

10

Grade 10

world history,
culture, and
geography:
the modern world

Civic education content and skills in the California History-Social Science Standards include

- Historical origins of basic constitutional concepts (Standards 10.1.1, 10.1.2, 10.1.3, 10.2.1, 10.2.2, 10.2.3, and 10.2.4)
- Authoritarian and totalitarian regimes (Standards 10.5.5, 10.6.3, 10.7.1, 10.7.2, 10.7.3, and 10.9.4)
- Self-determination of peoples (Standards 10.4.3, 10.4.4, 10.6.1, 10.9.5, 10.9.6, 10.9.7, and 10.10.3)

Overview drawn from the California History-Social Science Framework

The tenth grade course of study examines major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course furthers understanding of the origins, evolution, and significance of democratic ideas. Students review the significant ideas of the Enlightenment thinkers and their effect on democratic revolutions in England, the United States, France, and Latin America. The natural rights philosophy, on which these democratic revolutions are based, is discussed and analyzed in more detail than in earlier grades. The study of modern world history improves student understanding of the political philosophy underpinning the American political system, the uniqueness of the American political experiment, and the influence of the American system on other nations. Through a study of modern authoritarian and totalitarian states, students learn the critical importance of constitutionalism, popular sovereignty, consent of the governed, and the safeguarding of individual rights.

HISTORICAL ORIGINS OF BASIC CONSTITUTIONAL CONCEPTS

Some of the basic ideas of current democratic systems had their origins in the political systems of ancient Greece and Rome. These include the ideas of direct democracy, republicanism, representation, and the concept of a constitution. These ideas have been introduced in grades 6 through 8. At this grade level, these ideas and their evolution to the present day are examined in greater depth. Students should be able to trace the development of Western political ideas from ancient Greece and Rome through medieval Europe and the Enlightenment. They should be able to explain how the Founders of the American republic put into practice the political theories of the Enlightenment and how some other countries of the world emulated aspects of the American system of constitutional government.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <ol style="list-style-type: none"> Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual. Trace the development of Western political ideas of the rule of law and the illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i>. Consider the influence of the U.S. Constitution on political systems in the contemporary world. <p>10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p>	<p>I.A.1 Explain the meaning of the terms civic life, politics, and government.</p> <p>I.A.3 Evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.</p> <p>I.B.1 Explain the essential characteristics of limited and unlimited governments.</p> <p>I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.</p> <p>I.B.3 Explain and evaluate the arguments that civil society is a prerequisite of limited government.</p> <p>I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.</p> <p>I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p> <p>History-Social Science Analysis Skill Standards Chronological and Spatial Thinking</p> <p>1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>Historical Interpretation</p> <p>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p>

SAMPLE CLASSROOM APPLICATIONS

Students identify one element in each of the following documents that exemplifies the concept of constitutionalism. Alternately, students identify one major democratic idea in each of the following documents.

Magna Carta
Mayflower Compact
English Bill of Rights
Declaration of Independence
French Declaration of the Rights of Man and Citizen
U.S. Constitution
U.S. Bill of Rights

Students select one essential political freedom (e.g., freedom of religion, speech, press, assembly) and one economic freedom (e.g., own and dispose of property, engage in business enterprises) and explain in short essays why they are essential to the maintenance of constitutional democracies.

Cite historical and contemporary examples of how the Declaration of Independence and the U.S. Constitution and Bill of Rights have influenced other revolutionary movements and governments around the world.

Students examine artistic or literary expressions of patriotism in the American, French, and Latin American revolutions and identify the expressed values or principles.

Students analyze current or recent political platforms or speeches by candidates for Congress or statewide offices for evidence of classical republican or natural rights philosophies. Students present their findings in oral presentations.

Identify current examples of the application of the ideas of (1) natural rights, (2) classical republicanism, and (3) constitutional government. (See Units 1 and 6 of *We the People: The Citizen and the Constitution*.)

