

**Yan Oi Tong Tin Ka Ping Secondary School**  
**Form 4 History Teaching Schedule, 2021-2022**

Textbook: Ho Wai Kin, Liu Yik Ling, **New Century World History, Conflicts and Cooperation in the 20<sup>th</sup> century World**, Theme B (2019 ed)

Teacher: Wong Kwai Mui

Lessons per week: 3

**Theme B Conflicts and Cooperation in the Twentieth-Century World**

Lesson	Topic	Content Focus	Teaching Points	Important Concepts ①	Assignments	Values & Attitudes②	Study Skill ③	Remarks
24	<b>Major conflicts and the quest for peace</b>	1. International Relations from 1900-1914	<ul style="list-style-type: none"> <li>➤ European powers at the beginning of the 20<sup>th</sup> century</li> <li>➤ Sources of international rivalries &amp; conflicts at the beginning of the 20<sup>th</sup> century</li> <li>➤ International crises before the First World War</li> <li>➤ Attempts at making peace at the beginning of the 20<sup>th</sup> century</li> <li>➤ The outbreak of the First World War, 1914</li> <li>➤ Major developments in the First World War</li> </ul>	<ul style="list-style-type: none"> <li>● Extreme Nationalism</li> <li>● Alliance system</li> <li>● Armaments race</li> <li>● International Crisis</li> <li>● Disarmament Conference</li> <li>● Entente Powers</li> <li>● Allied Powers</li> <li>● Schlieffen Plan</li> <li>● Trenches warfare</li> </ul>	<p><i>Group Discussion:</i></p> <p>1. Assess the relative importance of France and Germany in causing the First World War.</p>	<ul style="list-style-type: none"> <li>➤ Social harmony</li> <li>➤ National identity</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conclude</li> <li>➤ Define</li> <li>➤ Describe</li> <li>➤ Identify</li> <li>➤ In what way?</li> <li>➤ How?</li> <li>➤ List</li> <li>➤ State</li> <li>➤ Suggest</li> <li>➤ Account for</li> <li>➤ Analyze</li> <li>➤ Discuss</li> <li>➤ Elaborate</li> <li>➤ Examine</li> <li>➤ Why</li> </ul>	Test (1)

