, the poor, people with religious/spiritual roles*)

Sample questions: “What role did eunuchs have during the Ming Dynasty? What was the significance of this role? What does their increasing power reveal about Chinese society during this time?” “What are some ways in which oppressed or subservient groups in various societies struggled against their status or treatment?”

- B1.2** describe a variety of developments in science and/or technology during this period, and assess their impact on different groups in various regions (*e.g., with reference to the printing press; the telescope; the popularization of the lateen sail; the caravel; developments in compasses, cartography, shipbuilding, armaments, torture devices; the work of Galileo, Johannes Kepler, or William Harvey*)

Sample questions: “What criteria would you use to determine the most important scientific

advances during this period? Would the answer change depending on which region you were investigating? Would you be able to apply the same criteria to assess the significance for every region, or for all people in a region? Why or why not?”

- B1.3** analyse key similarities and differences between economic systems in various societies during this period (*e.g., feudal, market, capitalist, and/or mercantile systems; the economies of colonies, imperial powers, agricultural societies*)

Sample questions: “Which societies expanded their foreign trade during this period? Who benefited from such expansion? How were different groups within these societies affected by the expansion of trade? Which societies were relatively isolated from trade with other countries/regions?” “What were the main differences between the economies of an imperial power and its colonies during this period?”

- B1.4** describe political systems and structures in various societies during this period and explain how they functioned (*e.g., with reference to the structures associated with monarchies, tsardoms, shogunates, sultanates, and/or imperial, tribal, or theocratic governments*)

Sample questions: “What structures were in place to support the rule of a shogun? What impact did they have on Japanese politics and society?”

B2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

B2.1 explain some key reasons for increasing contact between various societies during this period (e.g., increased trade, including along the Silk Road and spice trade routes; advances in transportation technologies; exploration, including transoceanic voyages; imperial ambitions and rivalries; warfare), and assess the impact of this contact on different peoples (e.g., with reference to the Columbian Exchange, the impact of European invaders or colonizers on indigenous peoples of the Americas, the growing wealth of European maritime nations, the African slave trade, the growing number of Christian missionaries in Japan)

Sample questions: “How did the spice trade between Asia and Europe contribute to European voyages of discovery during this period?” “What was the Columbian Exchange? What impact did it have on various societies that participated in it? How would you assess its long-term impact?” “What was the triangular trade in the Atlantic during this period? Who was affected by the trade and in what ways? What role did the transatlantic slave trade play in this system?”

B2.2 analyse ways in which predominant social attitudes and beliefs/values were reflected in interactions within and/or between communities during this period (e.g., with reference to beliefs and attitudes that underpinned European exploration during this period; the Treaty of Tordesillas and its presumption of European superiority over indigenous peoples and rights to their land; attempts to convert indigenous peoples in the “New World” and underlying assumptions about the value of Christianity and indigenous religious/spiritual practices; African slavery and the idea that some races were superior to others)

Sample questions: “What social attitudes and beliefs are reflected in the Alhambra Decree of 1492?” “Who tended to be prosecuted for witchcraft in Europe during this period? Why was this group particularly susceptible to persecution? What does the witch hunt tell you about social attitudes at the time?” “What social attitudes and beliefs were reflected in the use and sale of slaves in different societies during this period?” “In what ways did Hobbes’s ideas about human nature both reflect and

reinforce European social attitudes and beliefs at this time? What consequences, whether intended or unintended, did his writing and similar ideas have for indigenous peoples?”

B2.3 analyse causes and consequences of some key social, economic, and/or political conflicts in various regions of the world during this period (e.g., the intended and unintended consequences of the rule of imperial powers on local indigenous peoples; the role of conflict in the decline of the Inca or Aztec Empire; the causes of the conflicts between the Mongols and the Chinese, Japan and Korea, and/or Spain and England, and the consequences of these conflicts for people in these countries)

Sample questions: “What was the significance of the Battle of Lepanto for the Ottoman Empire?” “How did conflict between Spain and Portugal, and between some leaders of those two countries and Jesuit priests in the Americas, affect the Guarani people in South America? How has imperialism and foreign ownership continued to affect the Guarani?” “Why is the Sengoku period in Japan also known as the Warring States period? Why do some people see this as a time of significant change for Japan?”

B2.4 describe developments related to warfare during this period, and analyse their impact on various societies (e.g., with reference to the increasing use of gunpowder, changes in armour and fortification styles, new standardized weapons, the adoption of regimental systems and uniforms, the formation of national armies, changes in mortality rates)

Sample questions: “What were the reasons for building stronger fortifications and watch towers along the Great Wall of China during this period? Were these modifications successful?” “Why might the signing of the Royal Charter of 1537 by King Henry VII of England be seen as a turning point in military history?” “How were various wars funded during this period?”

