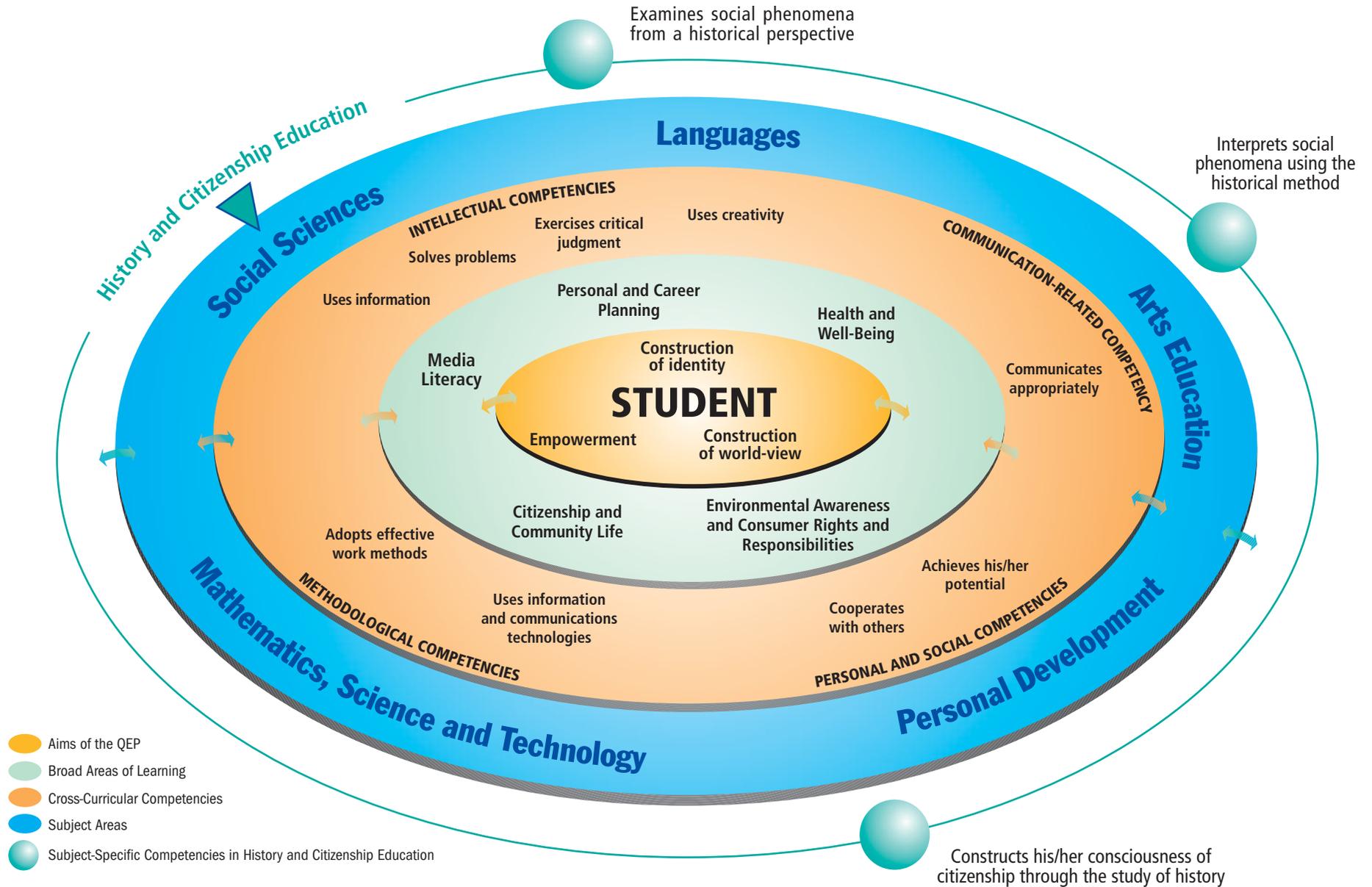




History and Citizenship Education

Making Connections: History and Citizenship Education and the Other Dimensions of the Québec Education Program (QEP)



Introduction to the History and Citizenship Education Program

The main thing history can teach us is that human actions have consequences and that certain choices, once made, cannot be undone. They foreclose the possibility of making other choices and thus they determine future events.

Gerda Lerner

The History and Citizenship Education program has two educational aims: to enable students to develop their understanding of the present in the light of the past and to prepare them to participate as informed citizens in the social life of a democratic, pluralistic society that is receptive to a complex world.

Contribution of the History and Citizenship Education Program to Students' Education

The History and Citizenship Education program contributes to students' general education in three ways. It allows them to see that the present is essentially a product of the past and to understand the present by approaching it from a historical perspective, which primarily involves taking duration and complexity into account. In terms of reasoning, history and citizenship education enables students to learn to seek information and to analyze and interpret social phenomena, and leads to a gradual enrichment of the conceptual framework they use to understand the social world. Finally, it allows students to grasp the impact of human actions on the course of history, and thus to become aware of their responsibilities as citizens.

Approach to the Study of History and Citizenship Education

The purpose of teaching history at school is not to make students memorize a simplified, student-friendly version

of the academic knowledge produced and constructed by historians, nor to ensure that they acquire factual learning of an encyclopedic nature, but rather to enable them to develop competencies that will help them to understand social phenomena¹ of the present in the light of the past.

Learning history at school enables students to gradually acquire the attitudes, intellectual approach and language on which historical thinking is based. Examining social phenomena from a historical perspective involves formulating questions. To construct answers to their questions, students must employ the historians' tools of reflection and use documentary sources.

In the Western world, historical education began to be a standard feature of the curriculum in public schools in the context of the rise of the nation-state a little over a century ago. Its introduction reflected a concern for citizenship education; historical narratives were used to instill a national identity and a belief in the validity of the existing social and political order. In the framework of the present program, the purpose of teaching history and citizenship education is rather to contribute to the education of citizens who are capable of well-informed, open-minded social participation, in accordance with the principles of democracy.

1. The term "social phenomena" refers to human action in societies of the past or the present. These phenomena encompass all aspects of the life of a society—the cultural, economic, political and territorial aspects—as well as the social aspect itself.

How the Subject-Specific Competencies Work Together

In the History and Citizenship Education program, students are expected to develop the following three competencies:

- Examines social phenomena from a historical perspective
- Interprets social phenomena using the historical method
- Constructs his/her consciousness of citizenship through the study of history

The three competencies targeted by the program are closely connected. They develop together and in interaction, on the basis of the same learning content. The development of the first competency should bring into being, inspire and guide the various attitudes and actions the students use to interpret social phenomena and construct their consciousness of citizenship. In order to consider social phenomena from a historical perspective, students have to develop attitudes that enable them to establish the grounds for their interpretations of those phenomena, to form a personal representation of the phenomena and to establish the historical bases of their consciousness of citizenship, which is developed and consolidated progressively as the students examine and interpret various social phenomena.

Continuity Between the Elementary and Secondary Levels

At the elementary level, students were introduced to the two subjects that make up the Social Sciences subject area. These subjects are integrated into a single program, *Geography, History and Citizenship Education*, with the result that there is only one set of competencies for geography, history and citizenship education. These competencies are the following:

- To understand the organization of a society in its territory
- To interpret change in a society and its territory
- To be open to the diversity of societies and their territories

This elementary-level program enabled students to consider the organization of societies and the issues raised by the use and development of their territory, in space and time. It also had them seek connections between the present and the past, construct their own interpretations of social phenomena and become familiar with concepts such as territory, society, organization, change, diversity and duration.² Students focused on human action here and elsewhere, past and present, and became aware of the diversity of societies. Some of this learning in geography, history and citizenship education is also a focus at the secondary level. This is true with regard to the understanding of the organization of a society, the interpretation of social phenomena, the research process and various techniques:

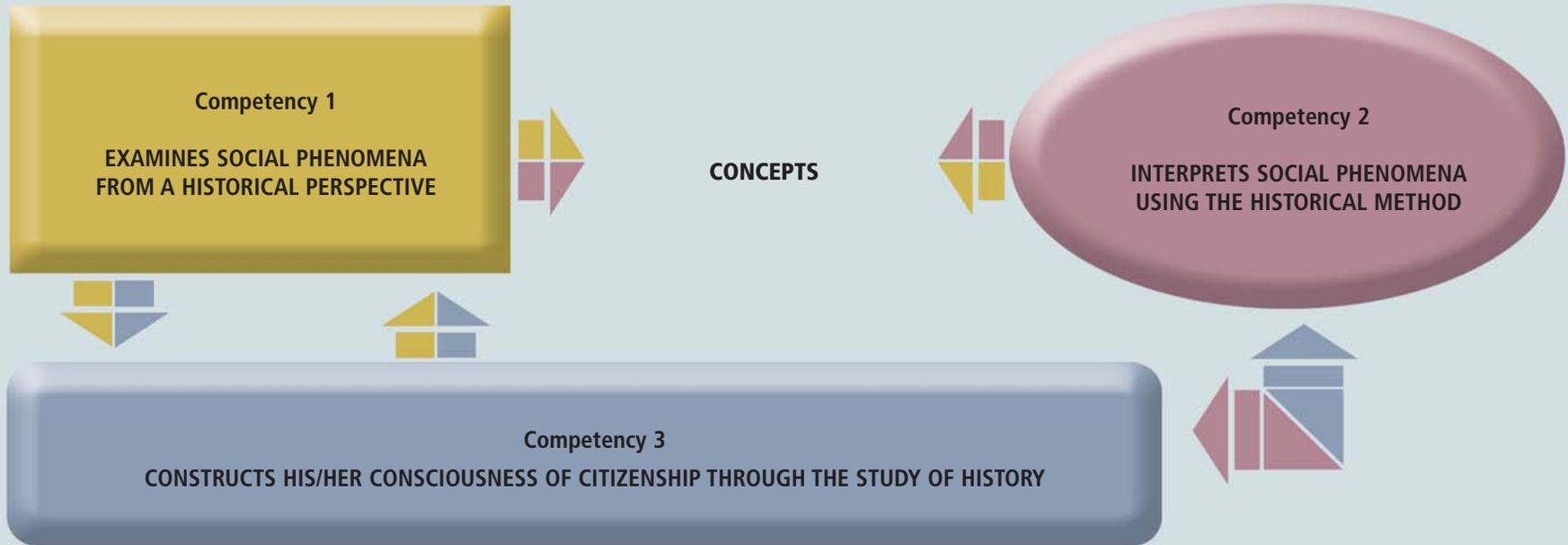
- Constructing and reading a time line
- Using chronological reference points
- Calculating duration
- Decoding illustrated and written documents
- Using an atlas

At the secondary level, the learning begun in elementary school continues in the framework of the development of competencies that are now specific to each subject in the subject area. They become more complex and give rise to the construction of new knowledge. Thus, students are encouraged to open up more to the world, not only to broaden their vision of the world, but also to become aware of the importance of human action in social change.

2. Page 325 presents the content of the Geography, History and Citizenship Education program at the elementary level.

HOW THE COMPETENCIES WORK TOGETHER

SOCIAL PHENOMENON



Making Connections: History and Citizenship Education and the Other Dimensions of the Québec Education Program

Connections between history and other subjects are readily apparent, and the History and Citizenship Education program has been designed to facilitate the integration of the various dimensions of the Québec Education Program. History and citizenship education teachers are encouraged to follow suit by taking an integrated learning approach with their students.

