

IRP (2006) History 12 - Curriculum Summary and Critique

red – potential inclusion of Native history within the PLO (yet no mention of First Nations)

blue – potential for inclusion of First Nations learning styles (yet no mention of First Nations)

purple – intended for actual mention of First Nations history or learning styles within IRP (no mention)

Principles of Learning:

- History 12 is designed as a four credit course in which learning is considered to be founded on three principles: 1) Learning requires the active participation of the student. 2) People learn in a variety of ways and at different rates. 3) Learning is both an individual and a group process.

Rationale:

- History 12 requires students to conduct historical inquiries, to think through cause-effect relationships, and to reach sound historical interpretations about 20th century history.
- By examining the choices and decisions of the 20th century, students can evaluate current events and challenges with a deeper awareness of alternatives.

Units:

- The Study of History
 - analyze relevance of primary and secondary historical documents (with relevance given to reliability, bias, point of view, and conflicting evidence)
 - develop interpretations and assess significant historical events in relation to other geographical, political, economic and technological factors
 - demonstrate historical empathy
- Conflict and Challenge: The World of 1919
 - explain the significance of nationalism and imperialism with reference to Europe and the Middle East and the ‘Mandate System’
 - evaluate Paris Peace Conference in terms of its outcomes and participant contributions
- Promise and Collapse: 1919–1933
 - compare basic features of democracy, fascism and communism
 - describe rise of fascism in Italy (Mussolini) and contributing social/economic factors
 - describe rise of Nazi Germany and Hitler, reference conditions that generated support
 - evaluate ways Lenin and Stalin transformed the USSR
 - describe relationship between colonial rule and growing national self-determination movements in Palestine and India
 - describe social, economic and political developments in the US
- Turmoil and Tragedy: 1933–1945
 - assess causes of WWII, including worldwide responses to the Great Depression
 - evaluate the causes that led to WWII including Japanese imperialism and appeasement
 - explain significance of events in WWII, including characteristics of political regimes and weapons technologies and mass communication

- explain and analyze the significance of genocide, including the Holocaust
- Transformation and Tension: 1945–1963
 - assess critical developments of the Cold War including the division of Germany, American policy of containment, Soviet sphere of influence, Korean War
 - describe the emergence of China as a major player in world affairs
 - analyze independence movements and the role of nationalism in colonial countries
 - describe relations between Arab and Israelis, including territorial changes
 - explain key developments in the struggle for human rights in South Africa and the US
- Progress and Uncertainty: 1963–1991
 - explain the significance of conflicts in Asia and Middle East (Vietnam)
 - analyze changes in Chinese communism, with reference to the Cultural Revolution
 - analyze late stages of the Cold War and the breakup of the USSR

Critique:

This IRP makes a special consideration for working with the aboriginal community in the section entitled ‘Considerations for Program Delivery.’ As in most other IRPs, teachers are encouraged to seek the advice of local aboriginal communities and Aboriginal education coordinators. While there are identifiable Principles of Learning that can be associated with the Aboriginal learning emphasis on balance and community (blue text), these are not specifically translated into the incorporation of Aboriginal practices into the curricula (such as healing circles, storytelling, environmental management, etc.). Furthermore, there are *no specific mentions of Aboriginal or indigenous content* in the entire IRP whether in the US, Canada or elsewhere in the world. This is despite the fact that there are a multitude of identified areas in which the students could incorporate indigenous history into specific PLOS (highlighted in red in this summary). For example, there is no mention of Canada as a colonialist state; of the role played by aboriginal peoples in either of the two major wars of this century; of the growing movement in Canada, the US, and other nations for Indigenous self-determination during the post-WWII era; and no content that includes aboriginal peoples in discussion about crimes against humanity or civil rights. While it is obvious that this is a course focused on the worldwide history of the twentieth century, the complete lack of attention paid to significant Indigenous minorities in Canada or elsewhere is troubling.

Text: *Global Forces of the Twentieth Century 2nd Edition by Mitchner & Tuffs*

There is no mention of First Nations, Aboriginals, Native Americans or even Indigenous peoples in the textbook whatsoever, despite detailed descriptions of events that relate to Aboriginal history in other Chapters. For example, soldiers in the First and Second World Wars are described in Chapters 2 (The First World War: Industrial Powers Collide) and 7 (The Second World War: War in Europe). The textbook includes sections on human rights and genocide, of which the residential school system in Canada has been labelled, in Chapters 8 (The Pacific War), 9 (The United Nations), 17 (Contemporary Global Interaction). The textbook also includes sections on the right to self-determination, which is closely related to the struggle for aboriginal rights in Canada, in Chapters 11 (Superpower Detente), 12 (The Middle East), 13 (Nationalism in Asia), and 15 (Revolution the Global Power Structure). The discerning teacher could pull indigenous self-determination into these sections on her own, but would have to collect her own resources while making space in the curriculum for their investigation.