



COURSE OUTLINE



Modern History – General Year 11

Unit 1 – People, Place and Time (Elective: George Washington and the American revolution)

Unit 2 – Power and Authority (Elective: Tokugawa Japan)

SEMESTER 1: UNIT 1- PEOPLE, PLACE AND TIME (ELECTIVE: GEORGE WASHINGTON AND THE AMERICAN REVOLUTION)

Term	Week	Topic and key teaching points	Syllabus content	WALT/ WILF	Assessment
1	1-2	<p>Introduction- History- why study it? Syllabus overview, outline. Establish: People Glossaries (Biographies) Timelines Word glossaries Types of assessments overview- Source Analysis, Historical Inquiry, explanation and Test. Brief background to America in 1763 (Timeline and event overviews)</p> <ul style="list-style-type: none"> ● First Nations foundation: how was each colony governed? Consider hardships of having a colony so far away- establishment of infrastructure and establishing a sustainable colony (slavery, colonialists, native Americans) ● Britain’s thirteen colonies- mapping activity ● British mercantilist policy ● Social structure of the British colonies- look at the variance between the 13 colonies ● Sources of revolutionary ideas ● French and Indian War – 1754 to 1763 ● Salutary neglect <p>Set up Glossary: People</p> <ul style="list-style-type: none"> ● George Washington 	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflict, social/cultural.</p> <p>Historical knowledge and understanding: Elements of society at the start of the period:</p> <ul style="list-style-type: none"> ● key political, social and economic structures of a society at the start of the period ● values, beliefs and traditions characteristic of a society 	<p>WALT: (What we are learning to do)- How and why America was established and the first conflict (French Indian war)- causes, events, main players and outcome. WILF: (What I am looking for)- location and names of the 13 colonies, importance of key people, timeline skills and importance of French-Indian war.</p>	

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		<ul style="list-style-type: none"> King George 111 Benjamin Franklin <p>Primary and secondary sources Where and how to locate sources, including internet search engines to locate videos and images. Begin looking at source analysis questions that will be asked- handout.</p> <p>VIDEO'S: 13 colonies video's on You tube (Mr Zoller's class). Text: Analysing the American Revolution Chapter</p>	<ul style="list-style-type: none"> chronology of the period of study according to significant events, people and ideas <p>Key People, ideas, events over the period.</p> <ul style="list-style-type: none"> ideas that emerged throughout the period key events that occurred throughout the period the emergence of individuals and groups within a society 		
1	3	<p>Growing Opposition to Britain, 1763 - 1766 (Timeline) Look at why the colonial people of America were beginning to move towards independence. Could it have been prevented? Key events:</p> <ul style="list-style-type: none"> Aftermath of the French and Indian War, 1754 – 1763 Proclamation Line and Pontiac's Rebellion Colonial assemblies Sugar Act 1764 Stamp Act 1765 Stamp Act Congress Quartering Act 1765 Declaratory Act 1766 	<p>Historical knowledge and understanding: Elements of society at the start of the period</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions characteristic of a society chronology of the period of study according to significant events, people and ideas 	<p>WALT (What we are learning to do): Interpretation of sources- context, message, source identification, perspective, usefulness. Important people and events information- collecting quotes.</p> <p>WILF (What I am looking for): Ability to respond to source questions, knowledge of the foundation of America.</p>	<p>TASK 1: Source analysis on the beginning of the 13 colonies.</p>

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		<p>People and groups to consider and add to the glossary:</p> <ul style="list-style-type: none"> ● Sons of Liberty ● John Hancock ● Patrick Henry ● Samuel Adams <p>QUOTES ACTIVITY:</p> <ul style="list-style-type: none"> ● “No taxation without representation”- who said this and what does it mean? Getting students to collect quotes from important people. <p>RESOURCES: Text: Analysing the American Revolution Chapter 2 Clickview: Creation of a Nation</p>	<p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ● ideas that emerged throughout the period ● key events that occurred throughout the period ● the emergence of individuals and groups within a society ● level of support or opposition for significant individuals, groups or organisations, ideas and events 		
1	4-6	<p>Historical Inquiry: important people of the revolution. You will have class time and home. We will continue to look at people who have not been chosen in class: LIST (Not exhaustive)</p> <ul style="list-style-type: none"> ● George Washington ● King George III ● Patrick Henry ● Samuel Adams ● Paul Revere 	<p>Historical knowledge and understanding: Elements of Society at the start of the period:</p> <ul style="list-style-type: none"> ● key political, social and economic structures of a society at the start of the period 	<p>WALT (What we are learning to do): Looking at biographies of important people during the lead up to Revolution- who, where, when, why, what, how. Investigation skills.</p> <p>WILF (What I am looking for):</p>	<p>Task 2 Part A: Historical inquiry – important people of the revolution.</p>