B2.5 analyse the impact of some key instances of social, economic, and/or political cooperation in various regions of the world during this period (e.g., trade along the Silk Road, cooperation between colonists and indigenous people, cultural exchange, expansion of trade)

Sample questions: “In what ways did the actions of Abu Akbar show he was willing to cooperate with Hindus? Do you think his ideas and actions were progressive? Why or why not?” “What role did First Nations play in helping to ensure the survival of early settlements in New France?”

B2.6 analyse the role of religion/spirituality as a force in shaping various communities around the world during this period (e.g., with reference to the Protestant and Catholic Reformations; the Spanish Inquisition; the work of Christian missionaries; the Edict of Nantes; the expansion of Islam under the Mughals; marginalization and/or expulsion of Jewish communities; the importance of the Songhai Empire as a centre of Islamic learning; the establishment of the title of Dalai Lama in Tibet; the role of religion/spirituality in the art, music, and/or architecture of various societies)

Sample questions: “What changes were there in attitudes towards Christianity in Japan during this period? Why were Christians seen as a threat in that country?” “What role did religion play in the European Renaissance?” “What impact did the teachings of John Calvin and/or Martin Luther have on Christian practices in Europe at this time? What long-term impact did they have?” “What was the significance of Islamic scholarship for Timbuktu?”

B3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

B3.1 analyse the impact of some significant new ideas on identity, citizenship, and/or heritage in various societies around the world during this period (e.g., with reference to humanism; neo-Confucianism; the ideas of Niccolò Machiavelli, René Descartes, Thomas More, or Wang Yangming)

Sample questions: “How did the ideas of Descartes or Francis Bacon contribute to the Scientific Revolution?” “What impact did humanism have in western Europe during this period?”

B3.2 analyse how various factors affected the rights and responsibilities of individuals and/or groups in various societies during this period (e.g., with reference to gender, religious beliefs, social hierarchies, slavery or indenture, existing social codes such as bushido or chivalry, the publication of the *Malleus Maleficarum*, new social or political ideas, political or religious persecution)

Sample questions: “How important was social hierarchy in the Aztec Empire during this period? What social attitudes were reflected in the value this civilization placed on the warrior class? What roles did women have in Aztec society?” “What groups were targets of religious persecution during this period? How did this persecution affect their lives?”

B3.3 describe some significant artistic achievements in various societies around the world during this period (e.g., with reference to painting, sculpture, stained glass, mosaics, illuminated manuscripts, masks, Nanga; Ottoman, Mughal, or Ming dynasty architecture; art, architecture, music, and/or literature of the Renaissance or the early Baroque period in Europe), and assess their importance for the development of identity and/or heritage in those societies

Sample questions: “What aspects of Machu Picchu demonstrate classic Incan architecture? How does this site reflect the identity and culture of the Incas?” “What artistic heritage inspired the painters and sculptors of the Renaissance?” “What was unique about Vijayanagara architecture? What did this style reveal about the civilization that produced it?”

B3.4 explain how some significant individuals from various societies around the world contributed to the development of identity and/or heritage of their society during this period and, where applicable, to world heritage (e.g., Altan Khan, Emperor Babur, Samuel de Champlain, Christopher Columbus, Deganawida [the Peacemaker], Elizabeth I, Galileo, Toyotomi Hideyoshi, Isabella of Castile, Ivan the Terrible, Leonardo da Vinci, Martin Luther, Francisco Pizarro, Cardinal Richelieu, William Shakespeare, Sonni Ali, Suleiman the Magnificent, Francis Xavier)

Sample questions: “What is the significance of Qadi Al Aqib’s contribution to world heritage?” “What criteria would you use to evaluate an individual’s contribution? Did he or she have a lasting or widespread impact, or was it short term and/or limited to his or her own community?”

C. THE WORLD, 1650–1789

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- C2. Communities, Conflict, and Cooperation:** analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- C3. Identity, Citizenship, and Heritage:** analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and 1789 contributed to the development of identity, citizenship, and/or heritage (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of this course, students will:

- C1.1** analyse a variety of key social issues, events, and/or developments during this period, with a particular focus on how they were similar to or different from those in earlier times (*e.g., with reference to population growth and urbanization, beginnings of consumer culture, ideas related to the Enlightenment, changes in the roles and status of women, developments in class/caste structures, changes in feudal societies*)

Sample questions: “What challenges were beginning to be levelled at dominant ideas about the roles of women in some societies during this period? Why do you think these ideas developed at this time? How were these ideas, and challenges to them, reflected in various social classes?”

