



SAMPLE COURSE OUTLINE

**MODERN HISTORY
GENERAL YEAR 11**

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Sample course outline

Modern History – General Year 11

Semester 1 – Unit 1 – People, place and time

This unit is based on the elective: Local History: The Burrup and beyond

Week	Key teaching points
1–4	<p>Introduction to local history 40,000 years of local history: an overview</p> <ul style="list-style-type: none"> introduce Aboriginal history with the Values and Sensitivities document values, beliefs and traditions characteristic of the local groups the Burrup Peninsula and the petroglyphs (put into the wider perspective of other petroglyphs/rock art around the world) maritime history along the north-west coast European exploration and settlement multiculturalism, including the part played by the Afghans and by the Japanese at Cossack resource development changing land use: Aboriginal, pastoral, maritime industries, resources, tourism <p>Evidence Primary and secondary sources Where and how to locate sources, including internet search engines to locate videos and images, for both the Burrup Peninsula and the Pilbara Task 1: Source analysis</p>
5–7	<p>The 1940–1960s: a period of great change</p> <ul style="list-style-type: none"> equal pay for Aboriginals and the results of this resource discoveries 1960 lifting of the embargo on the export of iron ore and the consequences of this influx of non-Indigenous workers to the area and their impact results of these changes on the social and cultural life and heritage of the Aboriginal peoples of the area economic impact of resource development, including different perspectives
8–12	<p>Task 2 Part A: Historical inquiry – Local history of Karratha Introduce the inquiry Historical questions and research</p> <ul style="list-style-type: none"> formulate, test and modify propositions to investigate historical issues frame questions to guide inquiry and develop a coherent research plan for inquiry identify, locate and organise relevant information from a range of primary and secondary sources practise ethical scholarship when conducting research <p>Explanation and communication</p> <ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments communicate historical understanding by selecting and using text forms appropriate to the purpose and audience apply appropriate referencing techniques accurately and consistently <p>Task 2 Part B: Class presentation of inquiry findings</p>
13–14	<p>Different interpretations of the local history:</p> <ul style="list-style-type: none"> students provide some perspectives invite visitors to the school to gain different perspectives e.g. Aboriginal perspective and/or the conservation/resource development perspectives while not from the area, the film <i>The Rabbit-Proof Fence</i> could be viewed to show the impact of government policies and different perspectives <p>Task 3: Explanation: scaffolded essay</p>

Week	Key teaching points
15	Overview of the unit. Students, working in groups, find and annotate a number of sources that reflect the main points covered throughout the semester. These will form the basis for a class discussion on important aspects of the local history Revision
16	Task 4: Test on Unit 1

Semester 2 – Unit 2 – Power and authority

This unit is based on the elective: Tokugawa Japan

Week	Key teaching points
1–2	<p>Introduction</p> <ul style="list-style-type: none"> define the ideas of power and authority discuss different ideas about the nature of power and authority exploring power and authority in early Japan
3	<p>Before Tokugawa: the beginnings of feudal Japan</p> <ul style="list-style-type: none"> impact of traditional Chinese society on Japan the origins of Shogunal rule the nature of the Japanese feudal system, including the main social classes and their roles the role of women in feudal Japan the impact and legacy of the samurai
4–5	<p>Task 5 Part A: Historical inquiry – Feudal societies (Week 4–7) Introduction to the inquiry</p> <p>Sixteenth Century Japan: Sengoku Japan at the beginning of the period, including the key people, ideas and events</p> <ul style="list-style-type: none"> the period of the warring states (Sengoku) impact of the arrival of Portuguese traders and the Jesuits reactions to the growth of Christianity contribution of Oda Nobunaga and Toyotomi Hideyoshi to the unifying of Japan under a single ruler the Battle of Sekigahara how Tokugawa Ieyasu became ruling Shogun in 1603
6–7	<p>Tokugawa Japan: Ieyasu to isolation (1603–1641) Continuity and change throughout the period</p> <ul style="list-style-type: none"> reasons for Japan’s ‘closed door’ policy of <i>shakoku</i> and the edict of 1636 significant events between 1543 and 1641 Deshima Island: its importance to the Japanese and the Dutch <p>Tokugawa Japan: the challenges of isolation (1641–1853) Continuity and change throughout the period</p> <ul style="list-style-type: none"> everyday life during this period of isolation and peace decline of the samurai ensuring loyalty of the <i>daimyo</i> and the <i>tozama</i> to the Tokugawa shoguns the growth of trade and the rise of the <i>chonin</i> the position of the peasants <p>Task 5 Part B: Presentation of inquiry findings: an annotated poster display</p>
8–9	<p>Commodore Perry and the end of isolation</p> <ul style="list-style-type: none"> reasons for foreign interest in Japan, especially by the USA the impact of Commodore Perry’s arrival in 1853 different representations of Perry’s arrival, including Japanese woodcuts and writing extent of bias, propaganda, motive and purpose evident in the representations <p>Task 6: Teacher-generated source analysis</p>
10	<p>The fall of the Tokugawa Shogunate</p> <ul style="list-style-type: none"> challenges to the shogun’s power, including the ‘Unequal Treaties’ the Sonno Movement and the clans of the south-west role in restoring the Emperor to power the role of the <i>shi-shi</i> events leading to the fall of the Tokugawa Shogunate

Week	Key teaching points
11–15	<p>From Tokugawa to Meiji: the Meiji Restoration</p> <ul style="list-style-type: none"> • how and why Japanese society changed • aspects of Japanese society which remained the same • the nature of the Meiji Restoration • explain the significance of: <ul style="list-style-type: none"> ▪ the Charter Oath ▪ the end of feudalism ▪ introduction of conscription ▪ the demise of the samurai ▪ the Satsuma rebellion and the fate of Saigo Takamori <p>Exploring film representations of the late Tokugawa period <i>The Last Samurai</i> (2004 – Hollywood) and <i>Yojimbo</i> (1961 – Japanese)</p> <ul style="list-style-type: none"> • to what extent are the films a valid representation of the events they are depicting? • consider the perspectives of the films and suggest reasons (passage of time, bias, motive, values and beliefs) for those perspectives <p>Task 7: An extended response to a series of questions on film as a representation of history</p>
16	Task 8: Test on Unit 2