Connections With the Broad Areas of Learning

The broad areas of learning correspond to major social issues. They serve as anchor points for the development of the competencies and are designed to help students relate school learning to their daily concerns. The broad area of learning that has the greatest affinity with this program is *Citizenship and Community Life*. Its educational aim and focuses of development are consistent with the History and Citizenship Education program, which also seeks to prepare students to assume their responsibilities as citizens by ensuring that they have an informed understanding of social phenomena.

The History and Citizenship Education program enables students to explore community life from a historical perspective. By adopting this perspective, students can understand how, as a result of long-term societal changes, they are able to exercise their citizenship today in a democratic society. By studying various societies here and elsewhere, past and present, they observe cultural diversity, construct their consciousness of citizenship and acquire knowledge about the principles and values that characterize a democratic society. They discover occasions and

places for social participation, consider the role of public institutions, learn how they operate and observe the framework and nature of the interaction between these institutions and individuals. They also learn that regardless of time or place, human beings everywhere always establish relationships—egalitarian or otherwise—among themselves and formulate rules governing life in society.

The broad area of learning *Environmental Awareness and Consumer Rights and Responsibilities* also includes a focus of development that partly overlaps with the competencies in this program. This is the focus “awareness of social, economic and ethical aspects of consumption.” Societies have always produced goods to meet their needs or engaged in trade to obtain them. By looking at trade and commerce, students discover how production and consumption affect the relationships among societies, their territories and the environment. Becoming aware of the ongoing nature of these effects encourages students to retain a critical distance regarding consumption and the exploitation of the environment.

In the course of their research on social phenomena, students gather information from various media, which may present opposing viewpoints, or biased information. Students must then exercise critical judgment to distinguish between facts and opinions and to construct their own representations of social phenomena. Since the educational aim of the broad area of learning *Media Literacy* is to help students develop critical and ethical judgment regarding the media, it is clear that the subject and the broad area of learning may draw on each other.

Connections With the Cross-Curricular Competencies

The cross-curricular competencies do not operate in isolation, but are connected to the various subject-specific competencies. The competencies targeted by the History and Citizenship Education program promote, to varying degrees, the use of each of the cross-curricular competencies. Similarly, these subject-specific competencies contribute to the development of the cross-curricular competencies. The three elements of the History and Citizenship Education program to which the cross-curricular competencies relate most closely are the historical perspective, the historical method and consciousness of citizenship.

Given the central role of documents in the learning process, students must use information systematically in order to develop the competencies in history and citizenship education. They have to do research and select information. Their research is facilitated by the use of information and communications technologies, which they employ both to support their learning and to communicate the results of their research. They assimilate the language associated with the subject and use it to communicate their research results with clarity and precision.

Students exercise critical judgment when they evaluate the relevance of documents and when they take into consideration their own frame of reference and that of the authors they have consulted. To interpret social phenomena using the historical method and to analyze and adjust

their approach, they must adopt effective work methods. Similarly, they use creativity when they formulate hypotheses or explore different ways of doing things or thinking. They also learn to solve problems by analyzing the elements of a situational problem, by examining its context and by evaluating possible solutions.

As a subject, history and citizenship education also helps students to achieve their potential, by allowing them to discover the historical roots of their social identity, to recognize their place among others, and thus, to achieve a sense of belonging to the community. In short, the interpretation of social phenomena plays a role in the construction of students' identity because it forces them to confront perceptions and values.

Finally, cooperation, interaction and the exchange of opinions enrich the resources of students who are developing their competencies in history and citizenship education. In addition, the study of this subject enables them to perceive that social change requires cooperation among individuals and that participation in social life makes change possible.

Connections With the Other Subject Areas

In history and citizenship education, students read or write various texts and communicate orally. To construct their interpretations of social phenomena, they use narrative or informative texts or other sources describing the context of a period. They use their language competencies and rely on a set of reading strategies developed in their language of instruction classes. At the same time, since language is both an indispensable tool and the principal vehicle of communication in history, using it properly is a sign of well-structured thinking.

It is sometimes necessary to use mathematical, scientific and technological concepts in order to grasp certain social phenomena. For example, to understand the Industrial Revolution or form an opinion on major environmental or bioethical issues that confront societies, students must draw on their mathematical and scientific competencies. And if the other subject-specific competencies facilitate the study of such issues, studying the issues also provides opportunities to develop the competencies.

The artistic expression of a society, whatever form it may take, constitutes an essential reference point for the examination and interpretation of social phenomena. Since the arts bear witness to the history of societies, works of art can provide information that is useful for the study of social phenomena.

History and citizenship education contributes to the construction of students' consciousness of citizenship, particularly with regard to the principles and values of democratic life. Some of the subjects in the area of personal development familiarize them with a set of values related to community life, so that what they learn in these subjects complements what they learn in history and citizenship education.

Pedagogical Context

Students: Interested and Active Learners

In history and citizenship education, students begin studying social phenomena on the basis of their prior knowledge and what they observe and perceive in the world. They seek answers to their questions by formulating hypotheses concerning the social phenomena they are exploring. They establish connections between what they already know and what they discover. They test research strategies that enable them to understand the social phenomenon under study.

In their history and citizenship education class, students interact with their classmates and the teacher and share their discoveries and experiences with others. They sometimes work individually, sometimes in teams. They alternate between periods in which they pursue their research and periods in which they step back in order to view the facts, context, beliefs, attitudes and values in perspective.

Students should be encouraged to communicate their questions and the results of their research and analysis, and to view such communication as part of the exercise of their competencies. Whether they use oral or written means of communication, the importance of clarity and concision should be underscored.

The Teacher: A Guide and Mediator

History and citizenship education teachers help students to discover the pleasure of learning and encourage them to share their passion for the subject while underlining the importance of rigour and coherence. The teachers' role consists essentially in guiding students, particularly in their research. They suggest ways of doing things, indicate resources, provide encouragement and direction, and

do everything possible to help them learn without doing their learning for them.

In planning learning and evaluation situations, teachers present the students with an object and/or situation of inquiry, of interpretation and of consciousness of citizenship for each of the social phenomena included in the program. They create contexts for learning that enable students to acquire the historian's main tools. The application of the program requires that teachers diversify their practices and approaches in order to respect the various types of learners and learning styles.

Teachers also act as mediators between students and knowledge, helping students to develop cognitive and metacognitive strategies. They engage them in the process of constructing meaning, by promoting discussion and the exchange and comparison of points of view and encouraging them to express their feelings. By helping students to clarify their thinking and formulate ideas regarding the social phenomena they are studying, teachers promote intellectual activity and foster the development of the ability to think abstractly and to transfer learning.

The Classroom: A Rich, Stimulating Environment

Since teachers are also responsible for creating a stimulating classroom environment, they must ensure that students have access to appropriate resources. These resources may be part of the immediate environment—such as the library, the multimedia class and the community—or they may entail educational outings. The list of resources that may be useful for the development of competencies in history and citizenship education is extremely varied: museums, interpretation centres, busi-

nesses, maps, plans, pictures, artifacts and historical documents, audio-visual documents, first-hand accounts, and so on. The available resources must also include information and communications technologies that students can use both as research and production tools.

Meaningful, Open and Complex Learning and Evaluation Situations

Learning and evaluation situations should be varied, meaningful, open and complex, and should present challenges adapted to individual students' capacities.

A learning or evaluation situation is meaningful when students perceive the connections between the learning they have acquired and possible future applications. The study of social phenomena becomes fully meaningful for students when they realize that it helps them to understand the present. It is all the more meaningful if it refers to topical issues and social concerns. The situation is open if it enables students to explore several possible solutions rather than calling for a single solution or one right answer, should involve various tasks and should favour the use of several different research media. A learning situation may result in the production of different types of work by students.

A learning or evaluation situation is complex insofar as it draws on various resources, knowledge and know-how while allowing them to work together. The situation should require research, analysis and the selection of data. It should be based on historical reasoning, which involves the interaction of different types of analysis. It requires skill in questioning, analysis, critical judgment and synthesis. It makes use of the three subject-specific

competencies, draws on various cross-curricular competencies and allows for the establishment of connections with the broad areas of learning and other subjects.

Appropriate Evaluation

Evaluation should make it possible to assess students' progress during their learning process and should indicate the level to which they have developed the competencies at the end of the cycle. Closely associated with the learning process, the various evaluation practices are designed to provide students with feedback on their methods and approaches, their work, their strengths and weaknesses and what they have learned.

It is possible that during a given cycle, students might need to focus on a particular area of their learning in order to develop their competencies. They might, for example, be ready to examine the context of the period studied, but not yet capable of dealing with the elements of continuity and change. In such a case, evaluation can focus on specific tasks related to the key features in question. However, the students must progressively become involved in learning and evaluation situations that concern all the key features of the three competencies in the program.

End-of-cycle evaluation constitutes a professional act of the utmost importance, based on the teacher's judgment. Although it should take into account ongoing evaluation and not be simply an accumulation of data, its role is to determine the development of the subject-specific and cross-curricular competencies. The teacher's observations must thus be made while students are dealing with complex, contextualized problems necessitating the simultaneous utilization of all three of the competencies in the program. The work the students are asked to produce during this evaluation must concern a social phenomenon and call for a set of resources that includes learning, attitudes and strategies.

It is important to bear in mind that the validity of evaluation, whether during the learning process or at the end of the cycle, depends on the quality of the information gathered and on the use of the appropriate tools. There are a number of evaluation instruments and teachers must select the one most appropriate for the situation: direct observation, self-evaluation, rubrics, peer evaluation, portfolios, journals, oral or written presentations, etc. The use of information and communications technologies can be helpful either for finding new evaluation instruments, or more generally as a technical support for the whole evaluation process.

COMPETENCY 1 Examines social phenomena from a historical perspective

A good historical sense appreciates how rarely, if ever, clear conflicts appear between good and evil, black and white. It recognizes the differences among the many distinct shades of grey. This is the most important lesson that history can offer its students for coping with their world.

Robert V. Daniels

Focus of the Competency

In the course of studying social phenomena, students become aware that these phenomena, whether of the present or the past, are rarely self-explanatory. They realize that in order to understand them, they must examine them from different angles, and question their existing perceptions of them. They thus develop a way of questioning that is essential for understanding the phenomena and safeguards against a superficial reading of them.

In addition to being systematic, the examination of social phenomena must be done from a particular perspective: the historical perspective. Students who adopt this perspective learn to consider the past of social phenomena and to see them in terms of duration by looking for elements of continuity and change. They also learn to look at the context in which they emerged and to ask questions about the beliefs, attitudes and values of contemporaries and witnesses of the period. To take into account the complexity of a given phenomenon and, at the same time, see it as a whole, they examine its various aspects, as well as their interaction. They realize that the historical perspective precludes hasty conclusions.

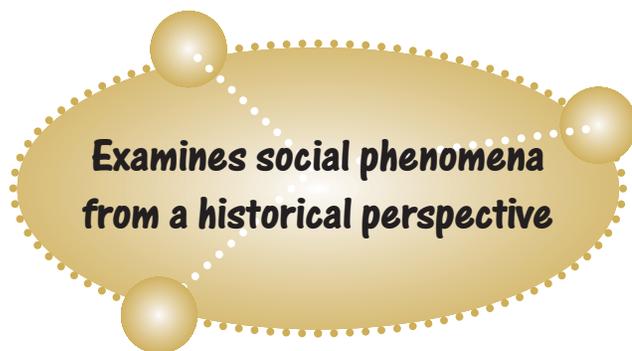
In short, examining social phenomena from a historical perspective enables students to establish grounds for their interpretation, construct a personal representation of it and give their consciousness of citizenship historical foundations. Students who examine social phenomena from a historical perspective develop the ability to consider life in society as informed citizens. Interpreting social phenomena and constructing their consciousness of citizenship lead students to formulate new questions, which lead to new interpretations, which in turn provide new material for the ongoing construction of their consciousness of citizenship.

