**The Ontario Curriculum Grades 11 and 12 Canada and World Studies (2015) - Curricular Links to the Holodomor and Ukraine**

**Adventures in World History, Grade 12, Workplace Preparation (CHM4E)**

Curriculum Expectations that Include the Holodomor, Canada’s First Internment Operations or Topics on Ukrainian Issues

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| **Term/Phrase** | **Unit** | **Overall Expectation** | **Specific Expectation** | **Page** |
| The establishment of communist government in Russia | **D.** Since the Early Nineteenth Century | **D2. Politics and Conflict:** Analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different time since the nineteenth century. | **D2.1:** Explain major changes in political systems in some countries during this period (e.g., the formation of the Dominion of Canada; the establishment of communist governments in Russia and China; fascism in Germany, Spain, or Italy; the creation of independent states in former African and Asian colonies; revolutions and military juntas in Latin America). | 440 |
| The Russian Revolution, World War I, World War II, the Cold War | **D.** Since the Early Nineteenth Century | **D2. Politics and Conflict:** Analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different time since the nineteenth century. | **D2.2:** Describe various conflicts both within and between countries, during this period and assess their significance (e.g., revolutions of 1848l the Great Game; the Opium Wars; the Boar Wars; World War I and World War II, the Mexican, American, or Spanish Civil War, the Russian Revolution; the Cold War, conflict in the Middle East; the War on Terror). | 440 |
| Joseph Stalin | **D.** Since the Early Nineteenth Century | **D2. Politics and Conflict:** Analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different time since the nineteenth century. | **D2.4:** Explain how the actions of some individuals or groups during this period helped promote peace and/ or contributed to conflict (e.g, with reference to Napoleon Bonaparte, Simón Bolivar, Leopold II, Mohandas Gandhi, Adolf Hitler, Joseph Stalin, Rosa Parks, or Nelson Mandela).  Sample questions: What comparisons could you make about the rise and rule of Napoleon, and Hitler, and Stalin? | 440 |
| The dissolution of the Soviet Union | **D.** Since the Early Nineteenth Century | **D2. Politics and Conflict:** Analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different time since the nineteenth century. | **D2.5:** Describe some changes brought about by colonial, nationalist, and anti-colonial forces during this period, and analyse their impact on people’s identity (e.g. the dissolution of the Soviet Union). | 440 |
| Holodomor | **D.** Since the Early Nineteenth Century | **D2. Politics and Conflict:** Analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different time since the nineteenth century. | **D2.6:** Analyse some key developments related to human rights during this period (e.g., the emancipation of slaves in the British Empire and the United States and serfs in Russia; the extension of the vote to women in many countries; the Geneva conventions; the Holocaust, Holodomor, or other genocides; the end of segregation in the United States or apartheid in South Africa; human rights non-governmental organizations. | 441 |

**Curriculum Expectations Where the Holodomor, Canada’s First Internment Operations or Ukrainian Issues May Apply**

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| **Unit** | **Overall Expectation** | **Specific Expectation** | **Explanation** |
| **A.** Historical Inquiry and Skill Development | **A1. Historical Inquiry:** Use the historical inquiry process and the concepts of historical thinking when investigating various aspects of world history. | **A1.5:** Use the concepts of historical thinking (i.e. historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, and evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history. | *Sample question:* “What effect does Russian-colonialism/imperialism had on modern Ukraine?”  *Sample question:* “Explain why Ukraine qualifies as a post-colonial state?”  *Sample question:* “What are the various perspectives on the current Ukraine-Russia conflict today?”  *Sample question:* “Why is there a difference between Ukraine and Russia’s concept of the Holodomor? Explain why.” |
| **D.** Since the Early Nineteenth Century | **D1. Society and Community**: Analyse key causes and consequences of various social trends, developments, and movements in two or more societies in different regions of the world and at different times since the nineteenth century. | **D1.2**: Explain some of the causes and consequences of trends in migration during this period. | Soviet policies under the First Five Year Plan (1928-1933) led to serious migration trends within the Soviet Union due to Industrialization, Collectivization and the subsequent Holodomor. Before, during, and after the Holodomor there were mass movement of people in and out of Ukraine. Even prior to the Holodomor, the Soviet’s shot and deported many of the intelligentsia and the wealthy famers (kurkuls) to Siberia. During and after the Holodomor, the Soviets brought in Russians to resettle the depopulated areas.  *Sample question:* “What was the reason for the mass migration of Ukrainians out of Ukraine in the 1930s?” |
| **D.** Since the Early Nineteenth Century | **D2. Politics and Conflict:** Analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different time since the nineteenth century. | **D2.2:** Describe various conflicts both within and between countries, during this period, and assess their significance. | *Sample question:* “What effect did the creation of the Soviet Union and China, both communist countries, have on world order in the 20th Century?” |
| **D.** Since the Early Nineteenth Century | **D2. Politics and Conflict:** Analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different time since the nineteenth century. | **D2.3:** Identify ways in which warfare changed during this period and between this period and earlier ones. | Today, Russia uses ‘Russia Today’, a Russian international news channel in various languages to portray its version of the Ukraine – Russia conflict around the world.  *Sample question:* “How has Russia changed its warfare tactics in the 21st century as shown by the Ukraine-Russia conflict?”  The concept that ‘food can be used as a weapon’ may be seen as method of genocide in the case of the Holodomor in Ukraine.  *Sample question:* “How was “food used as a weapon” by the Soviets against the Ukrainian population during the Holodomor?” |
| **D.** Since the Early Nineteenth Century | **D2. Politics and Conflict:** Analyse various political developments, including those related to international conflict and cooperation, in some societies in different regions of the world and at different time since the nineteenth century. | **D2.5:** Describe some changes brought about by colonial, nationalist, and anti-colonial forces during this period, and analyse their impact on people’s identity (e.g. the dissolution of the Soviet Union). | *Sample question*: “What did the Soviets do to promote the creation of the “Soviet man” and how did that conflict with the identity of the Ukrainian population?” |
| **D.** Since the Early Nineteenth Century | **D3. Work and Economics:** Explain how various economic developments effected the development of two or more societies in different regions of the world and at different times since the nineteenth century. | **D3.1**: Explain some main causes and consequences of the Industrial Revolution. | *Sample question*: “Compare the main causes and consequences of the Industrial Revolution in the Soviet Union (First Five Year Plan) to industrialization in Canada?”  *Sample question*: “How did life in Soviet Union, during the Five Year Plan, differ from how workers were treated in Canada between the World Wars?” |