SAMPLE RESOURCES

Print

American Legacy: The United States Constitution and Other Essential Documents of American Democracy. Center for Civic Education, 1997. This booklet features the texts of many American political documents; there is no commentary.

Croddy, Marshall, and Coral Suter. *Of Codes and Crowns*. Constitutional Rights Foundation, 1992. Unit Three, “Blood Feuds: Making Rules Work” traces the development of law in ancient Greece.

“Innovations in Law.” *Bill of Rights in Action*. Constitutional Rights Foundation, Vol. 16, No. 4 (Fall 2000). The first article examines the code of laws developed by the ancient Hebrews, which influenced Roman law, English law, and our own Declaration of Independence and Constitution. The second article explores Thomas Jefferson’s writing of the Declaration of Independence and the source of his ideas for this document. Suggested activities are included. The lessons are online at http://www.crf-usa.org/bria/bria16_4.htm#natural

Rhodehamel, John H., Stephen F. Rohde, and Paul Von Blum. *Foundations of Freedom*. Constitutional Rights Foundation, 1991. The first chapter, “Origins,” is a short narrative history of the development of individual rights in English law from the Magna Carta to the Glorious Revolution of 1689.

We the People: The Citizen and the Constitution, Level 3. Center for Civic Education, 1995. The first unit of this text includes a set of nine lessons on the philosophical and historical foundations of the American political system, the first three of which deal directly with their classical roots. Lesson 38 in Unit VI examines the historical and contemporary impact of American constitutionalism on other countries.

“When Roman Law Ruled the Western World.” *Bill of Rights in Action*. Constitutional Rights Foundation, Vol. 17, No. 4 (Fall 2001). The article examines Roman law, which helped hold the empire together and is the basis for many modern law codes. Suggestions for writing and a student activity are included. The lesson is online at http://www.crfusa.org/bria/bria17_4.htm#roman

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<ol style="list-style-type: none"> 1. Compare the major ideas of philosophers and their effects on democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison). 2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). 3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations. 	<p>II.D.1 Explain the meaning of the terms “liberal” and “democracy” in the phrase “liberal democracy.”</p> <p>IV.C.1 Evaluate, take, and defend positions about the impact of American political ideas on the world.</p>	<p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Use clear research questions and suitable research methods....</p> <p>1.5 Synthesize information from multiple sources....</p> <p>Writing Applications</p> <p>2.3 Write expository compositions including analytical essays and research reports.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>3. Evaluate major debates among historians concerning alternative interpretations of the past....</p> <p>Historical Interpretation</p> <p>3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>History-Social Science Analysis Skill Standards Historical Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

Internet

AmericanRevolution.org. *Internet Gateway to the American Revolution.*

<http://www.americanrevolution.org>

This site contains some good primary sources and many links.

Avalon Project, Yale Law School. *Declaration of the Rights of Man, 1789.*

<http://www.yale.edu/lawweb/avalon/rightsof.htm>

This site contains an English translation of the complete text of this basic 1789 document of the French Revolution. The complete text of the English Bill of Rights is also available online at

<http://www.yale.edu/lawweb/avalon/england.htm>

The Bolivian Republic. *Simón Bolívar.*

<http://www.geocities.com/Athens/Acropolis/7609/eng/>

This site has a biographical sketch of the liberator of New Granada, along with a summary of Bolívar's political beliefs. English and Spanish versions are available.

Claremont Institute, The Founders Library. *User's Guide to the Declaration of Independence.*

<http://www.founding.com>

This site brings the Declaration of Independence to life. Not only is there information about its writing and the Founders, but there are discussions of topics from today and from critical periods of American history.

George Mason University. *Liberty, Equality, Fraternity: Exploring the French Revolution.*

<http://chnm.gmu.edu/revolution/>

The website includes documents, maps, pictures, music, and much more.