- C1.2** describe a variety of developments in science and/or technology during this period, and analyse their impact (*e.g., with reference to the mercury thermometer, the Fahrenheit scale, the pendulum clock, navigational tools such as the sextant and marine chronometer, the spinning jenny, the flying shuttle, improvements to the steam engine; the work of Isaac Newton, James Watt, or Antonie van Leeuwenhoek*)

Sample questions: “In what ways was the work of Newton based on previous ideas and findings? In what ways did it result in significant changes to scientific thought? Which of his ideas/findings had the greatest impact on society at this time? How enduring were these ideas?” “How might a family’s quality of life have been affected by technological advances during this time period? How might the impact have varied, depending on region and/or social class?”

- C1.3** analyse some of the causes and consequences of key economic issues, trends, and/or developments in various regions during this period (*e.g., the increase in international trade; the exploitation of colonial resources and its consequences for colonies and imperial powers; changes to the traditional economies of colonized peoples; the economic and social impact of the transatlantic and Arab slave trade; changes in agricultural practices and the beginnings of industrialization in Britain*)

Sample questions: “What factors led to the Dutch being among the preeminent powers in trade, finance, and banking during this period?” “How did the establishment and growth of the Hudson’s Bay Company change the lives of some Aboriginal peoples in North America?”

- C1.4** explain why political systems in some societies changed during this period while those in other societies remained the same (*e.g., with reference to new social and political ideas in Enlightenment Europe and the colonial United States; isolationist policies and the consolidation of a centralized*

government in Japan; the rise of the Marathas and the resulting decline of the Mughal Empire in India; the power of entrenched elites in some societies; access to the military power necessary to enforce or challenge the status quo; changes in social/economic hierarchies in some societies; the influence of religion)

Sample questions: “What were some methods that were used to maintain or enforce political order during this period? What were some methods by which political change was achieved?” “Why were many political thinkers during this time proposing a division between church and state? What impact did such ideas have on political practices in some societies?”

C2. Communities, Conflict, and Cooperation

FOCUS ON: Cause and Consequence; Historical Perspective

By the end of this course, students will:

C2.1 analyse some of the causes and consequences of key wars and revolutions in different regions of the world during this period (e.g., *the Glorious Revolution, the Revolt of the Three Feudatories, the Portuguese invasion of Congo, the War of the Spanish Succession, the Deccan Wars, the American Revolution*)

Sample questions: “What criteria would you use to rank the consequences of the Seven Years’ War? Whose perspective does your ranking reflect? How might your ranking change if you focused on the perspective of the French government? The British government? Would the ranking change again if you considered the perspectives of French colonists, British colonists, and/or First Nations in colonial North America?”

C2.2 analyse interrelationships between specific groups in various societies around the world during this period (e.g., *between slaves and masters, serfs and lords, apprentices and employers, monarchs and subjects, colonizers and colonized peoples, soldiers and commanders, patriarchs and their family, nobility and royalty, daimyos and shoguns, mandarins and local populations, different classes or castes*)

Sample questions: “Why is it important to understand the historical context of the time and region when analysing the relationships that existed between castes in India?” “What roles did the husband, wife, and children have in families in different societies during this period? How did laws and social traditions reinforce these roles and interrelations between family members?”

C2.3 analyse the impact of the slave trade during this period on various societies around the world (e.g., *with reference to the Arab slave trade; the impact of the transatlantic slave trade on African societies; the use of slaves in indigenous societies in North, Central, and/or South America; slavery in colonial North America and the American republic; the impact of slave auctions and inherited slave status on families*)

Sample questions: “What role did the Jesuits play in the transatlantic slave trade? What social attitudes were reflected in the way the Jesuits treated their slaves?” “What was the impact of slavery in the Americas? In what ways are the effects of the African slave trade still felt today?”

C2.4 analyse key causes and consequences of some economic and/or cultural exchanges between different countries or regions during this period (e.g., *with reference to trade, technology, the impact of new agricultural products, proselytization, language, the influence of the artistic or cultural production of one society on another*)

Sample questions: “What influences underpinned the design and manufacture of bone China in England during this period?” “Why was Louis XIV intent on having a relationship with China, the Ottoman Empire, and Persia? What were some of the intended and unintended consequences of exchanges between these societies?”

