



SAMPLE COURSE OUTLINE

**MODERN HISTORY
GENERAL YEAR 12**

Copyright

© School Curriculum and Standards Authority, 2020

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course

Sample course outline

Modern History – General Year 12

Semester 1 – Unit 3 – Societies and Change: Elective: The USA between the wars 1918–1941

| Week | Syllabus content | Suggested teaching points |
|------|---|---|
| 1–2 | <p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflict, social/cultural.</p> <p>Elements of a society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions that have become integral to the society individuals and groups who hold power and those who do not relative importance of events, issues, people and other factors in shaping the nature of society at that particular time | <p>USA in 1918</p> <ul style="list-style-type: none"> Woodrow Wilson – President end of World War I USA as a military and industrial leader <i>Forbes</i> richlisters, such as the Rockefellers, Andrew Carnegie, Henry Ford, George Baker, Henry Frick Temperance movement Influenza epidemic Isolationism political, economic and social situation of women and minorities <p>Task 1: Explanation</p> |
| 3–6 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>USA 1919–1929</p> <ul style="list-style-type: none"> growing Isolationism, the Peace Conference and the League of Nations ‘The business of America is business’/ ‘the chief business of the American people is business’ – Coolidge mass marketing – Henry Ford Prohibition a decade of contradictions: economically, socially and culturally <p>Task 2: Historical Inquiry</p> |
| 7–8 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>USA 1929–1932</p> <ul style="list-style-type: none"> Hoover and Roosevelt (FDR) Wall Street and what caused the crash political, economic and social consequences |

| Week | Syllabus content | Suggested teaching points |
|-------|---|---|
| 9–11 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>USA 1932–1939</p> <ul style="list-style-type: none"> FDR and the New Deal ‘Relief, recovery, reform’ responses of various political, economic and social groups within society to the New Deal <p>Task 3: Source analysis</p> |
| 12–13 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>USA 1939–1941</p> <ul style="list-style-type: none"> Isolationism and the war in Europe FDR v Congress and assistance for Britain US companies and war production pre-1941 the Bombing of Pearl Harbour <p>Task 4: Externally set task</p> |
| 14 | <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> impact of historical forces on individuals and groups various forms of continuity and change throughout the period extent of economic, political and social change compared to the start of the period | <p>USA 1918–1941</p> <ul style="list-style-type: none"> continuity and change in who held power and who did not economic change and continuity social/cultural change and continuity including values |
| 15 | Task 5: Semester 1 Test | |

Historical skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- 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

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- 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

Sample course outline

Modern History – General Year 12

Semester 1 – Unit 3 – Societies and Change: Elective: Australia 1914–1949

| Week | Syllabus content | Suggested teaching points |
|------|---|---|
| 1–2 | <p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflict, social/cultural.</p> <p>Elements of a society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions that have become integral to the society individuals and groups who hold power and those who do not relative importance of events, issues, people and other factors in shaping the nature of society at that particular time | <p>Australia in 1914</p> <ul style="list-style-type: none"> political, social and economic structures of Australia: British Empire; Federation; emergence of two major parties; welfare; basic wage (Harvester Judgement); trade, tariffs and taxation. values, beliefs and traditions: nationalism; monarchy; White Australia; women and political equality; ‘working man’s paradise’ individuals and groups: Cook (Liberal Party); Fisher (Labor Party); William Hughes events, issues, people and other factors in shaping the nature of society: growing threat of Japan; growing fear of war with Germany |
| 3–4 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>Australia 1914–1919</p> <ul style="list-style-type: none"> Australia’s political and social responses to the outbreak of war support for, and opposition to, the war over the period key battlegrounds (e.g. Gallipoli, Western Front) and their political and social impact, including the conscription issue Anzac Day and the Anzac legend women and World War I the Treaty of Versailles and Australia the impact of the following forces: political, social/cultural, leadership, international relations/conflict. <p>Task 1: Historical inquiry</p> |
| 5–7 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change | <p>Australia in the 1920s</p> <ul style="list-style-type: none"> returned servicemen in the 1920s, including the soldier settlement scheme Indigenous Australians in the 1920s, including returned servicemen, |

