**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** | |

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**Historical questions and research**

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* 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**

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# 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** | |

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**Historical questions and research**

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