Key Features of Competency 1

Contemplates the past of social phenomena

Asks questions about the origin of the social phenomena

- Finds out about the context of the period
- Shows a concern for the beliefs, attitudes and values of the period



Looks at social phenomena in their complexity

Becomes aware of their various aspects

- Tries to see the phenomena in their totality

Considers social phenomena in terms of duration

Reflects on social phenomena using chronological reference points (chronology, periodization, precedence, posteriority, synchrony)

- Looks for elements of continuity and change
- Is attentive to traces in the present of social phenomena of the past

End-of-Cycle Outcomes

The student takes into account the historical perspective in his/her examination of social phenomena by:

- referring to chronological reference points
- considering continuity and change
- considering synchrony
- referring to the present

The student raises relevant questions by:

- taking into account the object and/or situation of inquiry concerning the social phenomenon
- focusing on the facts, actors, actions, causes and consequences associated with the social phenomena studied
- using appropriate concepts

The student examines social phenomena in depth by:

- taking into account the complexity of social phenomena
- seeking to establish relationships among different aspects of a social phenomenon
- organizing his/her questions logically
- demonstrating critical judgment with regard to sources and interpretations

Evaluation Criteria

- Consideration of the historical perspective in the student's examination of social phenomena
- Relevance of the questions raised
- Depth of the examination of social phenomena

COMPETENCY 2 Interprets social phenomena using the historical method

The ultimate virtue of the historical approach is the detachment that enables the observer to rise above human conflicts and see all sides of a question, no matter which position one personally prefers.

Robert V. Daniels

Focus of the Competency

Students who interpret social phenomena find answers to their questions and construct explanations to which they attribute meaning. In order to do this, they must adopt a rigorous intellectual approach: the historical method. This method enables students to construct their interpretation of past or present social phenomena following the procedure used by historians. To develop the competency, students must learn to reason on the basis of facts and to defend their interpretations with sound arguments.

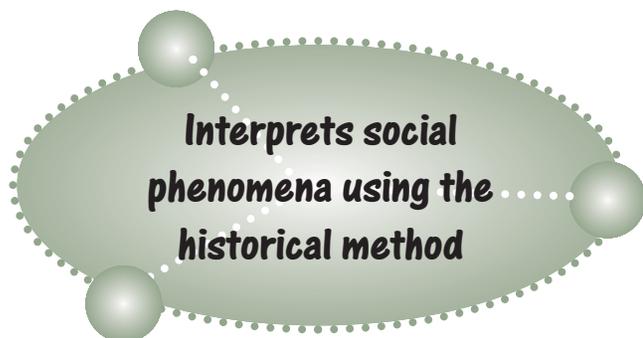
Students identify the various circumstances that characterize the social phenomena under study. To do this, they try to establish what actions gave rise to them and what people were present, either as actors or witnesses. They obtain information from documents that they choose and analyze thoroughly. They seek and link factors that might explain these social phenomena and develop an interpretation, which they adjust and qualify by seeing their own representations, beliefs and opinions in perspective. They avoid hasty generalizations. They consider, according to the designated focus, similarities and differences with another society in the same period. In this way, they learn to appreciate the unique character of all social phenomena. They make a point of taking into account the origin and particular interests of the authors they consult and diversifying their sources of documentation.

Students begin their interpretation of social phenomena by formulating questions to which they seek answers. Their search for answers will lead, spiral-like, to new questions that will help them qualify the meaning they attribute to social phenomena, which will in turn lead to further questions. The interpretation of social phenomena also contributes to the students' construction of their consciousness of citizenship. Students examine the conditions that shaped the emergence and evolution of public institutions and discover the roots of their personal and collective identity. They establish connections between human action and social change and become aware of the foundations, values and principles at the origin of democracy.

Key Features of Competency 2

Establishes the factual basis of social phenomena

Finds information on various aspects of the facts • Selects relevant documents • Establishes the spatiotemporal framework
• Identifies the circumstances and actions • Identifies actors and witnesses



Explains social phenomena

Seeks explanatory factors • Establishes connections among these factors • Identifies enduring consequences

Puts his/her interpretation of social phenomena in perspective

Identifies differences and similarities among societies, considered in terms of the designated focus

Takes into account his/her own representations and the frame of reference of the authors consulted

End-of-Cycle Outcomes

The student uses historical knowledge by:

- taking into account his/her various questions
- displaying a concern for accuracy in the establishment of the facts
- basing his/her reasoning on concepts

The student presents his/her historical knowledge coherently by:

- making appropriate connections among concepts
- making appropriate connections among facts
- relating the concepts to the facts

The student uses rigorous historical reasoning by:

- basing his/her argument on a critical analysis of the sources
- arguing on the basis of facts rather than opinions
- reaching conclusions that are consistent with the evidence and the argument presented

The student takes perspective into consideration by:

- indicating similarities and differences between societies
- establishing a link between past and present
- taking into account the need to critique the frame of reference of authors cited as sources
- qualifying his/her interpretation

Evaluation Criteria

- Use of historical knowledge
- Coherence of his/her presentation of historical knowledge
- Rigour of his/her historical reasoning
- Consideration of perspective in his/her interpretation

COMPETENCY 3 Constructs his/her consciousness of citizenship through the study of history

*Tell me and I forget. Show me and I remember. Involve me and I understand.
(Chinese proverb)*

Focus of the Competency

The exercise of citizenship constitutes the tangible expression of consciousness of citizenship. A person's consciousness of citizenship is strongly marked by the extent of his or her awareness of and openness to social environments near and far, and by the critical distance he or she manages to establish regarding them. For this reason, the History and Citizenship Education program seeks to develop in students an understanding of social phenomena of the present, whose meaning can only be fully grasped from a historical perspective. By learning to examine and interpret past social phenomena historically, students develop the conceptual and methodological tools necessary to construct their consciousness of citizenship.

One of the challenges facing a pluralistic society like that of Québec is to reconcile shared membership in a community with the diversity of identities. Students must develop a sense of who they are relative to other individuals characterized by numerous differences: individuals define themselves in relation to others, by relating to others. Constructing one's social identity, intentionally and thoughtfully, involves seeking to discover the origin of difference and specificity and the factors that explain them. This process enables students to understand that their identity is both personal and plural and that pluralism is not incompatible with the sharing of values, particularly those related to democracy. The study of past and present social phenomena helps people become aware of the historical foundations of their identity.

The study of the social phenomena in the program also helps students to understand that a citizen's democracy is the result of a long process of change that each generation must face. They learn that they are part of a historical continuum, and that the values and principles associated with democracy evolved over time. These values and principles took the form of citizens' rights and responsibilities and are exercised in specific places, particularly public institutions and any social convention or structure established by usage, custom or law. The students also learn that despite professions of democratic and egalitarian intention, serious inequities persist. They will inevitably encounter them, and may have to take positions.

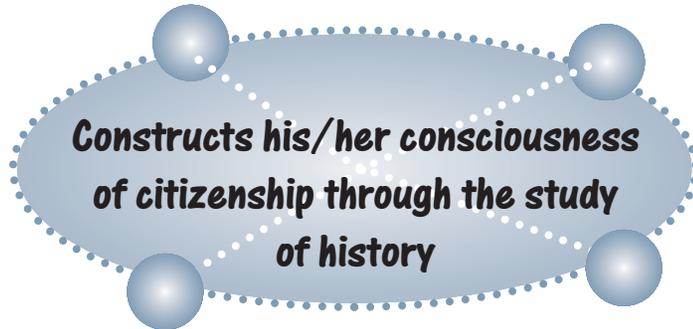
By recognizing the nature and function of public institutions, students are able to see that social change depends on human action and that they should prepare to take on the role of responsible citizens, capable of participating in debates on social issues. The class and school, which constitute microsocieties, provide good opportunities for discussion and teaching—on how they are organized and operate, or on the many problems of a civic nature that arise regularly. Students thus have a concrete opportunity to reflect and to act in the spirit of responsible citizenship.

Students who construct their consciousness of citizenship through the study of history begin by examining social phenomena of the past. They develop the many concepts involved. Applying these concepts to the present-day context permits the consolidation of their consciousness of citizenship. In addition, as students learn about the contribution of past social phenomena to democratic life today, they ask questions that, in turn, contribute to new interpretations of social phenomena. The students' growing competence in examining and interpreting social phenomena helps them to construct their consciousness of citizenship.

Key Features of Competency 3

Seeks the foundations of his/her social identity

Identifies some aspects of his/her social identity • Makes connections between aspects of his/her identity and their origins • Recognizes the diversity of social identities



Considers the factors that govern social participation

Makes connections between human action and social change • Recognizes the types of actions possible • Identifies opportunities for social participation

Establishes the contribution of social phenomena to democratic life

Identifies values and principles that are based on social phenomena • Recognizes places where the principles and values underlying democratic life are exercised • Identifies some of the rights and responsibilities of individuals

Understands the purpose of public institutions

Examines the nature, origin and operation of public institutions
• Grasps the role of these institutions
• Identifies the role individuals can play in them

End-of-Cycle Outcomes

The student applies his/her historical knowledge to different contexts by:

- using concepts related to the object of consciousness of citizenship
- using his/her methodological skills
- establishing a link between past and present

The student considers the factors that govern social participation by:

- indicating opportunities for social participation or factors that limit such participation
- identifying principles and values that foster social participation
- mentioning various public institutions and their roles
- describing the role that individuals can play in these institutions

The student considers the pluralistic nature of a society by:

- showing the diversity of social identities
- recognizing elements of shared identity
- indicating some of the factors that contribute to people's identities

Evaluation Criteria

- Application of historical knowledge to different contexts
- Consideration of the factors that govern social participation
- Consideration of the pluralistic nature of a society

Program Content

The development of the subject-specific competencies should be based on the social phenomena covered by the program. The illustration of the program content on the following page shows the social phenomena under study and gives teachers and students an overall view of the program. The subject-specific competencies, in the centre of the figure, constitute the core of the program, to which the social phenomena and the central concepts associated with them are linked.

These social phenomena constitute turning points in the history of the Western world, whose impact is still felt today. In addition to the twelve social phenomena of the past presented on the following page, the program includes one social phenomenon of the present. It is to be selected by the teacher on the basis of two criteria: its potential for the application of methodological and conceptual knowledge and its contribution to an understanding of the contemporary Western world.

The study of social phenomena enables students to develop a conceptual framework for their representation of the phenomena. For each phenomenon, a central concept is indicated in boldface. The central concept is supported by specific concepts that the students explore and use in their learning process. These concepts are likely to be used again subsequently in the study of other social phenomena. A concept is presented again when it is essential to understand a social phenomenon. The list of targeted concepts is not exhaustive; other concepts may be called for.

History is the discipline that is best able to convey a full picture of the development of humanity.