Growth of Democratic Tradition: Age of Enlightenment. SCORE.

http://rims.k12.ca.us/score_lessons/growth_of_democratic/

This site provides a brief introduction to the ideas of some British and French Enlightenment thinkers. The site consists of an overview page that discusses the changes from absolutism to constitutionalism and also includes lesson plans.

The History Net. *The Athenian Constitution by Aristotle.*

http://www.knuten.liu.se/~bjoch509/works/aristotle/ath_constitution.txt

This site contains Aristotle's long and detailed account of the history and provisions of Solon's constitution for Athens.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
		<p>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</p> <p>Visual Arts Standards Historical and Cultural Context</p> <p>3.1 ...Discuss...political developments reflected in the works of art examined (Advanced).</p> <p>3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art (Proficient).</p>

SAMPLE CLASSROOM APPLICATIONS**SAMPLE RESOURCES**

Houghton, Bob. *The Bill of Rights—A Virtual Museum*. SCORE.

http://rims.k12.ca.us/score_lessons/bill_of_rights/index.htm

This site contains a discussion of each of the first Ten Amendments with discussion suggestions for each.

How Revolting It Is: Comparing the French and American Revolutions in January 1793. SCORE.

http://rims.k12.ca.us/score_lessons/revolting

A lesson plan compares and contrasts the American and French Revolutions.

National Archives and Records Administration. *Magna Carta and Its American Legacy*.

<http://www.nara.gov/exhall/charters/magnacarta/manintrap.html>

This website includes an explanation of the history and impact of the Magna Carta on the U.S. Constitution. The site also includes a translation of the text of the Magna Carta.

Rüfner, Thomas. *Questions and Answers on Roman Law*.

<http://www.jura.uni-sb.de/Rechtsgeschichte/Ius.Romanum/RoemRFAQ-e.html>

This site includes a series of questions on Roman law with short responses.

AUTHORITARIAN AND TOTALITARIAN REGIMES

The twentieth century witnessed the development of brutal totalitarian regimes. Students should learn about the differences between democratic and totalitarian political systems. They should critically examine such questions as how dictators, of both the right and left, gain and maintain power. They should be able to explain how a vigilant citizenry committed to fundamental democratic values and principles is essential to the maintenance of constitutional democracy.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>10.5 Students analyze the causes and course of the First World War.</p> <p>5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.</p> <p>10.6 Students analyze the effects of the First World War.</p> <p>3. Understand the widespread disillusionment with pre-war institutions, authorities, and values that resulted in a void that was later filled by totalitarians.</p> <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p> <p>1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).</p> <p>2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).</p>	<p>I.B.2 Evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.</p> <p>I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms.</p> <p>I.C.3 Evaluate, take, and defend positions on what conditions contribute to the establishment and maintenance of constitutional government.</p> <p>IV.B.3 Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles (e.g., commitment to human rights).</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>History-Social Science Analysis Skill Standards Chronological and Spatial Thinking</p> <p>1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Use clear research questions and suitable research methods.</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence....</p> <p>1.5 Synthesize information from multiple sources....</p> <p>Writing Applications</p> <p>2.3 Write expository compositions including analytical essays and research reports.</p> <p>History-Social Science Analysis Skill Standards Research, Evidence, and Point of View</p> <p>2. Identify bias and prejudice in historical interpretations.</p>

SAMPLE CLASSROOM APPLICATIONS

Describe the processes by which twentieth century dictators such as Stalin, Hitler, Mao Zedong, Slobodan Milosevic, and Saddam Hussein created and attempted to maintain totalitarian states.

Students research genocides that have taken place under totalitarian regimes. They explain measures that can be taken to prevent future acts of genocide. Invite survivors of genocides who have settled in your community to speak to students about their experiences and recommendations for preventing future genocides.

Students research the events that led to the massacre in Tiananmen Square (June 1989). Each student writes an editorial on the pro-democracy, student-led movement and its repression by the Chinese regime.