| Week | Syllabus content | Suggested teaching points |
|-------|---|---|
| | <ul style="list-style-type: none"> extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>protectionist policies, Coniston Massacre, protest movements</p> <ul style="list-style-type: none"> 'Men, money, and markets' employment, unionism and the ACTU society in the 1920s, its diversity in both urban and rural Australia sport, leisure and entertainment political, economic and social forces influencing events ideas and people <p>Task 2: Explanation</p> |
| 8–10 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>Australia in the 1930s</p> <ul style="list-style-type: none"> The Great Depression <ul style="list-style-type: none"> Wall Street Crash and its impact political, economic and social consequences within Australia did societal values change in the 1930s? key personalities: Scullin, Lang, Niemeyer sport, leisure and entertainment opening of the Sydney Harbour Bridge Indigenous activism in the 1930s and the Day of Mourning <p>Task 3: Source analysis</p> |
| 11–12 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>Australia 1939–1945</p> <ul style="list-style-type: none"> War in Europe and the Pacific and Australia <ul style="list-style-type: none"> Australian forces in specific theatres of war the alliances with Britain and the USA political, economic and social responses within Australia women and World War II |
| 12–13 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> relationship between events, ideas and people throughout the period methods and strategies used by leaders, individuals and groups seeking change extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period | <p>Australia 1945–1949</p> <ul style="list-style-type: none"> 'populate or perish'/immigration social welfare 'the Australian Dream' the Snowy Mountain Scheme fear of communism 1948 – Australian citizenship 1949 – election and outcome Indigenous Australians in post-World War II Australia <p>Task 4: Externally set task</p> |

| Week | Syllabus content | Suggested teaching points |
|------|---|--|
| 14 | <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • impact of historical forces on individuals and groups • various forms of continuity and change throughout the period of study • extent of economic, political and social change compared to the start of the period | <p>Australia 1914–1949</p> <ul style="list-style-type: none"> • continuity and change in who held power and who did not • economic change and continuity • social/cultural change and continuity, including values |
| 15 | Task 5: Semester 1 Test | |

Historical skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- 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

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- 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

Sample course outline

Modern History – General Year 12

Semester 2 – Unit 4 – Historical trends and movements

This outline is based on the elective: The civil rights movement in the USA 1941–1971

| Week | Syllabus content | Suggested teaching points |
|------|---|--|
| 1–2 | <p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflict, social/cultural.</p> <p>Elements of a society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions that have changed or remained the same means by which individuals and groups have gained power and authority the relationship between events, ideas, people and other factors underlying the nature of the society to that point | <p>USA 1941</p> <ul style="list-style-type: none"> political structures: Federal system – the President and Congress at the national level and State Governors and Congress at the state level The US Constitution 13th, 14th and 15th Amendments Jim Crow laws in various states economic structures: private enterprise/capitalism, employment and African Americans social structure: wealth, education, race, geography societal values, beliefs, traditions: race, wealth, North vs South, rural vs urban US entry into World War II 1941 – President Roosevelt and Executive Order 8802 1942 – The Congress for Racial Equality |
| 3–6 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> events that contributed to the development of particular movements or trends throughout the period key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders methods and strategies used by leaders, individuals and groups to achieve their aims | <p>1941–1957</p> <ul style="list-style-type: none"> the military and the issue of racial equality race riots during and after the war KKK Presidents Truman and Eisenhower and Civil Rights NAACP challenges through the courts Desegregation – the Little Rock Nine, the Clinton 12 1957 Civil Rights Act <p>Task 6: Explanation</p> |
| 7–10 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> events that contributed to the development of particular movements or trends throughout the period key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders methods and strategies used by leaders, individuals and groups to achieve their aims | <p>Leaders, strategies and outcomes 1955–1971</p> <ul style="list-style-type: none"> individuals, such as: Thurgood Marshall, Daisy Bates, Rosa Parks, Dr Martin Luther King Jr, Malcolm X strategies, such as: the Freedom Rides, Marches (Washington 1963, Selma to Montgomery 1965), Greensboro Sit-In, Montgomery Bus Boycott ‘Black Power’ |

| Week | Syllabus content | Suggested teaching points |
|-------|--|--|
| | | <ul style="list-style-type: none"> music and the fight for civil rights sport and the fight for civil rights legislative changes at the national and state level – laws that prevailed in various states <p>Task 7: Historical Inquiry</p> |
| 11–12 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> methods and strategies used by leaders, individuals and groups to achieve their aims | <p>US Presidents and the Civil Rights movement 1941–1971</p> <ul style="list-style-type: none"> how various US Presidents initiated and/or responded to various events, groups and leaders in the campaign for civil rights throughout the period <p>Task 8: Source analysis</p> |
| 13–14 | <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> impact of special circumstances or situations on various forms of continuity and change consequences of historical movements or trends on political, cultural, social, military and legal structures within society throughout the period of study the effectiveness of individuals and groups in achieving their aims evidence of continuity and/or change to the values, beliefs and attitudes of a society as a result of historical movements or trends | <ul style="list-style-type: none"> what has changed politically, socially and economically over the period for African Americans? did particular events lead to changes? how effective were particular individuals in achieving societal changes? had civil rights truly been attained by 1971? were the racial divisions and the lack of civil rights in 1941 still as distinct in 1971? had there been a shift in societal values within the US towards African Americans? |
| 15 | Task 9: Semester 2 Test | |