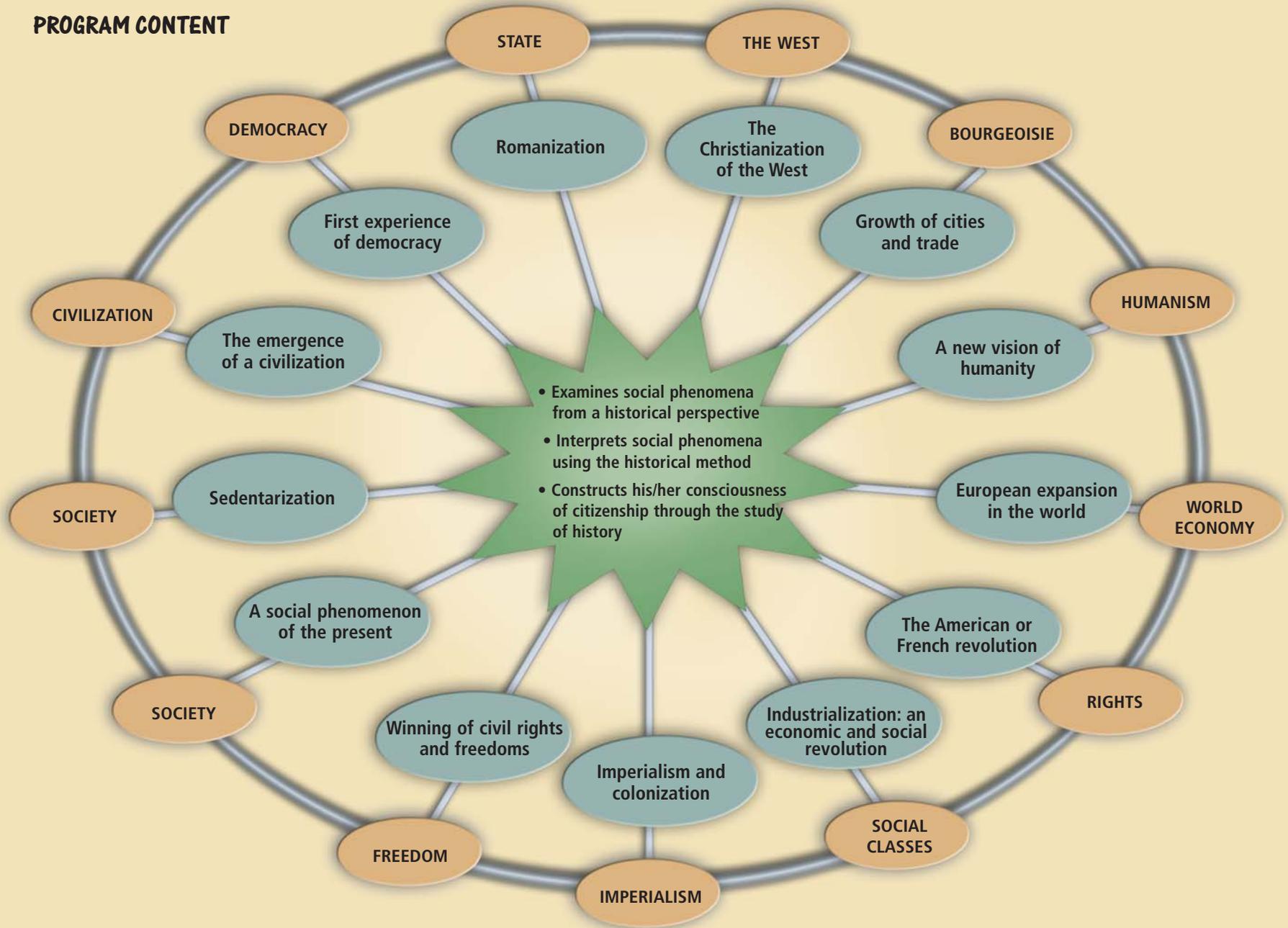
Micheline Johnson (Translation)

The program content also includes a designated focus for the study of the social phenomena in question. The focus, which is introduced by a short text, defines the framework within which the students are to develop their subject-specific competencies and ensures that they are not overwhelmed by uncontextualized details.

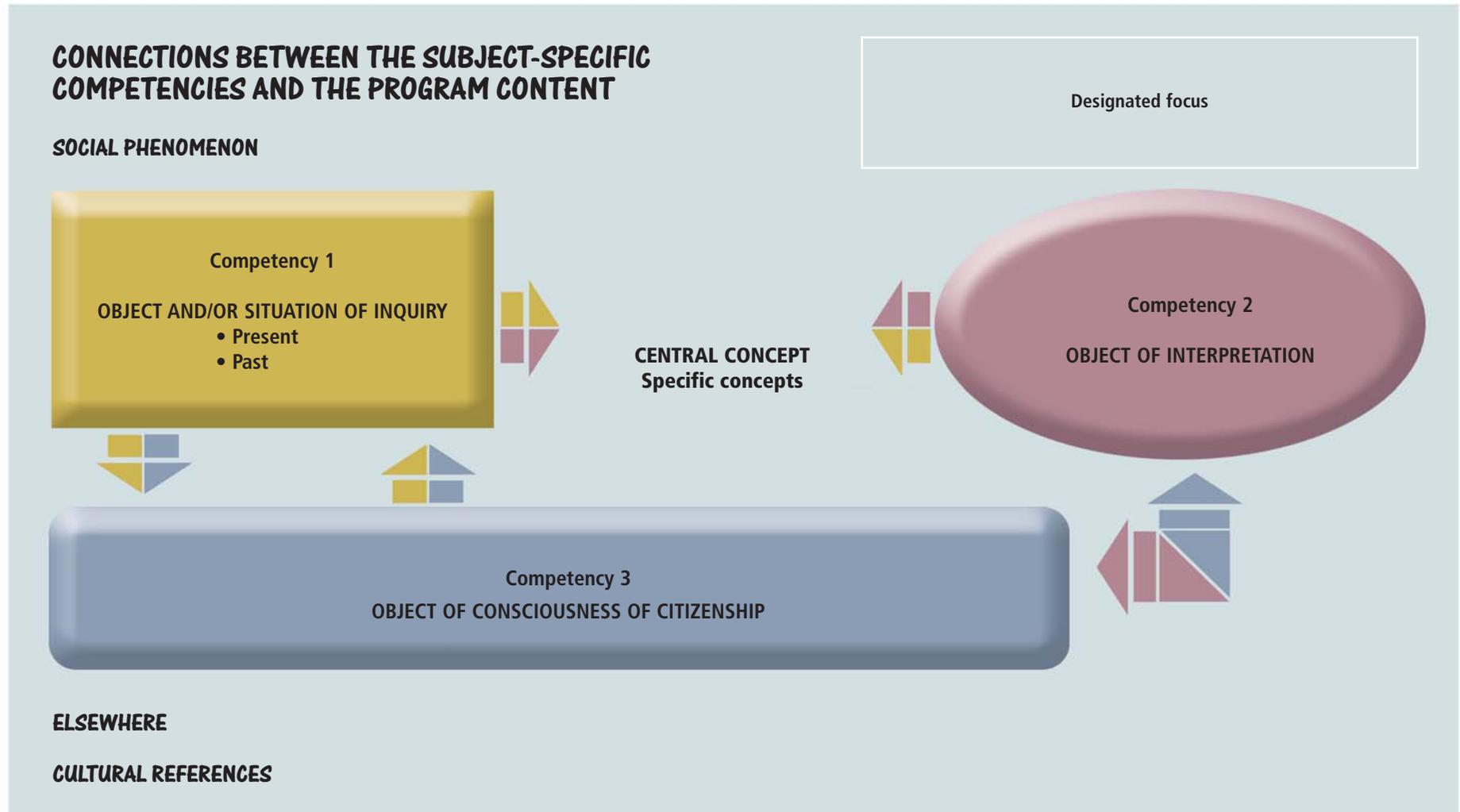
In addition, the students also consider another society in the same period from a comparative perspective. This comparison is limited to the establishment of similarities or differences between the societies in question. This brief look at another society in terms of the same designated focus as that used for the society under study enables students to contextualize their interpretation of social phenomena. It also gives them an opportunity to use the concepts considered in connection with the first society in a different context.

Finally, the program content includes examples of cultural references. Although they are not specifically objects of study, their use in class can help students enrich their worldview and understanding of social phenomena. The cultural references may take different forms: an event, a media product, an object of everyday life—anything that encourages students to reflect on social phenomena or significant cultural trends. They may concern historical figures, works of art, territories, literary works, scientific discoveries, ways of thinking and so on, as long as the references have cultural significance. In history and citizenship education, the cultural references tend to be historical artifacts and documents, which constitute sources for students to study.

PROGRAM CONTENT

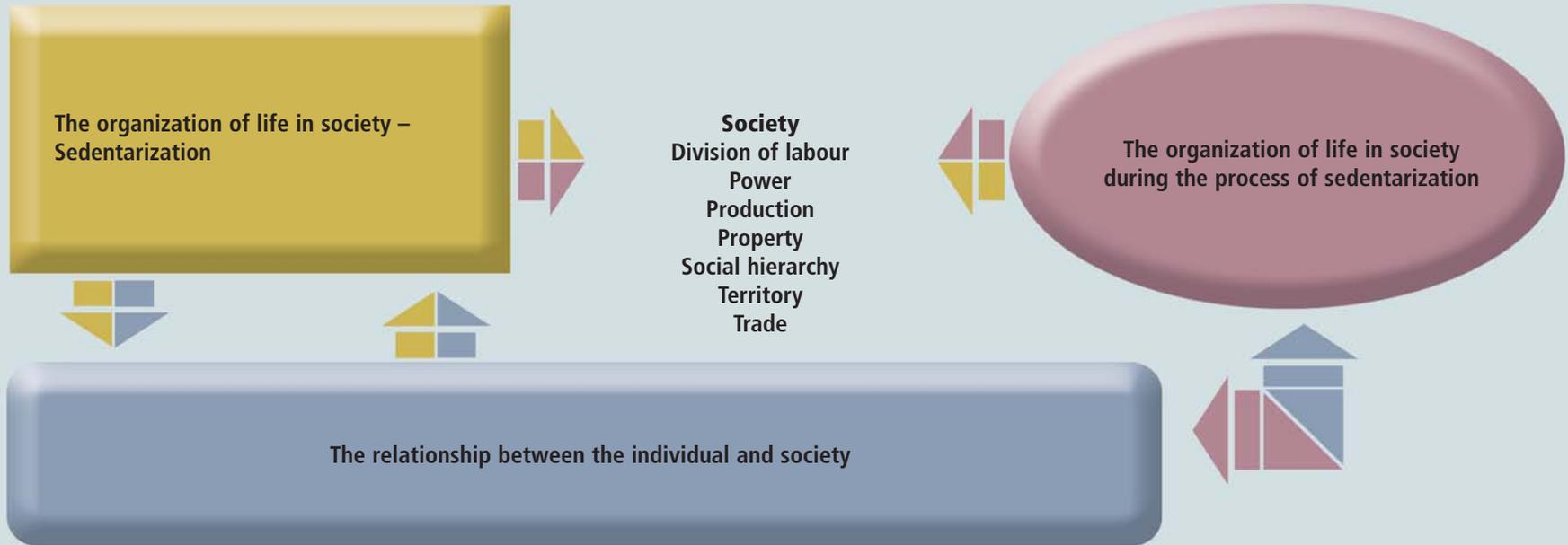


The following figure illustrates the connections between the subject-specific competencies and the program content. The object and/or situation of inquiry has two parts: the first indicates the present-day social phenomenon to be examined from a historical perspective, the second a social phenomenon of the past that lends itself to examination from an analogous perspective. The designated focus determines the object of interpretation. The object of consciousness of citizenship concerns social relations, principles or values. These are relations, principles and values that students should recognize in societies of the past in order to examine them in present-day society.



