**Sample Course Outline**

Modern History

General Year 12

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# 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 | **The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)****The impact of the following forces should be considered, where appropriate, throughout the elective**: political, economic, leadership, international relations/conflict, social/cultural.Elements of a society at the start of the period* 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
 | **USA in 1918*** Woodrow Wilson – President
* end of World War I
* USA as a military and industrial leader
* *Forbes* 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

**Task 1: Explanation** |
| 3–6 | **Key people, ideas and events over the period*** 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
 | **USA 1919–1929*** 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

**Task 2: Historical Inquiry** |
| 7–8 | **Key people, ideas and events over the period*** 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
 | **USA 1929–1932*** Hoover and Roosevelt (FDR)
* Wall Street and what caused the crash
* political, economic and social consequences
 |
| 9–11 | **Key people, ideas and events over the period*** 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
 | **USA 1932–1939*** FDR and the New Deal
* ‘Relief, recovery, reform’
* responses of various political, economic and social groups within society to the New Deal

**Task 3: Source analysis** |
| 12–13 | **Key people, ideas and events over the period*** 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
 | **USA 1939–1941*** 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

**Task 4: Externally set task** |
| 14 | **Consequences of continuity and change over the period*** 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
 | **USA 1918–1941*** 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 | **The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)****The impact of the following forces should be considered, where appropriate, throughout the elective**: political, economic, leadership, international relations/conflict, social/cultural.Elements of a society at the start of the period* 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
 | **Australia in 1914*** 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 | **Key people, ideas and events over the period*** 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
 | **Australia 1914–1919*** 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.

**Task 1: Historical inquiry** |
| 5–7 | **Key people, ideas and events over the period*** 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
 | **Australia in the 1920s*** returned servicemen in the 1920s, including the soldier settlement scheme
* Indigenous Australians in the 1920s, including returned servicemen, protectionist policies, Coniston Massacre, protest movements
* ‘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

**Task 2: Explanation** |
| 8–10 | **Key people, ideas and events over the period*** 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
 | **Australia in the 1930s*** The Great Depression
* 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

**Task 3: Source analysis** |
| 11–12 | **Key people, ideas and events over the period*** 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
 | **Australia 1939–1945*** War in Europe and the Pacific and Australia
* 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 | **Key people, ideas and events over the period*** 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
 | **Australia 1945–1949*** ‘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

**Task 4: Externally set task** |
| 14 | **Consequences of continuity and change over the period*** 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
 | **Australia 1914–1949*** 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 | **The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)****The impact of the following forces should be considered, where appropriate, throughout the elective**: political, economic, leadership, international relations/conflict, social/cultural.Elements of a society at the start of the period* 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
 | **USA 1941*** 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 | **Key people, ideas and events over the period*** 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
 | **1941–1957*** 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

**Task 6: Explanation** |
| 7–10 | **Key people, ideas and events over the period*** 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
 | **Leaders, strategies and outcomes 1955–1971*** 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’
* 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

**Task 7: Historical Inquiry**  |
| 11–12 | **Key people, ideas and events over the period*** methods and strategies used by leaders, individuals and groups to achieve their aims
 | **US Presidents and the Civil Rights movement 1941–1971*** how various US Presidents initiated and/or responded to various events, groups and leaders in the campaign for civil rights throughout the period

**Task 8: Source analysis** |
| 13–14 | **Consequences of continuity and change over the period*** 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
 | * 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**

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**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 | **The development of historical skills is intrinsic to the teaching of this unit****The impact of the following forces should be considered, where appropriate, throughout the elective**: political, economic, leadership, international relations/conflict, social/cultural.Elements of a society at the start of the period* 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
 | **Germany in 1918–1919*** 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 | **Key people, ideas and events over the period*** 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
 | **Germany 1919–1923*** The Treaty of Versailles
* the terms of the treaty
* reactions to the treaty within Germany
* the Left and Right and political violence
* The Nazi Party
* its formation
* role of Adolf Hitler
* beliefs
* membership
* Occupation of the Ruhr
* passive resistance by Germans
* hyperinflation
* Beer Hall Putsch and its outcome for the Nazi Party and for Hitler
 |
| 5–6 | **Key people, ideas and events over the period*** 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
 | **Germany 1924–1929*** the ‘golden years’ under Stresemann
* social and cultural Weimar
* the Nazi party during the period
* Adolf Hitler and Mein Kampf
* democratic Weimar
* President Hindenburg
 |
| 7–9 | **Key people, ideas and events over the period*** 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
 | **Germany 1929–1934*** The Depression
* 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 | **Key people, ideas and events over the period*** 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
 | **Germany 1934–1939*** 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 | **Key people, ideas and events over the period*** 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
 | **Germany 1939–1945*** 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 | **Consequences of continuity and change over the period*** 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
 | **Germany 1918–1945*** 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
 |
| 15 | **Task : Semester 2 Test** |

**Historical skills**

The following skills will be developed during this unit.

**Chronology, terms and concepts**

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**Historical questions and research**

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**Explanation and communication**

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* communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
* apply appropriate referencing techniques accurately and consistently