Historical skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- 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

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- 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

Sample course outline

Modern History– General Year 12

Semester 2 – Unit 4 – Historical trends and movements

This outline is based on the elective: Nazism in Germany 1918–1945

| Week | Syllabus content | Suggested teaching points |
|------|--|---|
| 1–2 | <p>The development of historical skills is intrinsic to the teaching of this unit</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflict, social/cultural.</p> <p>Elements of a society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions that have changed or remained the same means by which individuals and groups have gained power and authority the relationships between events, ideas, people and other factors underlying the nature of the society to that point | <p>Germany in 1918–1919</p> <ul style="list-style-type: none"> military situation in 1918 – Spring Offensives, the Armistice political situation – Kaiser Wilhelm and his abdication, the Kiel Mutiny, the proclamation of the republic, the Freikorps and the Spartacists, the election for the new Weimar National Assembly economic and social situation – starvation, disillusionment |
| 3–4 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> events that contributed to the development of particular movements or trends throughout the period key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders methods and strategies used by leaders, individuals and groups to achieve their aims | <p>Germany 1919–1923</p> <ul style="list-style-type: none"> The Treaty of Versailles <ul style="list-style-type: none"> the terms of the treaty reactions to the treaty within Germany <ul style="list-style-type: none"> the Left and Right and political violence The Nazi Party <ul style="list-style-type: none"> its formation role of Adolf Hitler beliefs membership Occupation of the Ruhr <ul style="list-style-type: none"> passive resistance by Germans hyperinflation Beer Hall Putsch and its outcome for the Nazi Party and for Hitler |
| 5–6 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> events that contributed to the development of particular movements or trends throughout the period key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders | <p>Germany 1924–1929</p> <ul style="list-style-type: none"> the ‘golden years’ under Stresemann social and cultural Weimar the Nazi party during the period Adolf Hitler and Mein Kampf democratic Weimar President Hindenburg |

| Week | Syllabus content | Suggested teaching points |
|-------|--|---|
| | <ul style="list-style-type: none"> • methods and strategies used by leaders, individuals and groups to achieve their aims | |
| 7–9 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • events that contributed to the development of particular movements or trends throughout the period • key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders • methods and strategies used by leaders, individuals and groups to achieve their aims | <p>Germany 1929–1934</p> <ul style="list-style-type: none"> • The Depression <ul style="list-style-type: none"> ▪ economic impact ▪ social impact ▪ political impact especially for the Nazi and Communist Parties ▪ Hitler as Chancellor • The Reichstag Fire and the consequences • the Night of the Long Knives |
| 10–11 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • events that contributed to the development of particular movements or trends throughout the period • key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders • methods and strategies used by leaders, individuals and groups to achieve their aims | <p>Germany 1934–1939</p> <ul style="list-style-type: none"> • economic development and the preparation for war • society and culture and control of the German people • the role of propaganda within the state • Hitler, the Nazi Party and the SS • the persecution of particular groups, such as Jews, Gypsies • German expansion 1935–1939 |
| 12–13 | <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • events that contributed to the development of particular movements or trends throughout the period • key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders • methods and strategies used by leaders, individuals and groups to achieve their aims | <p>Germany 1939–1945</p> <ul style="list-style-type: none"> • the Soviet-German Non-Aggression Pact • the mobilisation of the German people throughout the war • Germany at war 1939–1942 • the Jews in Germany and the occupied lands and the genocide • Germany at war 1943–1945: the Eastern and Western fronts • defeat and ‘denazification’ |
| 14 | <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • impact of special circumstances or situations on various forms of continuity and change • consequences of historical movements or trends on political, cultural, social, military and legal structures within society throughout the period of study • the effectiveness of individuals and groups in achieving their aims • evidence of continuity and/or change to the values, beliefs and attitudes of a society as a result of historical movements or trends | <p>Germany 1918–1945</p> <ul style="list-style-type: none"> • defeat in World War I, the failure of Weimar, the Depression and continuity and change in Germany • societal acceptance of Nazi rule • the consequences of Nazism on political, cultural, social, military and legal structures • the effectiveness of Hitler, the SA and the SS in achieving their aims |

| Week | Syllabus content | Suggested teaching points |
|------|-------------------------------|---------------------------|
| 15 | Task : Semester 2 Test | |

Historical skills

The following skills will be developed during this unit.

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- 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

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- 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