SEDENTARIZATION

Sedentarization involves the settlement of a group of human beings in a territory. It is approached here in terms of social, political, economic and territorial organization.

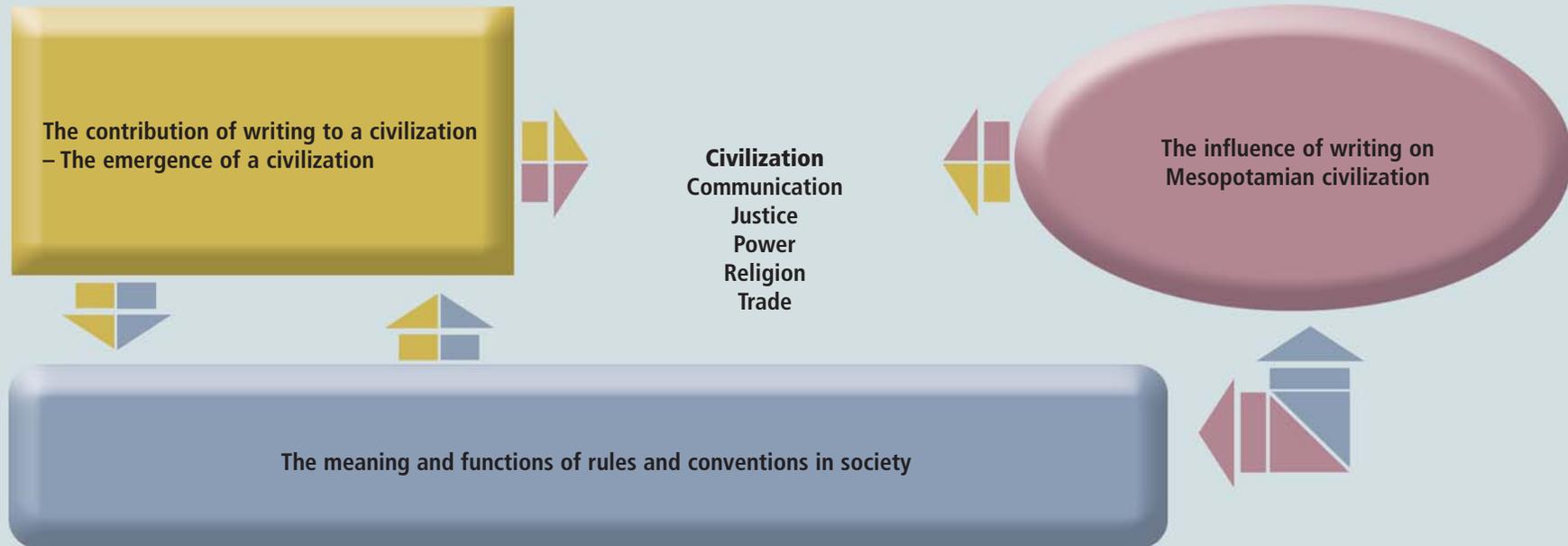


CULTURAL REFERENCES:

- Frescos of Çatal Hüyük
- Artifacts: statuettes of mother goddesses
- Archeological sites: Mallaha (Israel) and Mureybet (Syria)

THE EMERGENCE OF A CIVILIZATION

Mesopotamian civilization benefited from natural conditions favourable to development. However, the focus here is on its social organization, which was reflected in a code of laws and the organization of work and trade, all of which developed in the context of the use of a system of writing.



ELSEWHERE: It is important for students to become aware of the diversity of the social organization of civilizations in the period before the common era: the civilization of the Indus Valley or the civilization of the Nile Valley or Chinese civilization.

CULTURAL REFERENCES:

MESOPOTAMIAN CIVILIZATION

- Code of Hammurabi
- Cadastre of Dunghi
- Ziggurat E-Temenan-Ki
- Stele of Mesha, king of Moab
- Plimpton 322 tablet
- The Epic of Gilgamesh

THE CIVILIZATION OF THE INDUS VALLEY

- Seals of Moenjodaro
- Archeological sites of Harappa

THE CIVILIZATION OF THE NILE VALLEY

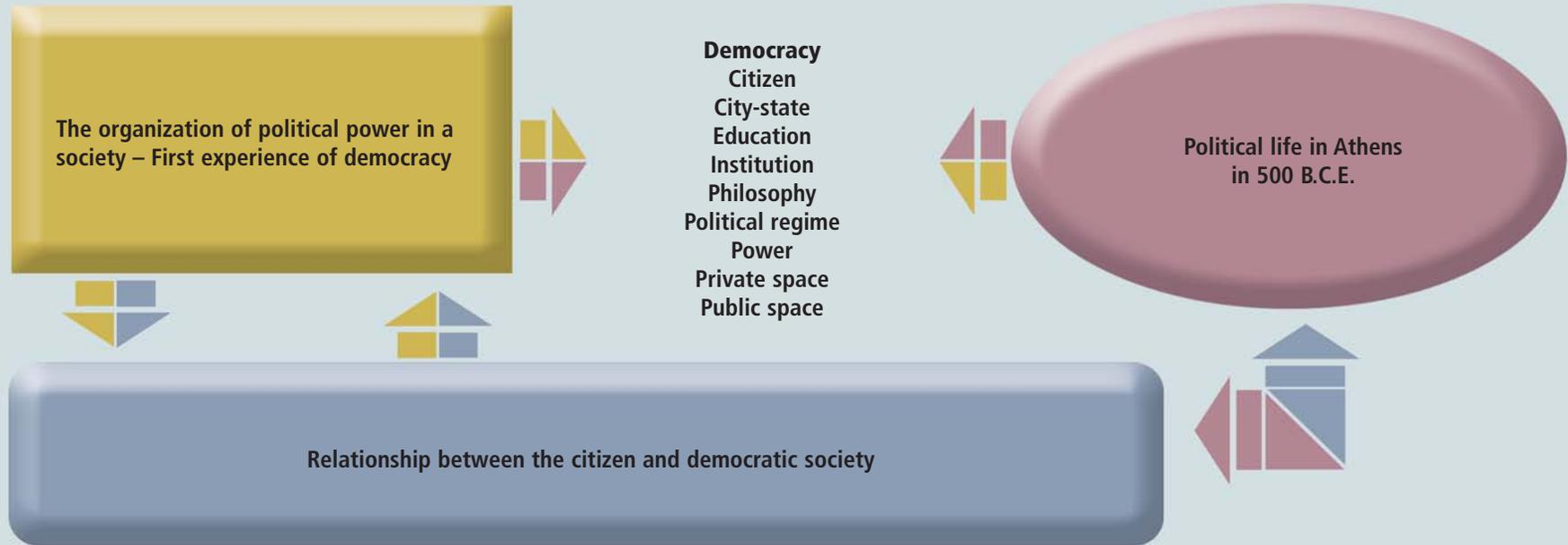
- Qadesh peace treaty
- Obelisk, Place de la Concorde
- Rosetta stone
- Champollion

CHINESE CIVILIZATION

- The Hoang- Ho (Yellow) River
- Shang dynasty
- The dragon
- Pottery

FIRST EXPERIENCE OF DEMOCRACY

In Athenian society around 500 B.C.E., a form of democracy was established. By studying this form of democracy, students discover its major principles and limits.



ELSEWHERE: It is important for students to become aware of the diversity of political systems in the same period: Sparta or the Persian empire.

CULTURAL REFERENCES:

ATHENS

- Pericles
- Plato's Republic
- The Acropolis
- The Pnyx hill
- The Marathon runner

SPARTA

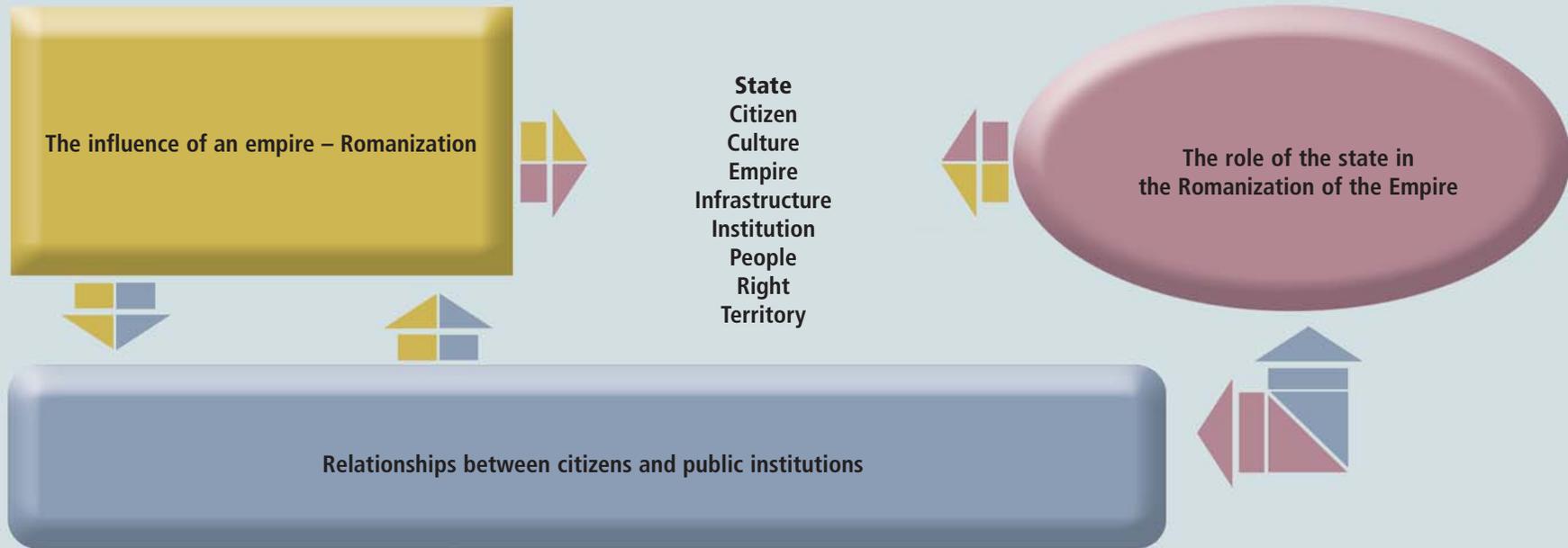
- *The Polity of the Athenians and the Lacedaemonians* (Xenophon)
- Mount Taygete
- *History of the Peloponnesian War* (Thucydides)

PERSIAN EMPIRE

- Palaces at Suse and Persepolis
- Darius 1
- The mausoleum at Naqsh-e Rostam

ROMANIZATION

Rome reached its maximum territorial expansion in the second century of the common era. The Roman Empire at its height is studied in terms of its political organization, which established the foundations of the modern state. Political domination enabled the Roman state to impose its institutions and culture on the peoples it conquered.



ELSEWHERE: It is important for students to observe how another empire in Antiquity structured its political organization and its relationships with subjugated populations: India under the Guptas or China in the Han dynasty.