Explain how and why totalitarian regimes attempt to control information and silence dissent. Students research the effectiveness and consequences of such actions in a specific nation. They also research countermeasures used by civil society and government in dealing with such regimes (e.g., Human Rights Watch, Radio Free Europe, Amnesty International).

Students create multimedia reports highlighting the role artists have played in advocating and promoting human rights and making others aware of violations of these rights.

Explain how the ideas of “individual rights,” “limited government,” “rule of law,” and “consent of the governed,” have been used to de-legitimize authoritarian and totalitarian regimes.

Explain how civil society can serve to counterbalance the powers of government.

Conduct interviews to document stories of those who participated in World War II or other wars against totalitarian or authoritarian regimes (e.g., veterans, defense workers, internees, Holocaust survivors). Ask the participants to explain reasons for the wars and describe the characteristics of the regimes. Preserve these oral histories in a book and present it to the school or local library. (Service-Learning Activity)

SAMPLE RESOURCES

Print

California Department of Education. *Model Curriculum for Human Rights and Genocide*. California Department of Education, 1987. This teacher guide, aligned with the History-Social Science Framework, contains a model for developing lessons on human rights issues and recommended curriculum resources.

California Department of Education. *World History, Culture, and Geography: The Modern World*. California Department of Education, 1995. This “course model” provides an extensive annotated list of resources on the totalitarian regimes of Nazi Germany and Stalinist Russia.

De Jonge, Alex. *Stalin and the Shaping of the Soviet Union*. William Morrow and Company, 1986. This is a full-length biography of Josef Stalin.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice (High School Edition). Center for Civic Education, 1995. Several lessons explore the nature of authority and its sources. The text also explains how dictators take and use power.

Orwell, George. *1984*. Knopf, 1992. This classic novel, written in the 1950s, explores a future totalitarian society.

Ravitch, Diane, and Abigail Thernstrom (editors). *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide*. HarperCollins, 1992. An appeal to Deng Xiaoping, the May 19 Petition of the Student Democratic Movement, and poems from Tiananmen Square are among the short readings included in this collection.

Shirer, William. *The Rise and Fall of the Third Reich*. Simon and Schuster, 1960. This is a classic full-length history of Nazi Germany.

“The Suppression of Art in Nazi Germany.” *Bill of Rights in Action*. Constitutional Rights Foundation, Vol. 13, No. 2 (Spring 1997). This is an article on the Nazi government’s opposition to art it considered “degenerate.” Questions for discussion and an activity on government suppression of the arts are included. The article and recommended activity may also be found online at http://www.crf-usa.org/bria/bria13_2.html#nazi. The online version includes “hot links” to selected works of art that were outlawed by the Nazis.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.</p> <p>10.9 Students analyze the international developments in the post-World War II world.</p> <p>4. Analyze the Chinese Civil War, the rise of Mao Zedong, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p>		<p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Historical Interpretation</p> <p>2. Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p> <p>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>1.8 Produce concise notes for extemporaneous delivery.</p> <p>History-Social Science Analysis Skill Standards Historical Interpretation</p> <p>3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p> <p>VISUAL/DRAMATIC PRESENTATIONS ACTIVITIES AND APPLICATIONS</p> <p>Visual Arts Standards Historical and Cultural Context</p> <p>3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined (Advanced).</p> <p>Aesthetic Valuing</p> <p>4.1 Articulate how...current social, economic, and political contexts influence the interpretations of the meaning or message in a work of art (Proficient).</p>

SAMPLE CLASSROOM APPLICATIONS**SAMPLE RESOURCES****Internet**

Asia Society. *China: Fifty Years Inside the People's Republic.*

<http://www.AsiaSociety.org/arts/chinaphotos/>

A chronology of Chinese history; the latter part of this time line details a number of measures designed to eliminate opposition to Mao and party rule.