21		<p>2. The Two World Wars &amp; the Peace Settlements</p>	<ul style="list-style-type: none"> <li>➤ Paris Peace Conference after the First World War and its impact</li> <li>➤ The relationship between the Paris Peace Conference &amp; the two world wars</li> <li>➤ Post-Second World War settlements &amp; their impact</li> <li>➤ Significance of the two world wars</li> </ul>	<ul style="list-style-type: none"> <li>● Paris Peace Conference</li> <li>● Self-determination</li> <li>● League of Nations</li> <li>● Totalitarianism</li> <li>● Great Depression</li> <li>● Fascism</li> <li>● Nazism</li> <li>● Collective Security</li> <li>● Appeasement Policy</li> <li>● Wartime Diplomacy</li> <li>● Total War</li> <li>● Anti-Semitism</li> <li>● Decolonization</li> <li>● Superpower</li> <li>● United Nations</li> <li>● Protective tariffs</li> <li>● The right to vote</li> </ul>	<p><i>Group Discussion:</i></p> <p>1. Would you consider the Treaty of Versailles was a fair treaty? Justify your answer.</p> <p><i>Essay Writing:</i></p> <p>1. To what extent was the Second World War caused by the defects of the Versailles Settlement of 1919? Explain your answer.</p> <p>2. Compare the historical significance of the First World War with that of the Second World War.</p>	<ul style="list-style-type: none"> <li>➤ rights and responsibilities</li> <li>➤ commitment, honesty</li> <li>➤ Social harmony</li> <li>➤ National identity</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Empathy</li> <li>➤ Rationality</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attitude</li> <li>➤ View</li> <li>➤ Is it fair / justified / biased?</li> <li>➤ Compare / Contrast / Compare &amp; Contrast</li> <li>➤ Similarities &amp; differences</li> <li>➤ How far</li> <li>➤ Do you agree?</li> <li>➤ To what extent?</li> <li>➤ Result / Impact / Significance</li> </ul>	<p>Test (2)</p>
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6		3. Major conflicts after WWII and attempts to make peace	➤ The Cold War	<ul style="list-style-type: none"> <li>● Cold War</li> <li>● Hot War</li> <li>● Ideological differences</li> <li>● Iron Curtain</li> <li>● Blockade</li> <li>● Truman Doctrine</li> <li>● Marshall Plan</li> <li>● Molotov Plan</li> </ul>	<p><i>Group Discussion:</i></p> <p>1. (a) Account for the rising influence of the USA and the USSR in world politics in the 1940s.</p> <p>(b) In what ways did these power influence international relations in the 1950s and the 1960s?</p> <p>2. Who was to blame for the Cold War? Was it the fault of the United States or the Soviet Union? Explain your answer.</p>	<ul style="list-style-type: none"> <li>➤ Patriotism</li> <li>➤ rights and responsibilities</li> <li>➤ commitment</li> <li>➤ Social harmony</li> <li>➤ National identity</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Empathy</li> <li>➤ Rationality</li> <li>➤ Plurality</li> <li>➤ Culture and civilization heritage</li> <li>➤ Respect for different way of life</li> <li>➤ Adapting to changes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Roles and contribution</li> <li>➤ How far</li> <li>➤ Do you agree?</li> <li>➤ To what extent?</li> </ul>	
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18		3. Major conflicts after WWII and attempts to make peace	<ul style="list-style-type: none"> <li>➤ The Cold War (continued)</li> <li>➤ Détente between the US and USSR, 1968-79</li> <li>➤ Collapse of the USSR and Warsaw Pact</li> </ul>	<ul style="list-style-type: none"> <li>● Berlin Blockade</li> <li>● Policy of containment</li> <li>● Korean War</li> <li>● Cuban Missile Crisis</li> <li>● Domino Theory</li> <li>● Vietnam War</li> <li>● Policy of no direct intervention</li> <li>● 'Hot line'</li> <li>● Star Wars</li> <li>● Perestroika</li> <li>● Glasnost</li> </ul>	<p><i>Essay Writing:</i></p> <p>1 (a) What reforms did Gorbachev implement in the 1980s?</p> <p>(b) In what ways were Gorbachev's reforms responsible for the collapse of communism in Europe in the 1990s?</p>	<ul style="list-style-type: none"> <li>➤ rights and responsibilities</li> <li>➤ commitment,</li> <li>➤ Social harmony</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Cooperation</li> <li>➤ Rationality</li> <li>➤ Adapting to changes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trace &amp; Explain</li> <li>➤ Comment on</li> <li>➤ Assess</li> <li>➤ Evaluate</li> <li>➤ Is it fair / justified / biased?</li> </ul>	Test (3)
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12	<b>The quest for cooperation and prosperity</b>	4. International economic cooperation	<ul style="list-style-type: none"> <li>➤ Post-WWII economic problems and recovery</li> <li>➤ The roles of the US and USSR in European economic reconstruction and developments</li> <li>➤ Trend towards economic unity in Europe and its significance</li> </ul>	<ul style="list-style-type: none"> <li>● Economic reconstruction</li> <li>● Nationalizing</li> <li>● Economic unity</li> <li>● Planned Economy</li> <li>● Inner Six</li> <li>● Outer Seven</li> <li>● Political unity</li> <li>● Common market</li> <li>● Exchange Rate Mechanism</li> <li>● European Economic Community</li> <li>● Council for Mutual Economic Assistance</li> <li>● Common Agricultural Policy</li> <li>● Protectionism</li> <li>● Single integrated economy</li> <li>● Dollar imperialism</li> <li>● European Union</li> <li>● Euro</li> </ul>	<p><i>Group Discussion:</i></p> <p>1. What roles did the US and USSR play in promoting economic reconstruction and development after the Second World War?</p> <p><i>Essay Writing:</i></p> <p>1. (a) Trace the development of economic cooperation in Western Europe after the Second World War.</p> <p>(b) Assess the role of the US in European economic reconstruction and development.</p> <p>2. (a) What were the obstacles to Western European economic integration from the end of World War II up to the year 2000?</p> <p>(b) Despite those obstacles, by the year 2000, what had Western Europe achieved in economic integration?</p>	<ul style="list-style-type: none"> <li>➤ rights and responsibilities</li> <li>➤ commitment</li> <li>➤ Social harmony</li> <li>➤ National identity</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Empathy</li> <li>➤ Rationality</li> <li>➤ Inter-dependence</li> <li>➤ Open-mindedness</li> <li>➤ Plurality</li> <li>➤ Adapting to changes</li> <li>➤ Cooperation</li> <li>➤ Moral consideration</li> <li>➤ betterment of humankind</li> </ul>	<ul style="list-style-type: none"> <li>➤ How successful?</li> <li>➤ How effective?</li> <li>➤ Trace and Explain</li> </ul>	Test (4)
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9		<p>5. International social and cultural cooperation</p>	<ul style="list-style-type: none"> <li>➤ International cooperation in: population and resources;</li> <li>➤ International cooperation in: environmental protection;</li> <li>➤ International cooperation in: medicine and science and technology;</li> </ul>	<ul style="list-style-type: none"> <li>● Regional differences</li> <li>● Regional inequality</li> <li>● Disproportionate allocation of resources</li> <li>● Population explosion</li> <li>● Major environmental problems</li> <li>● Major developments towards international cooperation in environmental protection</li> <li>● Evaluation of international cooperation in environmental protection</li> <li>● Advancements in medicine and science and technology in the 20<sup>th</sup> century</li> <li>● Major developments towards international cooperation in medicine and science and technology</li> <li>● Evaluation of international cooperation in medicine and science and technology</li> </ul>	<p><i>Group Discussion:</i></p> <p>1. Explain how each of the following has caused problems for people in the Third World.</p> <p>(a) rising population;</p> <p>(b) wars and natural disasters;</p> <p>(c) paying interest for loans and aid.</p> <p><i>Essay Writing:</i></p> <p>1. How successful was the United Nations in promoting international social and cultural cooperation?</p>	<ul style="list-style-type: none"> <li>➤ rights and responsibilities</li> <li>➤ betterment of humankind</li> <li>➤ Social harmony</li> <li>➤ Human rights and responsibilities</li> <li>➤ Cooperation</li> <li>➤ Moral consideration</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Empathy</li> <li>➤ Rationality</li> <li>➤ Inter-dependence</li> <li>➤ Open-mindedness</li> <li>➤ Plurality</li> </ul>	<ul style="list-style-type: none"> <li>➤ How successful?</li> <li>➤ How effective?</li> <li>➤ Comment on the validity</li> </ul>	<p>Test (5)</p>
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**Remarks**