CULTURAL REFERENCES:

ROMAN EMPIRE

- Imperial Rome
- The Roman Coliseum
- The Appian Way
- The *Law of the Twelve Tables*, the *Perpetual Edict*
- The *Histories* and the *Annals* (Tacitus)
- *Commentaries on the War in Gaul* (Julius Caesar)

- Hadrian's Wall
- The Pantheon
- Carthage

INDIA UNDER THE GUPTAS

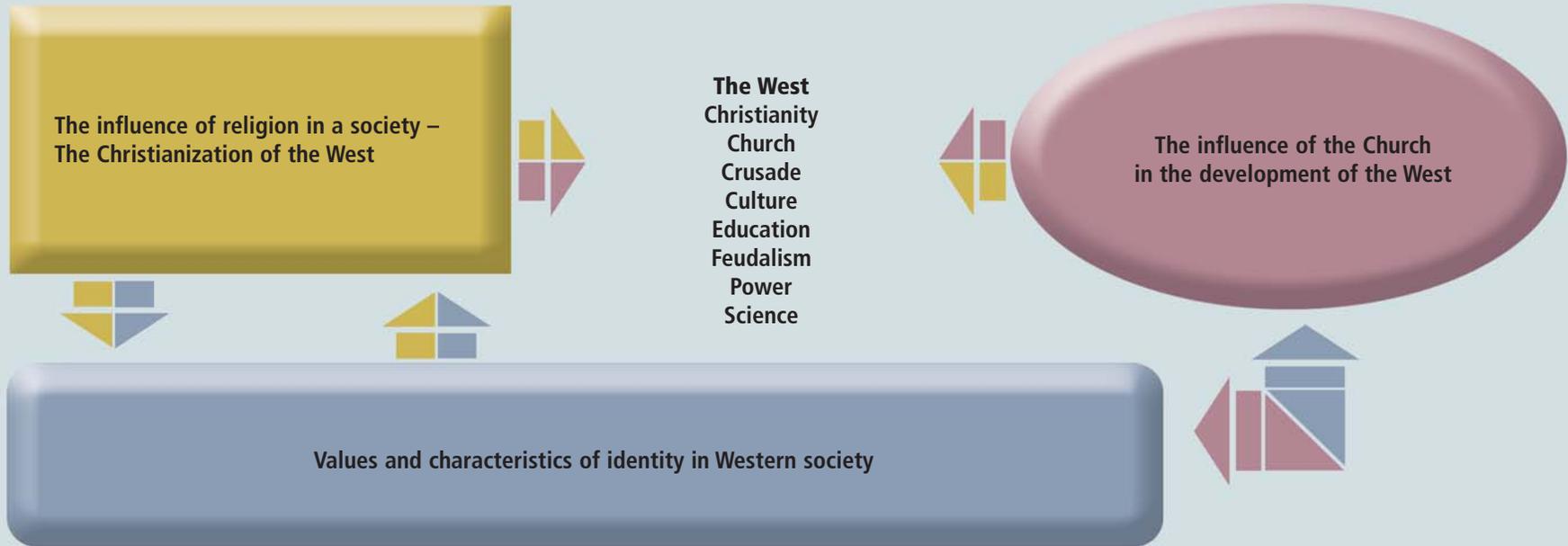
- Epic poem, *The Mahabharata*
- Ruins of Nalanda University

HAN DYNASTY IN CHINA

- The Silk Road
- The Great Wall of China
- *Tao te ching* (Lao-Tse)
- *Conversations* (Confucius)

THE CHRISTIANIZATION OF THE WEST

In the Western world, Christianity, which had begun to spread under the Roman Empire, became established in the Middle Ages and continued to expand until the modern period. The Church is presented as a major force and organization in this period: it had hegemony over the feudal powers and over the values of Western society and contributed to the development of knowledge.



ELSEWHERE: It is important for students to realize that Islam spread on a large scale during the same period.

CULTURAL REFERENCES:

THE CHRISTIANIZATION OF THE WEST

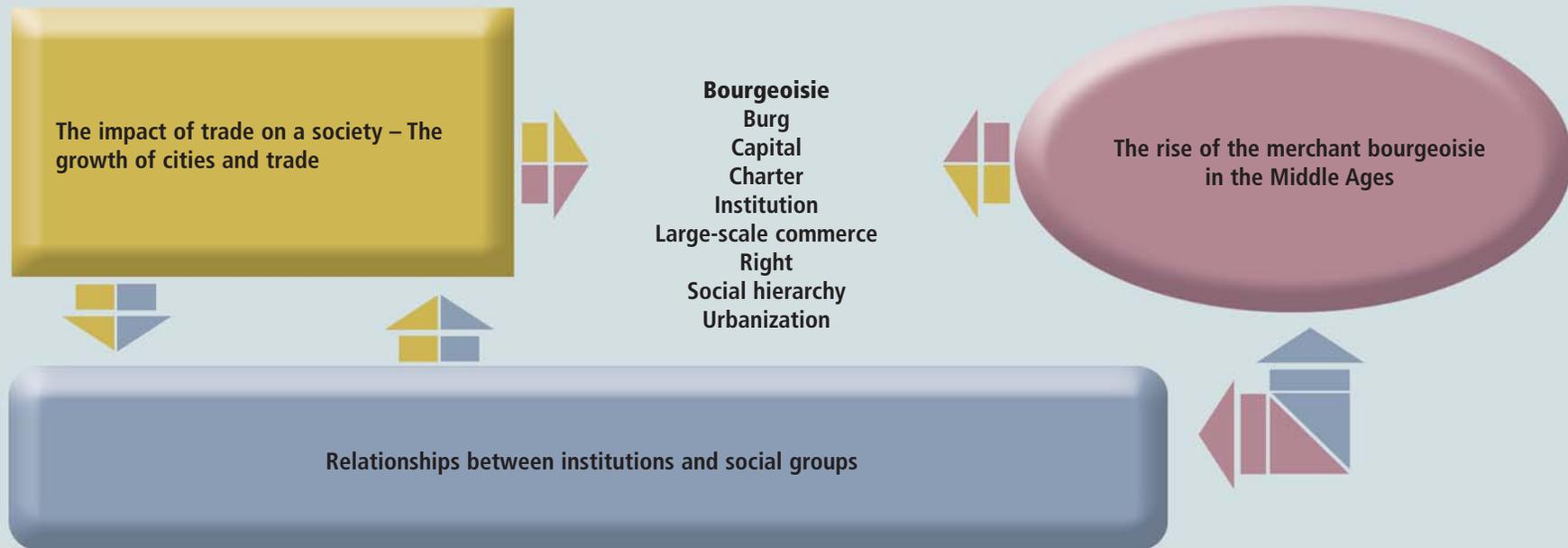
- The founding charter of the Abbey of Cluny
- Holy places: Jerusalem or the Holy Land
- The crusader's cross
- Saint-Jacques de Compostelle
- Tympanum of the Clunic Abbey Church of Saint-Pierre de Moissac
- Musician adorning a capital, Cluny Abbey Church
- Plan of a Romanesque Church
- Gothic cathedral of Chartres or Rheims

ISLAMIZATION

- Mosque of Cordua
- The Alcazar (castle) in Seville, and the Alhambra in Grenada
- Commentaries on Aristotle's works and a treatise on medicine (Ibn Rushd, or Averroès)
- *The Koran*
- Mausoleum of the sovereign of Bukhara
- *Tales from the Thousand and One Nights*

GROWTH OF CITIES AND TRADE

Toward the end of the Middle Ages, the development of large-scale commerce contributed to the growth of cities and the merchant bourgeoisie. Urban and trade growth are approached through the study of a European city in expansion. The focus is on the context and conditions leading to the rise of the merchant bourgeoisie and the role of the latter in the growth of cities.



ELSEWHERE:

It is important for students to realize that urban growth and the expansion of trade also characterized some non-European cities in the same period: Baghdad or Constantinople or Timbuktu.

CULTURAL REFERENCES:

A EUROPEAN COMMERCIAL TOWN

- Charter of Saint-Quentin
- A painting illustrating the port of Hamburg
- A bill of exchange
- *On Commerce and the Perfect Merchant* (Benedetto Cotrugli)
- City of Carcassonne
- Bruges
- Venice

BAGHDAD

- The voyage of a merchant, story from *Tales of the Thousand and One Nights*
- Geographical works of Ya'Kubi
- The Tigris River

CONSTANTINOPLE

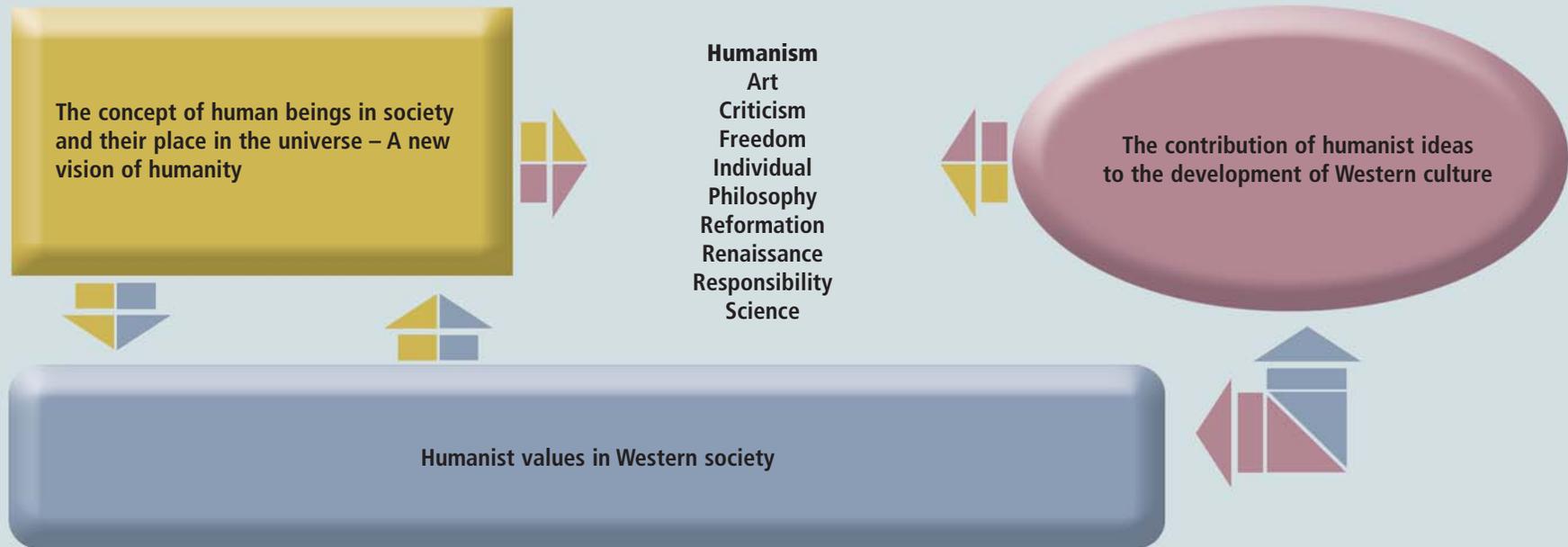
- Constantinople as depicted by Buondelmonti
- Istanbul and Galata as described by Matraki Nasub
- Coin minted by Manuel I Comnenus
- Yoros Castle
- The Bosphorus

TIMBUKTU

- The Fulani
- Description of Africa (Leon the African)
- The mosque of Sankore

A NEW VISION OF HUMANITY

The Renaissance was marked by an assertion of confidence in human beings and by the formulation of new questions and a search for new answers in science and philosophy. Humanism is studied as one of the foundations of Western culture.