The History Place. *The Rise of Adolph Hitler: Hitler Becomes Dictator.*

<http://www.historyplace.com/worldwar2/riseofhitler/dictator.htm>

This site includes a moderately detailed narrative of steps taken to consolidate Hitler's power in Germany in 1932–34.

Library of Congress, American Memory. *After the Day of Infamy: "Man-on-the-Street" Interviews Following the Attack on Pearl Harbor.*

<http://memory.loc.gov/ammem/afcphtml/afcphtml.html>

Recordings of over 200 individuals across the United States reflect the diverse opinions concerning the war and other social and political issues of the day.

Library of Congress, Soviet Archives Exhibit. *The Internal Workings of the Soviet System.*

<http://archive.ncsa.uiuc.edu/SDG/Experimental/soviet.exhibit/intro1.html>

This website contains a discussion of the Bolshevik regime and the methods it used to secure power, including the Stalinist purges. The site includes a number of illustrative documents of the Soviet purges and police terror.

Poon, Leon. *History of China.*

<http://www-chaos.umd.edu/history/welcome.html>

This site includes a narrative history of China with links to other China sites.

SELF-DETERMINATION OF PEOPLES

Peoples throughout history have long sought to determine their own destiny. Eighteenth-century revolutions sought to create new systems of government based on popular sovereignty. Wars of independence in the Western Hemisphere in the early nineteenth century secured self-government for most of Latin America; however, most of the new sovereign nations failed to limit governmental power. The break-up of multiethnic empires after World War I changed the map of Europe. Woodrow Wilson had issued a call for an end to World War I based on Fourteen Points, chief among them was the call for self-determination of peoples and the establishment of new European nation-states.

After World War II, colonial empires around the world began to collapse as peoples in Africa and Asia sought to determine their own destinies. World War II, however, created a new imperialism with the Soviet Union's establishment of satellite states, or dependencies, in nations liberated from Nazi occupation. Students should examine the factors that ultimately led to the overthrow of Soviet domination of Eastern Europe. They should be able to recognize the methods used to win freedom and evaluate the efforts of emerging democracies to secure basic rights of their citizens.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> <p>3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> <p>4. Describe the independence struggles of colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p> <p>10.6 Students analyze the effects of the First World War.</p> <p>1. Analyze the aims and negotiating roles of world leaders, the terms and</p>	<p>IV.A.1 Explain how the world is organized politically.</p> <p>IV.A.2 Explain how nation-states interact with each other.</p> <p>IV.A.3 Evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.</p>	<p>READING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Reading Comprehension</p> <p>2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p> <p>History-Social Studies Analysis Skill Standards Historical Interpretation</p> <p>2. Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</p> <p>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p>

SAMPLE CLASSROOM APPLICATIONS

Examine President Woodrow Wilson’s Fourteen Points and explain how the principle of self-determination of people became a rallying point for ethnic minorities in European empires and colonized peoples in Africa and Asia.

Each student writes an essay explaining how the American experience has encouraged people under colonial rule to strive for self-determination.

Debate the proposition that British and French colonial policies of the nineteenth and early twentieth centuries laid the basis for the development of constitutional democratic governments in their respective colonies.

Students research how other nations of the world have used the American Declaration of Independence of the eighteenth century as a model for political freedom in the twentieth century. Ask: What are the principles expressed in the Declaration of Independence that have inspired other nations?

Discuss the distinction between power and authority as set forth in *Foundations of Democracy: Authority* (Center for Civic Education).

Students research the efforts of Eastern European governments to achieve independence from Soviet domination in the 1950s and 1960s. They explain the reasons for and consequences of movements for self-determination in Eastern Europe. Ask: How did these freedom movements in Poland, Hungary, and Czechoslovakia lay the basis for the emergence of democracy in the latter part of the twentieth century?

Have students read Vaclav Havel’s “Power of the Powerless” essay written in 1978 calling for each person to assume responsibility to prevent dictatorship (see Ravitch and Thernstrom’s *The Democracy Reader*). Ask: What are the salient points in his essay? Why does Havel assert that an individual who fails to resist a dictator shares responsibility for the regime?

