**Sample Course Outline**

Modern History

ATAR Year 12

Unit 3 – Elective 2: Russia and the Soviet Union 1914−1945

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# Sample course outline

# Modern History – ATAR Year 12

## Semester 1 – Unit 3 – Modern nations in the 20th century

This outline is based on the elective: Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)

| **Week** | **Key teaching points** |
| --- | --- |
| 1 | **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**Overview of Russia in 1914*** the political, economic and social situation in Russia in 1914
* significant ideas of the period: autocracy, Marxism, communism
* the role and impact of significant individuals: political leaders
 |
| 2–3 | **Internal divisions and crises within Russian society (1914–1917)*** the impact of World War I
* the causes, events and outcomes of the February revolution in 1917
* the causes, events and outcomes of the October Revolution in 1917
* the role and impact of significant individuals: political and military leaders

**Task 1: Source analysis** |
| 4–6 | **Bolsheviks in power (1917–1922)*** the initial reforms and decrees of the Bolsheviks
* the opposition to the Bolsheviks
* the Brest-Litovsk Treaty
* the civil war and the reasons for the Bolshevik victory
* War Communism and how it transformed Russia
* the New Economic Policy
* the different experiences of individuals and groups, including nobility, the clergy, peasants and factory workers; and the methods the regime employed to control them
* the creation of the USSR
* the role and impact of significant individuals: political and military
* significant ideas of the period: Leninism compared to Marxism, communism

**Task 2: Explanation – essay** |
| 7 | **The struggle of Stalin and Trotsky for power*** the New Economic Policy and how it transformed Russia
* significance of the struggle
* the reasons for the success of Stalin
 |
| 8–9 | **The changes that transformed Russia*** the Five Year Plans and how they contributed to:
* state control of the economy
* forced rural collectivisation
* state created famine
* modernisation of the Soviet Union
* significant ideas: collectivisation
 |
| 10 | **The social/cultural impact of Bolshevism and Stalin’s Cultural Revolution to 1945*** women
* nationalities
* youth and education (Komsomol)
* the arts (including Social Realism)
* religion
* the role and impact of significant individuals in the period: social/cultural leaders
* the impact of significant ideas: Leninism, Stalinism

**Task 3 Part A:** Historical inquiry–research**Task 3 Part B:** In-class validation essay |
| 11–12 | **Methods used by the regime to control individuals and groups 1922–1945*** mobilisation and propaganda
* repression
* the Purges
* the Great Terror
* the different experiences of individuals and groups including nobility, the clergy, peasants and factory workers
* the impact of significant ideas: Leninism, Stalinism
* the role and impact of significant individuals: political leaders

**Task 4: Source analysis** |
| 13–14 | **World War II*** its impact
* methods that enabled the USSR to secure victory
* the role and impact of significant individuals: political, military
 |
| 15 | **Task 5: Examination** |

| **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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