ELSEWHERE: It is important for students to observe the diversity of the cultural foundations of different societies in the same period, by studying Japan under the shoguns.

CULTURAL REFERENCES:

EUROPEAN RENAISSANCE

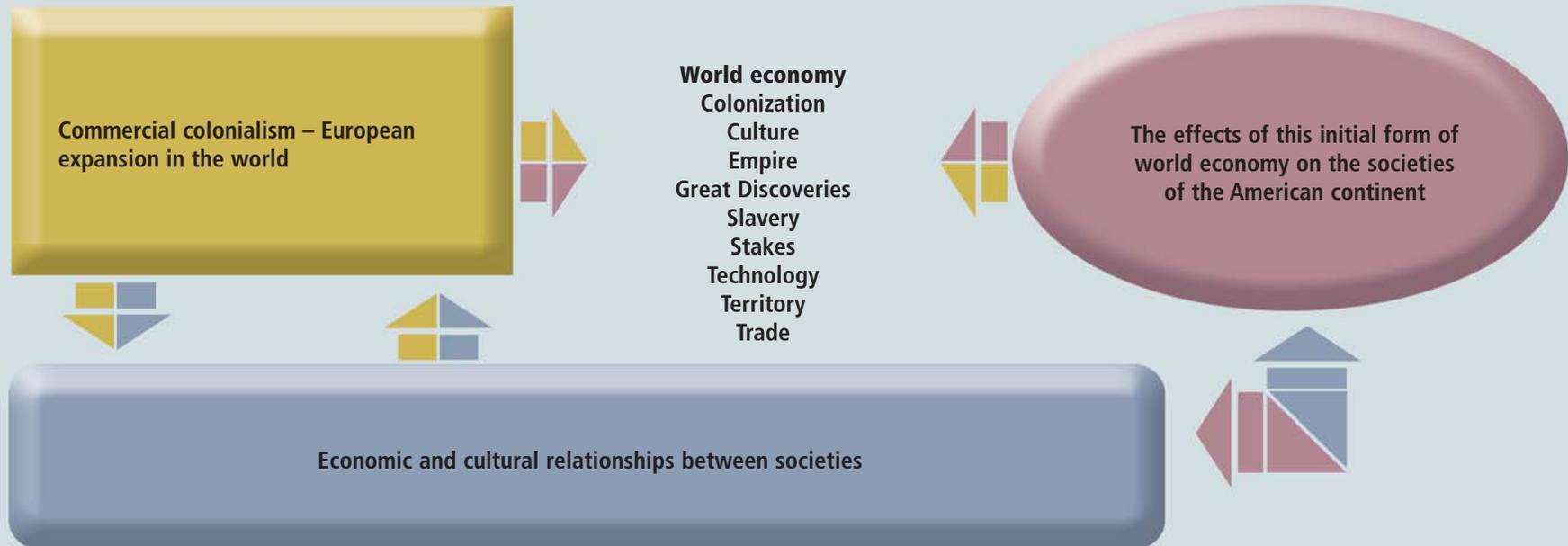
- Erasmus, Nicolas of Cusa, Montaigne, Descartes, Pascal
- Calvin, Luther, Thomas More, Gutenberg
- *Orpheus* (Claudio Monteverdi)
- *Mona Lisa* (Leonardo da Vinci), *La Pietà* (Michelangelo), *The Birth of Venus* (Botticelli)
- Pico de la Mirandola

JAPAN UNDER THE SHOGUNS

- Shinto sword
- Tokugawa Ieyasu
- *Shogun* (James Clavell)
- Tokyo and Kyoto
- Noh theatre

EUROPEAN EXPANSION IN THE WORLD

In a context marked by trading needs and the renewal of science and philosophy, European kingdoms financed voyages of exploration. European expansion is presented as the establishment of an initial form of world economy. The explorations had effects on the peoples who occupied North America at the time.

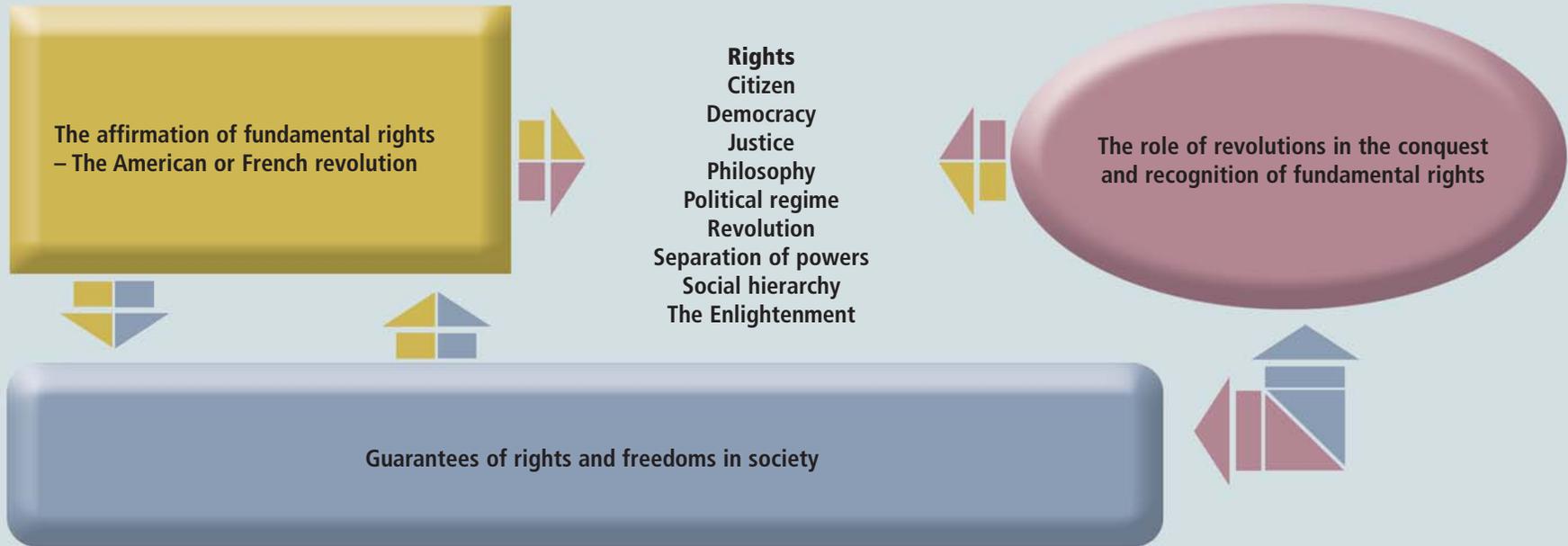


CULTURAL REFERENCES:

- The diary of Christopher Columbus
- Galileo, Kepler, Newton
- Cartier, Cabot, Magellan, Vasco da Gama
- *The Prince* (Machiavelli), the *Book of Marco Polo* (Marco Polo)
- *Tears of the Indians* (Bartolomé de Las Casas)
- *The Revolution of the Heavenly Bodies* (Copernicus)
- Tenochtitlan

THE AMERICAN OR FRENCH REVOLUTION

Inspired by the principles of British parliamentary democracy, the American and French revolutions laid the foundations of modern democracy. One of these revolutions is to be studied from the viewpoint of the affirmation of fundamental rights—both individual and collective.



ELSEWHERE: It is important for the students to realize that there were different political systems in this period and that not all peoples had the same rights. The political system of Tsarist Russia illustrates an absolutist regime.

CULTURAL REFERENCES:

REVOLUTIONS

- The *Encyclopedia* (Diderot and d’Alembert)
- Voltaire, Rousseau, John Locke, Jefferson
- *Declaration of The Rights of Man and the Citizen*, *The American Declaration of Independence*, *The American Constitution*
- The Bastille, the palace of Versailles
- The Boston Tea Party
- *Liberty leading the people* (Delacroix)

TSARIST RUSSIA

- The city of St. Petersburg
- The Hermitage Palace
- Catherine II of Russia
- The Petrodvorets (Peter’s Palace)
- *A Life for the Tsar* (Glinka)

INDUSTRIALIZATION:
An Economic and Social Revolution

The experience of Britain is used to show the basic characteristics of the Industrial Revolution. It is studied in terms of the economic and social upheavals to which it gave rise.



ELSEWHERE: It is important for students to be aware of the upheavals that industrialization caused elsewhere in the world: United States or France or Germany.

CULTURAL REFERENCES:

BRITAIN

- Print, *The Royal Stock Exchange* (London) in 1847
- Illustration of the foundry of James Nasmyth, inventor of the steam hammer
- *The Wealth of Nations* (Adam Smith)
- *Manifesto of the Communist Party* (Marx)
- Cotton spinning factory with mule-jennies

UNITED STATES

- Rockefeller
- Child labour in a textile factory
- *The Emigrants* (Gilbert Imlay)
- First cotton spinning mill at Pawtucket
- Mississippi river boat
- Railway aqueduct
- The Knights of Labour

FRANCE

- *Contemplations* (Victor Hugo), *Germinal* (Émile Zola)
- 1841 law forbidding child labour
- *The Internationale*
- Demonstration against May Day by factory owners, April 29, 1891

GERMANY

- Krupp
- Krupp factories in Essen
- Ruhr Valley

IMPERIALISM AND COLONIZATION

Certain European industrial societies of the late 19th and early 20th centuries were colonial powers. The colonization of Africa is dealt with in terms of political, economic and cultural domination.



ELSEWHERE: It is important for students to learn that Japanese imperialism was a factor in Asia in the same period.

CULTURAL REFERENCES:

EUROPEAN IMPERIALISM

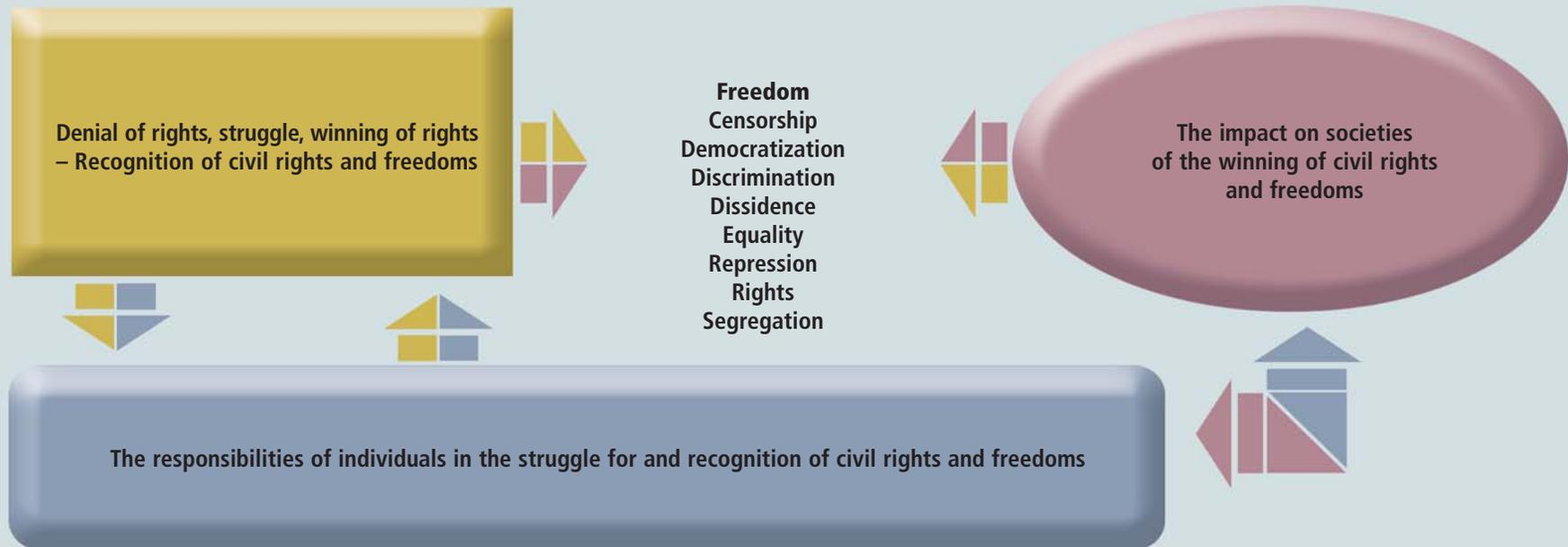
- Leopold II, Almami Samori Touré, Henry Morton Stanley
- *An Open Letter to His Serene Majesty Leopold II, King of the Belgians and Sovereign of the Independent State of Congo* (G. W. Williams)
- *The White Man's Burden* (Kipling)
- *What Was Jim Crow?* (Jim Crow Museum of Racist Memorabilia)
- *The Origin of "Jim Crow"* (Afro-American Almanac)

