**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
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| 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
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| 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
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| 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
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