C2.5 analyse the impact of exploration and colonization on colonizers and indigenous peoples during this period (e.g., *the economic, social, and environmental impact of the exploitation of colonial resources; the threat of assimilation and loss of traditional culture; economic partnerships; loss of land and/or economic control among colonized people; conversion and loss of traditional religious/spiritual practices; resistance to colonial incursions; war, including civil war; death from new diseases; the impact of racism and discrimination*)

Sample questions: “How did colonies benefit imperial powers? Did these benefits extend to colonized peoples? If not, why not?” “How was the establishment of the Métis nation related to the exploration and colonization of North America?” “In what ways do people today continue to be affected by colonial policies or practices dating from this period?”

C3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

C3.1 analyse the impact of some significant political, social, and/or economic ideas or doctrines on identity, citizenship, and/or heritage in various regions during this period (*e.g., with reference to rationalism, liberalism, the separation of church and state, the social contract, dynastic absolutism, divine right of kings, mercantilism, or isolationism; the ideas of Voltaire, John Locke, Jean-Jacques Rousseau, Benjamin Franklin, Adam Smith, Ishida Baigan, or Andō Shōeki*)

Sample questions: “What impact did the Samurai code have on Japanese society during the Tokugawa shogunate?” “Why were some new political ideas unpopular among established elites during this era? What consequences did some writers face for criticizing the political establishment?” “How did the creation of the United States both challenge and reinforce dominant ideas about the rights of citizens?” “What impact, whether intended or unintended, did the writings of Locke and Rousseau have on attitudes towards indigenous peoples of the Americas?”

C3.2 analyse the role of religion/spirituality in various societies during this period, including how religion contributed to their identity and heritage (*e.g., with reference to indigenous animist religions and people’s relationship with the environment; conflicts between Islam and Hinduism in South Asia; the blending of ideas and beliefs of Shinto and Buddhism in Japan; interactions between Islam and traditional religions in West Africa; the First Great Awakening in Protestant Europe and colonial North America; Catholic missionaries throughout the world; new sects such as Hasidism or the Quakers; the role of religion/spirituality in the art, architecture, music, and/or literature of various societies*)

Sample questions: “What impact did religion have on government policies in some societies during this period?” “What are some of the major differences in the role of religion in politics and society between this time period and the present day? What examples support your ideas? Are there different patterns in different regions of the world?” “What is the significance of the diaries of Gluckel of Hameln? What do they contribute to our understanding of the lives of Jews in Germany during this time? How typical would Gluckel’s experience have been?”

C3.3 explain how artistic achievements in different societies during this period reflected or challenged notions of identity, citizenship, and/or heritage in those societies (*e.g., with reference to painting, prints and etching, sculpture, music, literature, theatre, or crafts*)

Sample questions: “Why is the Siku Quanshu considered such an important collection of books, not just for China but for the world?” “Why was satire an important tool for some European writers during this period?” “What was the significance of Kabuki theatre for Japanese heritage?” “What are some ways in which theatre, literature, and/or art both reflected and influenced the political climate during this period? How were theatre, literature, and/or art used to reinforce common values? How were they used to resist or challenge dominant values/beliefs?”

C3.4 assess the contribution of some key political figures from different regions of the world to the development of identity, citizenship, and/or heritage in their societies (*e.g., Catherine the Great, Frederick the Great, Thomas Jefferson, Louis XIV, Marie Antoinette, Tokugawa Iemitsu, Empress Dowager Xiaozhuang*)

Sample questions: “How significant was Peter the Great’s westernization program for Russian heritage?” “What role did First Nations chiefs play in the conflicts that occurred in North America during this time? What impact did this have on North American heritage?”

D. THE WORLD, 1789–1900

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- D2. Communities, Conflict, and Cooperation:** assess how war, revolution, reform, and other forces affected societies in various regions of the world between 1789 and 1900 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- D3. Identity, Citizenship, and Heritage:** analyse how new ideas and other cultural, social, and political developments affected the development of identity, citizenship, and/or heritage in societies in various regions of the world between 1789 and 1900 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- D1.1** explain some of the causes and consequences of key social developments and/or trends in various regions during this period (*e.g., with reference to industrialization, urbanization, immigration, diaspora populations, famine, slavery, families, the employment of women and children in factories, new social or scientific thought*)

Sample questions: “Why did urbanization increase during this period? What were its social and/or environmental consequences? What was life like for different classes in an industrial town?” “What were the short- and long-term effects of the Irish famine?”

- D1.2** describe a variety of developments/achievements in science and/or technology during this period, and assess their impact on various societies (*e.g., with reference to vaccinations for smallpox and other diseases, pasteurization, the stethoscope, still and motion cameras, the telegraph, the Braille writing system, the cotton gin, the sewing machine, the typewriter, dynamite, the steam-powered rotary engine, the diesel-fuelled combustion engine; the publication of Darwin’s The Origin of*

Species; architectural or engineering achievements such as the Crystal Palace, the Eiffel Tower, or the Suez Canal)

Sample questions: “What were some key medical developments during this period? Who did they affect? Why were they important?” “How did some technological developments change the way many people worked during this period?” “What impact did the discovery that disease could be spread by water have on waste-treatment technologies? What impact did these developments have on people’s lives? How did the impact vary by region and/or social class?”