① Students are expected to acquire knowledge and develop understanding of:

- (a) basic historical concepts, such as cause and effect, change and continuity, and similarities and differences;
- (b) diverse standpoints and perspectives inherent in different ways of representing and interpreting the past;
- (c) the beliefs, experiences and behaviours of their own nation as well as of other nations, and the ways in which they have shaped the development of the contemporary world;
- (d) the inter-relations of major events and movements that have occurred in the local community, the nation, Asia and the world in the 20th century; and
- (e) the major historical developments and trends that have shaped the contemporary world.

② Students are expected to cultivate positive values and attitudes that will enable them to:

- (a) appreciate the difficulties and challenges that humankind faced in the past, and to understand the attitudes and values that influence human behaviour;
- (b) tolerate and respect different opinions, and to recognise the fact that although different communities have different experiences and beliefs, there are values and ideals that are commonly shared by all humankind;
- (c) develop and maintain an inquisitive attitude towards human culture; and
- (d) become responsible citizens with a sense of national identity and a global perspective

③ Students are expected to master skills which will enable them to:

- (a) distinguish fact from opinion; detect biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and build up proper historical perspectives;
- (b) compare and interpret historical data; arrive at reasoned conclusions based on available evidence; and recognise the fact that history is subject to reassessment based on the interpretation of new evidence ;
- (c) ascertain and explain the extent to which historical documents and archives reflect contemporary attitudes, values and passions;
- (d) present logical and coherent arguments through the proper selection and organisation of historical data;
- (e) search for, select, analyse and synthesise information through various means, including the Internet, and consider various ways of arriving at conclusions and making appraisals; and
- (f) apply historical knowledge and skills in everyday life.