**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** |
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| 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 |