- D1.3** analyse key economic events, issues, and/or developments in various regions during this period, with a particular focus on the Industrial Revolution, and assess their impact (*e.g., with reference to the rise of capitalism and laissez-faire economics, particularly in the West; the growth of the middle class in industrializing countries; the formation of trade unions and/or cooperatives in response to working conditions in factories; changes in trade patterns; economic exploitation of colonies; economic protectionism and reciprocity*)

Sample questions: “What were some of the intended and unintended consequences of the Industrial Revolution?” “Why did some countries industrialize during this period while others did not?” “What effects did the growing demand

for cotton for new textile factories in England have on slavery in the American South?" "What were working conditions like in nineteenth-century factories?" "What factors led to the emergence of consumer protection laws?"

- D1.4** analyse key political events, issues, and/or developments in various regions during this period, and assess their impact (e.g., with reference to revolutionary and imperial governments in France; the Congress of Vienna; the Berlin Conference; the Treaty of Nanking; the Treaty of Kanagawa; the Continental System; the unification of Germany and Italy; the emancipation of the serfs in Russia and slaves in several European empires as well as the United States; land reform, such as enclosure laws in Britain or land tax reform in Japan; European imperial expansion in Africa and Asia)

Sample questions: "What was the 'Scramble for Africa'? What factors contributed to the expansion of European colonies in Africa during this period? What criteria might you use to rank the consequences of this development for Africa and Africans?" "What impact did the enclosure movement have on poor people in rural Great Britain?"

D2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- D2.1** assess the impact of significant revolutions and rebellions on various societies during this period (e.g., the French Revolution, the White Lotus Rebellion, the July Revolution, the Rebellions in Upper and Lower Canada, revolutions in Europe in 1848, the Satsuma Rebellion, the Taiping Rebellion, the Haitian Revolution, the Indian Rebellion of 1857, the secession of the Confederacy in the United States, the North-West Rebellion)

Sample questions: "What changes arose as a result of the French Revolution? Why was the First Republic short lived? To what extent did France return to pre-revolutionary social and/or political practices under Napoleon?" "How important was resistance to colonialism as a factor in rebellions in different parts of the world during this period?"

- D2.2** assess the impact of war in various countries and/or regions during this period (e.g., the Xhosa War, the Napoleonic Wars, the War of 1812, the Greek War of Independence, the Opium Wars, the Crimean War, the American Civil War, the

Boshin War, the Franco-Prussian War, the Russo-Turkish War, the Anglo-Zulu Wars, the Boer Wars)

Sample questions: "To what extent was the First Sino-Japanese War a turning point in the relationship between Japan and China? What were some of the foreign responses to this war?" "What impact did the War of the Pacific have on Chilean, Peruvian, and Bolivian society?"

- D2.3** assess the impact of reform movements in various countries or regions during this period (e.g., labour, abolitionist, suffrage, women's rights, socialist, or nationalist movements; movements advocating public education, child welfare, or prison reform)

Sample questions: "Why do you think the nineteenth century was a period of education reform in the West? What were some changes that resulted from this movement? What impact did the movement have on educational reform in India and Japan?" "Why did unions develop during this period? Where were they most active?" "What was the significance of the Freedom and People's Rights Movement in Japan?"

- D2.4** analyse key issues and/or developments relating to religion in various societies during this period, with a focus on whether religion was a force for unity or division (e.g., with reference to the relationships and conflicts that emerged between Hinduism, Islam, and Christianity in India; Christian missionaries and Zulus in South Africa; Catholicism in South America; the division created by the government between Shinto and Buddhism in Japan; revivalism and the growth of Protestant denominations in the United States)

Sample questions: "What were some religious conflicts dating from this period? Do any of them persist in the present day?" "What does your investigation reveal about why religion can create tensions between different cultures and groups?"

- D2.5** analyse gender roles and relations in various societies during this period, with a particular focus on how traditional gender relations were challenged or reinforced in these societies (e.g., with reference to ideas of Mary Wollstonecraft, Olympe de Gouges, Maria Eugenia Echenique, Elizabeth Cady Stanton, or Sojourner Truth; the women's suffrage movement; the role of upper-class women in salons; women in the labour force; legal and social restrictions on women and challenges to these restrictions; views such as separate spheres, ryosai kenbo)

Sample questions: "What were some of the main legal restrictions on women in most regions

during this period? What impact did they have on the lives of women?" "When and where did the earliest women's rights movements develop? What were their goals? How successful were they in achieving these goals?" "What role did religion play in challenging or reinforcing women's roles in different societies during this period?"