JAPANESE IMPERIALISM

- *Tintin and the Blue Lotus* (Hergé)
- Shintoism
- Emperor Mutsuhito (Meiji era)
- Sea of Japan (East Sea)

WINNING OF CIVIL RIGHTS AND FREEDOMS

Beginning with the economic depression of the 1930s, movements for civil rights and freedoms developed. These movements took different forms in different contexts: the feminist movement, the struggle against racism or decolonization. One of these contexts should be studied.



ELSEWHERE: It is important for students to realize that during the same period there was a movement to deprive European Jews of their freedom and civil rights.

CULTURAL REFERENCES:

WINNING OF CIVIL RIGHTS AND FREEDOMS

- Mary Two-Axe Earley, Habib Bourguiba, Leopold Sedar Senghor, Gandhi, Martin Luther King, Nelson Mandela, Aung San Suu Kyi, Simonne Monet-Chartrand, Rosemary Brown
- *Assi bo nanga* (Johnny Clegg)
- Apartheid

- *The Civil Rights Act*, *The Voting Rights Act*
- *Universal Declaration of the Rights of Man*
- *The Second Sex* (Simone de Beauvoir)
- *The Dinner Party* (Judy Chicago)

DENIAL OF RIGHTS AND FREEDOMS

- Minutes of the Wannsee Conference, January 20, 1942
- Auschwitz concentration camp
- *Mein Kampf* (Adolf Hitler)
- The Nuremberg Laws
- *The Diary of Anne Frank*
- *Schindler's List* (film by Steven Spielberg, based on *Schindler's Ark*, by Thomas Keneally)
- Instructions of the Conseil national de la Résistance to departmental liberation committees, March 15, 1944

A SOCIAL PHENOMENON OF THE PRESENT

FOCUS:
To be determined by the teacher

OBJECT AND/OR SITUATION INQUIRY
A social phenomenon of the present (chosen by the teacher) that is global in nature and allows students to use their methodological and conceptual tools



Society
Change
Continuity
Democracy
Diversity
Stakes
Territory



OBJECT OF INTERPRETATION
To be determined by the teacher on the basis of the designated focus



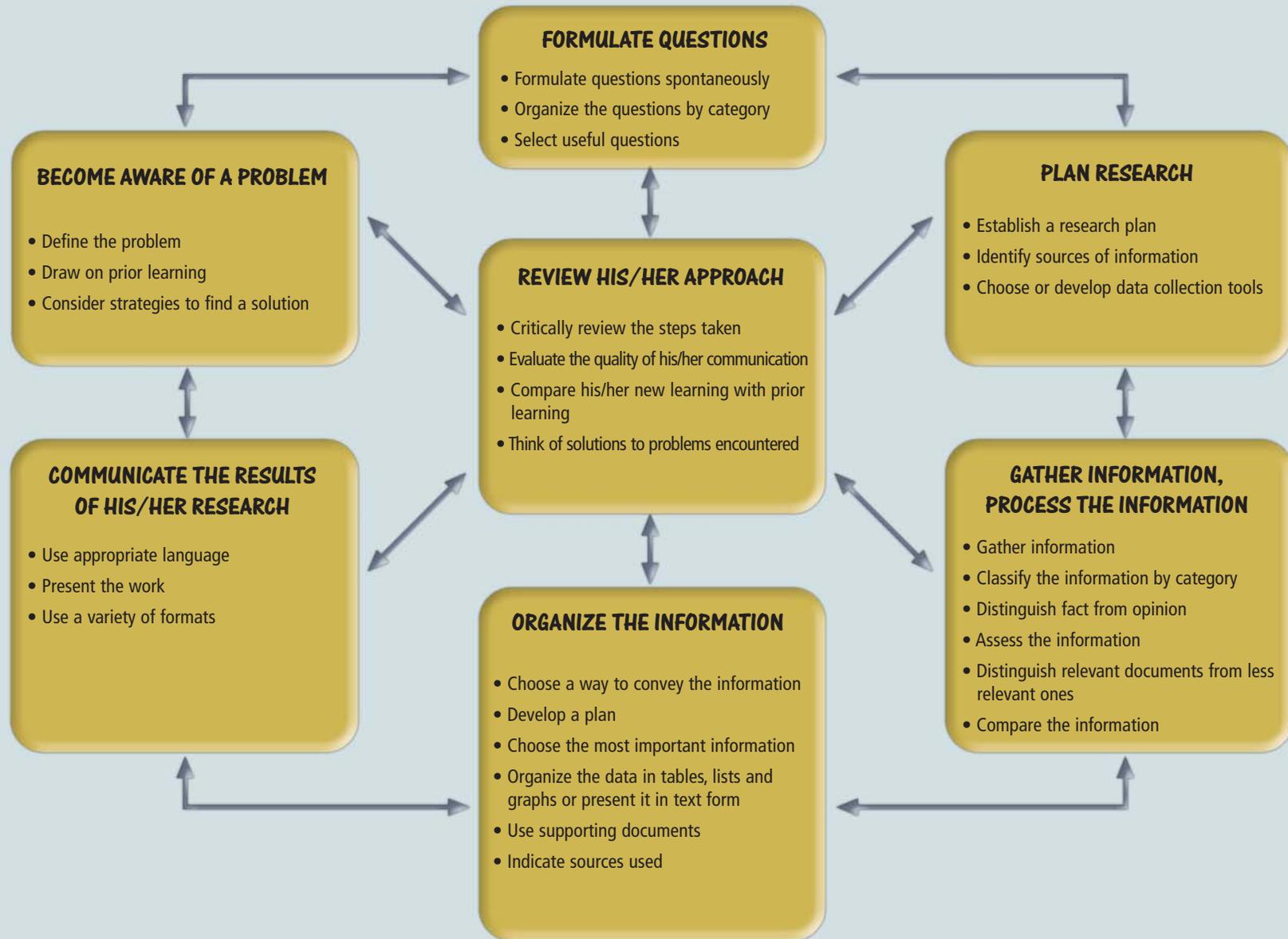
OBJECT OF CONSCIOUSNESS OF CITIZENSHIP
To be determined by the teacher



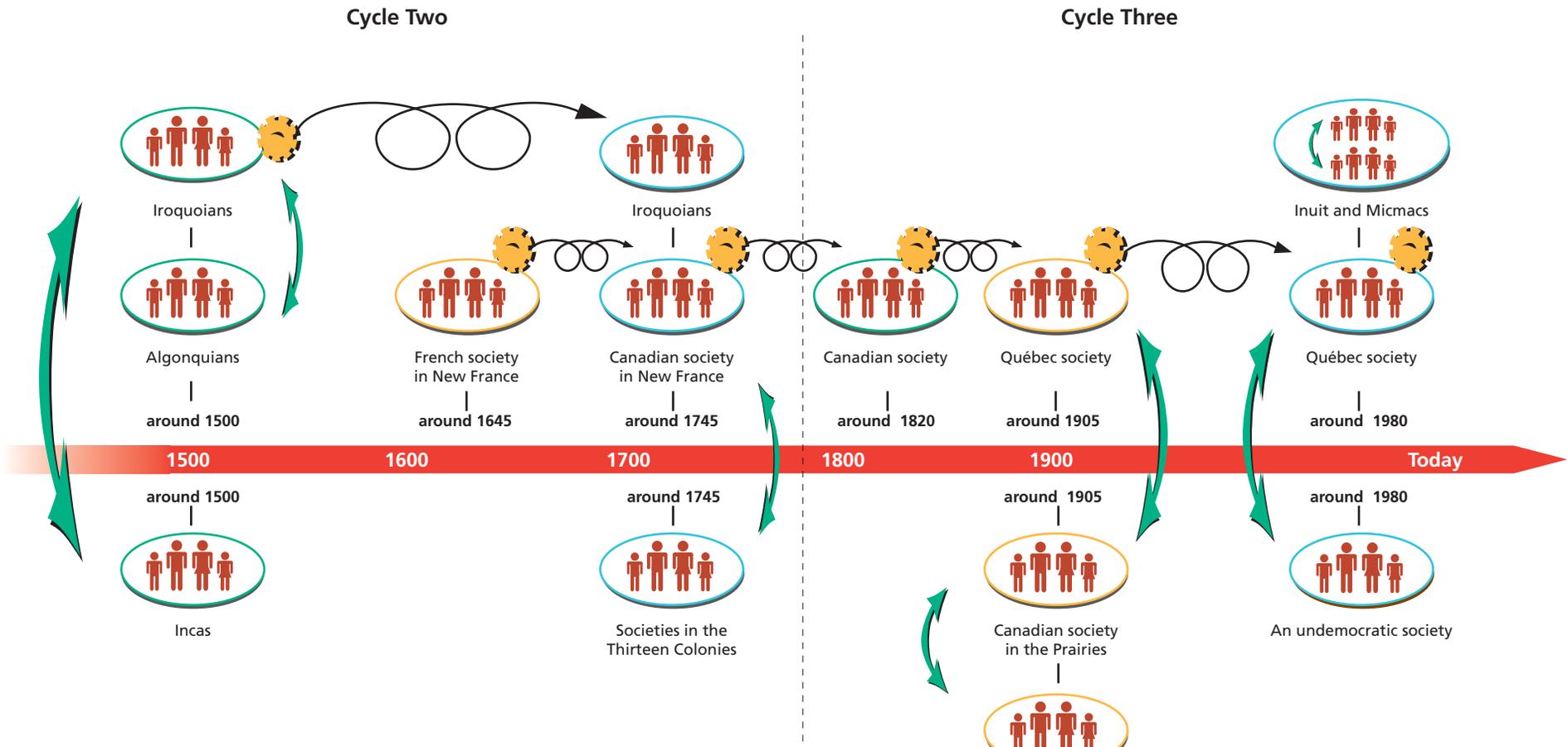
CULTURAL REFERENCES:

To be determined by the teacher

THE RESEARCH PROCESS



Content of the Geography, History and Citizenship Education Program at the Elementary Level



L E G E N D

		Competency 1 ORGANIZATION
		Competency 2 CHANGE
		Competency 3 DIVERSITY

A society in its territory

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