**Sample Course Outline**

Modern History

ATAR Year 12

Unit 4 – Elective 3: The struggle for peace in the Middle East

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# Sample course outline

# Modern History – ATAR Year 12

## Semester 2 – Unit 4 – The modern world since 1945

This outline is based on the elective: The struggle for peace in the Middle East

| **Week** | **Key teaching points** |
| --- | --- |
| 1 | **The Historical Skills are intrinsic to the teaching of this unit**  **The impact of the following forces should be considered, where appropriate, throughout the unit:** economic, external forces/international relations, ideas, leadership, political, social/cultural  **An overview of:**   * thebackground to the establishment of the British mandate in Palestine * the background to the establishment of the state of Israel * the immediate consequences for relation between Jews and Arabs * significant ideas of the period, including imperialism, Arab nationalism, Zionism |
| 2–6 | **The significance and consequences of key conflicts between Arabs and Israelis, including:**   * the Arab-Israeli War of 1948–49 * the Suez War (1956) * the Six-Day War (1967) * the Yom Kippur War (1973) * Israeli military intervention in Lebanon (1978, 1982) * significant ideas of the period, including imperialism, Arab nationalism, Zionism, fundamentalism, terrorism * the impact of significant individuals and groups both in working for and in opposing peace |
| 7 | **The nature and consequences of Palestinian reactions to Israel, including:**   * the Intifada (1987–94) * the beginning of the 2nd Intifada (2000) * significant ideas of the period, including imperialism, fundamentalism, terrorism * the impact of significant individuals and groups both in working for and in opposing peace |
| 8–11 | **Reasons for, and consequences of, other conflicts in the Middle East, including:**   * the Lebanese Civil War (1975–1990) * Iranian Revolution (1979) * the Iran/Iraq War (1980–1988) * the First Gulf War (1990–1991) * significant ideas of the period, including imperialism, fundamentalism, terrorism * the impact of significant individuals and groups both in working for and in opposing peace |
| 12–13 | **The attempts to settle conflicts between Arabs and Israelis, including:**   * the 1949 Armistice * Security Council Resolution 242 (1967) * Camp David Accords (1978) * the 1979 Peace Treaty * the Oslo Accords (1993) * the Camp David Summit (2000) * the role of the United Nations * significant ideas of the period, including imperialism, Arab nationalism, Zionism, fundamentalism, terrorism * the impact of significant individuals and groups both in working for and in opposing peace |
| 14 | **The consequences of the involvement of the United States, Britain and the Soviet Union in the Middle East over the period:**   * in the continuing conflict * in the peace process * the impact of significant individuals and groups both in working for and in opposing peace |
| 15 | **Examination (Semester 2)** |

| **Historical Skills** |
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| 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 |