D3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

D3.1 assess the impact of new social, economic, and/or political ideas on various societies during this period (e.g., with reference to the ideas of Mikhail Bakunin, Karl von Clausewitz, Frederick Douglass, Thomas Malthus, Karl Marx, John Muir, Herbert Spencer, Harriet Taylor and John Stuart Mill, Henry David Thoreau; the Five Charter Oath; Romanticism, Darwinism, liberalism, communism, anarchism)

Sample questions: "What was the basis for social Darwinism? How did these ideas support imperialist expansion in specific regions of the world?" "What were some of the long-term effects of Marx's ideas?" "What were the ideas behind anarchist movements during this period? What tactics did anarchists use? Do you see any similarities between these tactics and those used by some groups today?"

D3.2 analyse how nationalism affected identity, citizenship, and/or heritage in various regions during this period (e.g., with reference to the Italian Risorgimento; the unification of Germany; independence struggles in Cuba and the Philippines; the independence of Greece and Serbia from the Ottoman Empire; Chinese nationalism and the question of who belongs to the Chinese nation; the Indian National Congress and the idea of Swaraj or self-rule; Pan-Slavism in Russia; the Zionist movement)

Sample questions: "What was the relationship between nationalist movements and citizenship at this time?" "What are some ways in which nationalism from this period continues to have an impact on the world today?"

D3.3 analyse key trends in global immigration during this period (e.g., sources and destinations of immigrants; types of immigrants preferred by

receiving countries; the immigration of Chinese men to work on railways in North America, of South Asians as indentured labourers in East and South Africa, of famine Irish to England and North America; the forced migration of slaves) and the significance of immigration for identity, citizenship, and/or heritage

Sample questions: "What are some factors that contributed to people's decisions to emigrate during this period?" "What countries were the primary destinations of immigrants in the nineteenth century? What impact did the flow of immigrants have on indigenous peoples in these countries? On the heritage of these countries? What are some ways in which this heritage is still evident today?" "What developments during this time account for the large Indian population in some regions of Africa?"

D3.4 analyse how various factors influenced artistic expression in different countries during this period (e.g., with reference to music, literature, painting, architecture, theatre, fashion)

Sample questions: "What is the political context of Tchaikovsky's 1812 Overture? How does this work, or that of other Russian composers at this time, reflect Russian nationalism?" "What was the relationship between the Romantic movement in Western music and literature and social and political changes occurring at this time?" "What impact did Shibata Zeshin or Katsushika Hokusai have on Japanese painting?" "Why was this an important period in Indian music?" "What role did the writer Émile Zola have in the Dreyfus case in France?"

D3.5 explain the role of some key political figures in various societies during this period, and assess their contribution to the development of identity, citizenship, and/or heritage in those societies (e.g., Muhammad Ahmad, Abd al-Hamid, Otto von Bismarck, Napoleon Bonaparte, Empress Dowager Cixi, Giuseppe Garibaldi, Toussaint L'Ouverture, Louis Riel, Emperor Meiji, Robespierre, Raja Ram Mohan Roy, Maharaja Ranjit Singh, Tecumseh, Queen Victoria)

Sample questions: "What criteria would you use to assess the contributions of Abraham Lincoln to citizenship and heritage in the United States? Why would Americans in the North and slaves in the South likely have had a different view of his accomplishments than white Southerners would have had?"

E. THE WORLD SINCE 1900

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Context:** analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- E2. Communities, Conflict, and Cooperation:** analyse interactions between various groups since 1900 and how key individuals and social, economic, and political forces have affected those interactions (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- E3. Identity, Citizenship, and Heritage:** analyse the development of the rights, identity, and heritage of different groups around the world since 1900 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

- E1.1** analyse the impact of some key social trends and/or developments in various regions of the world during this period (*e.g., with reference to urbanization; immigration and refugees; changes in social mores, in the treatment of children, elders, and/or people with physical or mental disabilities, in the role of religion, in recreation, or in crime and punishment; labour, eugenics, peace, civil rights, feminist, Aboriginal, or environmental movements*)

Sample questions: “What have been the intended and/or unintended consequences of the rise of the suburbs in different regions of the world? What criteria would you use to rank the various consequences of suburban development?” “What have been the most significant social movements in different regions during this period? What impact have they had?”