Identify some of the most important causes of the collapse of the former Soviet Union.

Students select one of the nations that was formerly a part of the Soviet Union and identify some of the difficulties of its attempted transition from a totalitarian state to constitutional democracy.

Poll community leaders to gather their ideas on what they consider the greatest threats to democratic institutions in the contemporary world. Compile poll results and send to your local newspaper. (Service-Learning Activity)

SAMPLE RESOURCES

Print

California Department of Education. *World History, Culture, and Geography: The Modern World*. California Department of Education, 1995. This course model provides sample lessons and recommended resources on topics outlined in the California History-Social Science Framework. Unit IV, “The Rise of Imperialism and Colonialism” uses a case study of India to explore the topic.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice (High School Edition). Center for Civic Education, 1993. Lessons explore the nature of authority and its sources.

Ravitch, Diane, and Abigail Thernstrom (editors). *The Democracy Reader: Classic and Modern Speeches, Essays, Poems, Declarations, and Documents on Freedom and Human Rights Worldwide*. HarperCollins, 1992. Vaclav Havel’s “Power of the Powerless” essay on the responsibility each person shares for perpetuating dictatorship by daily compliance with the regime and Lech Walesa’s Nobel Peace Prize lecture are among the short readings included in this collection of primary sources.

Rohr, Janelle (editor). *Eastern Europe: Opposing Viewpoints*. Greenhaven Press, 1990. This volume in the Opposing Viewpoints series examines the effects of the revolutions in Eastern Europe and the impact of German reunification.

Shinew, Dawn, and John Fischer. *Comparative Lessons for Democracy*. Center for Civic Education and The Ohio State University, 1997. This is an international conceptual framework with examples from Eastern European nations.

Internet

Avalon Project, Yale Law School. *President Woodrow Wilson’s Fourteen Points*. <http://www.yale.edu/lawweb/avalon/wilson14.htm>
President Wilson’s peace proposal of January 8, 1919, can be found at this site.

Center for Civic Education. CIVNET.

http://www.civnet.org/resources/res_teach_frameset.htm

This site contains an international list of seminal documents on the nature of democracy as well as curriculum outlines on democratic leadership, several of them containing lists of the essential ingredients of democracies. The site also includes selected lessons.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS	NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT	OTHER RELEVANT CALIFORNIA STANDARDS
<p>influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.</p> <p>10.9 Students analyze the international developments in the post-World War II world.</p> <p>5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p> <p>6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p> <p>7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p> <p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p>3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>		<p>WRITING ACTIVITIES AND APPLICATIONS</p> <p>English-Language Arts Standards Writing Strategies</p> <p>1.3 Use clear research questions and suitable research methods....</p> <p>1.4 Develop the main ideas within the body of the compositions through supporting evidence.</p> <p>1.5 Synthesize information from multiple sources....</p> <p>Writing Applications</p> <p>2.3 Write expository compositions including analytical essays and research reports.</p> <p>2.4 Write persuasive compositions.</p> <p>History-Social Studies Analysis Skill Standards Chronological and Spatial Thinking</p> <p>1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>Research, Evidence, and Point of View</p> <p>4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>DEBATE/ORAL PRESENTATIONS AND APPLICATIONS</p> <p>English-Language Arts Standards Listening and Speaking Strategies</p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>1.8 Produce concise notes for extemporaneous delivery.</p> <p>History-Social Studies Analysis Skill Standards Research, Evidence, and Point of View</p> <p>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>2. Identify bias and prejudice in historical interpretations.</p>

SAMPLE CLASSROOM APPLICATIONS

SAMPLE RESOURCES

Constitutional Rights Foundation.

<http://www.crf-usa.org/>

A set of downloadable readings and activities covers a range of historical and contemporary issues relating to twentieth-century world history.

The service is free.