- E1.2** describe a variety of developments in science and/or technology during this period (*e.g., developments in household appliances, motion pictures, radio and television, automobiles, airplanes, satellites and space travel technologies, computers and cellular technologies, reproductive technologies, medicine or biotechnology, mechanization or robotics, weapons, renewable energy*), and assess their impact (*e.g., increased mobility, decreased*

infant mortality rates and increased life expectancy, increased number of wartime casualties, changes in the workplace and in recreation, changes in agricultural practices, “cashless” societies, digital fraud, challenges to privacy)

Sample questions: “How has technology changed the nature of work in the past century? “What impact have video games had on many young people’s entertainment activities? In what ways have video games and other digital technologies changed society and social interactions? What are some other technological developments of the twentieth century that changed the ways in which people spent their leisure time?”

- E1.3** describe dominant economic systems and some key economic policies in various regions during this period (*e.g., traditional, market, command, mixed systems; laissez-faire and state-regulated capitalism; collectivist, fascist, socialist, communist, Keynesian policies; economic protectionism and free trade; sustainable development strategies*), and analyse the interrelationship between economic systems and political orientation

Sample questions: “What were some similarities in economic policies in communist and socialist countries during this period? What were the main differences? How would you account for the differences?” “Which regions of the world continued to have traditional economies in this period?” “Which economic systems have been dominant during this period? Which have been in decline?” “What relationship do you

see between the political orientation of governments and their willingness to regulate or deregulate the economy during this period?"

- E1.4** describe forms of government in various countries during this period (*e.g., democracy, theocracy, monarchy, autocracy, dictatorship, military junta*), and explain the political beliefs and/or ideologies that underpinned them (*e.g., anarchism, conservatism, fascism, Nazism, Marxist-Leninism, Maoism, nationalism, neoliberalism, secularism*)

Sample questions: "Which political philosophies dominated the twentieth century? What types of government did they inspire?" "What political ideas most influenced the Young Turks? What impact did this group have on the government of the Ottoman Empire and Turkey?" "If Nazi and Marxist-Leninist regimes during this period were at opposite ends of the political spectrum, how might you account for similarities between them?"

E2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- E2.1** explain the main causes and consequences of some major global and regional conflicts during this period (*e.g., the Russian Revolution; World War I; World War II; conflicts associated with the Cold War in Europe, Asia, and/or Latin America; the Six Day War; civil war in Spain, China, Congo, Algeria, Cambodia, Sri Lanka, or Sudan; the Gulf Wars; the War on Terror*)

Sample questions: "What were the causes of conflict in Vietnam in the 1950s? Why was France initially involved in this conflict? Why did the United States choose to enter the war? What were the consequences of that decision for Vietnam and for the United States?" "What criteria would you use to decide which of the Gulf Wars had the greatest impact on the world?"

- E2.2** describe significant developments relating to warfare during this period (*e.g., new weapons such as machine guns, tanks, submarines, bombers, atomic bombs, nuclear missiles, drones, landmines; chemical warfare; genocide; war crimes; the role of UN and other international peacekeeping forces*), and assess their consequences (*e.g., the short- and long-term impact of the dropping of atomic*

bombs on Hiroshima and Nagasaki or the use of Agent Orange in Vietnam; civilian casualties from landmines; refugee crises; increasing mortality rates; the creation of the International War Crimes Tribunal)

Sample questions: "If an atomic bomb had not been dropped on Hiroshima, do you think World War II would have ended in the same way? Do you think the arms race would still have occurred?" "What role have chemical weapons played in conflicts during this period?" "What role have child soldiers played during this period?"

- E2.3** explain how the actions of some significant individuals and groups contributed to conflicts within and between various countries during this period (*e.g., with reference to Idi Amin, Fidel Castro, Francisco Franco, Emperor Hirohito, Adolf Hitler, Ho Chi Minh, Leopold II, Mao Tse-Tung, Augusto Pinochet, Pol Pot, Saddam Hussein, Joseph Stalin; Al-Qaeda, the Central Intelligence Agency, the Irish Republican Army, or the Lord's Resistance Army*)

Sample questions: "What were the main differences in the ways in which early Soviet leaders interpreted Marxism? How were the ideas of Lenin and Trotsky different from those of Stalin? How did this lead to conflict within the Soviet Union? What were the consequences of Stalinism?" "Why was Margaret Thatcher a divisive force in British society?"

- E2.4** analyse some significant interactions between diverse groups during this period, including those characterized by violence and/or deprivation of rights as well as those characterized by cooperation (*e.g., with reference to segregation in the American South; apartheid in South Africa; residential school systems; the Holocaust, the Holodomor, and/or the Armenian, Rwandan, or Srebrenican genocides; political repression in Chile, El Salvador, Iran, or Zimbabwe; forced labour in Soviet gulags, Nazi concentration camps, or Chinese "re-education camps"; cooperation through international courts of justice, the United Nations, foreign aid*)

Sample questions: "What were the causes of the demonstrations in Tiananmen Square? What was the response of the Chinese government? What were its consequences?" "What are some countries that have established truth and reconciliation commissions? Why did they establish these commissions? Do you think they were successful? Why or why not?"

E2.5 analyse some significant developments related to colonization, decolonization, and globalization during this period, including their impact on different groups in various regions of the world (e.g., with reference to continuing imperial interests in Africa and Asia; atrocities in the Belgian Congo; colonies' struggles for political independence; the decline of the Austro-Hungarian, Ottoman, and/or British Empires; multinational corporations and foreign investment; economic and cultural imperialism; the World Bank and International Monetary Fund; international peacekeeping; the United Nations Declaration on the Rights of Indigenous Peoples; the Kyoto Protocol; the global village; cultural exchange; genocide, civil war, and ethnic cleansing)

Sample questions: "What are some challenges associated with decolonization in Africa since the mid-twentieth century?" "What role have multinational corporations played in the economies of Central American nations during this period? Who has benefited from the practices of these corporations? Who has not?" "What responsibility do you think colonizing nations have for the consequences of their actions? Do you think former colonies should be compensated for the impact of historical colonial policies? If so, how should they be compensated?"

E3. Identity, Citizenship, and Heritage

FOCUS ON: Continuity and Change; Historical Perspective

By the end of this course, students will:

E3.1 explain how change and continuity in national boundaries during this period has contributed to the development of identity, citizenship, and/or heritage (e.g., changes arising from the decline of the Ottoman Empire, the partition of India, the creation of Israel, the creation and/or dismantling of Yugoslavia or the Soviet Union, the division and/or reunification of Germany or Vietnam, the division of Korea, the impact of old colonial borders in postcolonial Africa)

Sample questions: "Why might it be useful to apply the concept of continuity and change when investigating China's relationship with Tibet, Taiwan, and Hong Kong during this period? How has the extension of China's authority affected the development of identity, citizenship, and/or heritage in these regions?"

E3.2 analyse the goals, methods, and accomplishments of various significant individuals and groups who have contributed to the evolution of human rights in different regions during this period (e.g., Isabel Allende, Chen Duxiu, Mohandas Gandhi, Václav Havel, Hu Jia, Jomo Kenyatta, Martin Luther King Jr., Stephen Lewis, Sylvia Pankhurst, Queen Raina of Jordan, Oscar Romero, Eleanor Roosevelt, Aung San Suu Kyi, or Desmond Tutu; Amnesty International, the International Criminal Court, the International Red Cross / Red Crescent Societies, or the United Nations)

Sample questions: "What events led to the formation of the Mothers of the Plaza de Mayo? What were its goals? What contribution has the group made to human rights in Argentina?" "What were some common elements in the strategies/methods used by Gandhi and Martin Luther King to try to achieve their goals?" "What concept or concepts of historical thinking might help you account for changing perceptions of Nelson Mandela, from 'terrorist' to elder statesman?"

E3.3 analyse the extent to which the social, political, and/or economic roles and status of women have changed in various countries or regions during this period (e.g., with reference to the family, including birth rates, domestic work, access to birth control or abortion; the labour force, including equal pay for equal work, employment in sweatshops or maquiladoras; politics, including the right to vote, representation in governing bodies; violence against women, such as rape, domestic violence, female infanticide, female genital mutilation; access to education; the role of and attitudes towards women in religious institutions)

Sample questions: "When you compare the lives of women in some Western countries at the beginning and end of this period, what are the most significant changes you see? Are there any issues that have continued to exist throughout this period?" "When you consider changes in the roles or status of women during this period, why is it important to consider non-Western women as well as minority women in the West? Why might the experiences of these groups be distinct?" "What types of economic disparities have existed between different groups of women during this period? How would you account for these disparities?"

E3.4 analyse the significance of some key cultural trends and developments during this period (e.g., developments in music such as jazz, rock 'n' roll,

ska; developments in cinema, including Hollywood and Bollywood films and the work of influential filmmakers from various cultures; changes in fashion; developments in literature; new schools of art; manga and anime; indigenous arts and crafts; the dominance of American culture; the impact of censorship and political repression)

Sample questions: “In what ways has globalization during this period contributed to cultural homogeneity? What are some ways in which societies have sought to protect their culture? Have these policies been successful? Do you think they will be successful in the future?”
“Why is the work of artist Ai Wei Wei banned in China?”