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		<ul style="list-style-type: none"> • John Adams <p>RESOURCES: Library Text: Analysing the American Revolution</p>	<ul style="list-style-type: none"> • values, beliefs and traditions characteristic of a society • chronology of the period of study according to significant events, people and ideas <p>Key people, ideas and events over the period:</p> <ul style="list-style-type: none"> • ideas that emerged throughout the period • key events that occurred throughout the period • the emergence of individuals and groups within a society • level of support or opposition for significant individuals, groups or organisations, ideas and events 	<p>Research notes, bibliography and appropriate sources collected and submitted.</p>	
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1	7-9	<p>Patriots versus Loyalists- explain the difference. Why were the American colonies split during this time? Why were people still loyal to Britain? Why were some colonies demanding independence? Why was Britain refusing to grant it?</p> <p>Britain’s Folly – 1767 – 1773 (Timeline)</p> <ul style="list-style-type: none"> ● Townsend Duties 1767 ● Standing army ● The Boston Massacre ● Boston Tea Party and Tea Act 1773 <p>IMPORTANT PEOPLE:</p> <ul style="list-style-type: none"> ● John Dickinson ● Daughters of Liberty ● Paul Revere ● John Adams <p>Focus: the Boston Tea party and it’s significance to America during this period. What happened and why did it become a turning point in American History?</p> <p>RESOURCES: Text: Analysing the American Revolution Chapter 3 Clickview: Creation of a Nation Website: Story behind the Boston Tea Party you tube- https://www.bing.com/videos/search?q=Boston+tea+party&ru=%2fvideos%2fsearch%3fq%3dBoston%2btea%2bpar</p>	<p>Historical knowledge and understanding: Key people, ideas and events over the period:</p> <ul style="list-style-type: none"> ● ideas that emerged throughout the period ● key events that occurred throughout the period ● the emergence of individuals and groups within a society ● level of support or opposition for significant individuals, groups or organisations, ideas and events <p>Elements of Society at the start of the period:</p> <ul style="list-style-type: none"> ● key political, social and economic structures of a society at the start of the period ● values, beliefs and traditions characteristic of a society 	<p>WALT (What we are learning to do): Identify the two groups leading into the revolution and explain why the Boston Tea Party was important.</p> <p>WILF (What I am looking for): Research commenced on the Boston Tea Party.</p>	<p>Task 3: Explanation: scaffolded essay on the Boston Tea Party</p>
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Unit 2 – Power and Authority (Elective: Tokugawa Japan)

		<p>ty%26FORM%3dHDRSC3&view=detail&mid=0AE8AE415F00263D1E560AE8AE415F00263D1E56&&FORM=VDRVRV</p>	<ul style="list-style-type: none"> • chronology of the period of study according to significant events, people and ideas <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • nature (types) of continuity and change • forces that bring about continuity and change, for example, political, economic, social, military, religious, technological, leadership, collective or group pressure • identifying forces that were more significant than others in shaping continuity and change <ul style="list-style-type: none"> • identifying aspects of a society that changed and those which stayed the same 		
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1	10-11	<p>Britain versus America 1774 – 1776 (Timeline)</p> <p>The rise of American nationalism (what is it? Why is it important? Causes?)</p> <ul style="list-style-type: none"> ▪ Coercive Acts 1774 ▪ First Continental Congress 1774 ▪ Battle of Lexington – Concord 1775 ▪ Provincial congresses ▪ The Declaration of Independence 1776 <p>IMPORTANT PEOPLE:</p> <ul style="list-style-type: none"> ▪ Lord North ▪ Benjamin Franklin ▪ Thomas Paine ▪ Thomas Jefferson ▪ Richard Henry Lee <p>IDEAS</p> <ul style="list-style-type: none"> ▪ Revolutionary ideas- Look at the various sources showing the differing views in regards to the continued colony of America. <p>RESOURCES: Text: Analysing the American Revolution Chapter 4 Clickview: creation of a Nation</p>	<p>Historical knowledge and understanding:</p> <p>Key people, ideas and events over the period:</p> <ul style="list-style-type: none"> • ideas that emerged throughout the period • key events that occurred throughout the period • the emergence of individuals and groups within a society • level of support or opposition for significant individuals, groups or organisations, ideas and events <p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • nature (types) of continuity and change • forces that bring about continuity and change, for example, political, economic, social, military, religious, technological, leadership, collective or group pressure 	<p>WALT (What we are learning to do): Research notes, bibliography and source collection, essay planning and writing.</p> <p>WILF (What I am looking for): Research submitted and an essay submitted. All work to be your own- not plagiarised, essay to have properly written paragraphs and to follow the layout given.</p>	<p>Task 3: Submit essay</p>
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1	12-13	<p>The War of Independence, 1776 – 1787 (Timeline)</p> <p>Causes:</p> <ul style="list-style-type: none"> ● The articles of Confederation 1777 ● Virginian Declaration of Rights 1776 ● Jefferson’s Statute for Religious Freedom 1777 ● Creation of the Continental army ● Attitude and behaviour of Britain towards America <p>Main events:</p> <ul style="list-style-type: none"> ● New York ● New Jersey ● Delaware ● Battle of Trenton ● Saratoga ● Valley Forge 	<ul style="list-style-type: none"> ● identifying forces that were more significant than others in shaping continuity and change 	<p>Historical knowledge and understanding: Consequences of continuity and change over the period:</p> <ul style="list-style-type: none"> ● nature (types) of continuity and change ● forces that bring about continuity and change, for example, political, economic, social, military, religious, technological, leadership, collective or group pressure ● identifying forces that were more significant than others in shaping continuity and change <p>Key people, ideas and events over the period:</p>	<p>WALT (What are we learning to do): Outline the causes of the revolution and the major events of the war, focussing on Washington’s role.</p> <p>WILF (What am I looking for): Source analysis skills in regards to the war of independence.</p>	<p>Task 4: Source Analysis – teacher generated source analysis sources on the War of Independence.</p>

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		<ul style="list-style-type: none"> ● Shay’s Rebellion <p>There are others</p> <p>People:</p> <ul style="list-style-type: none"> ● George Washington ● General Gates ● General Arnold ● General Burgoyne ● General St Leger ● General Howe ● King George the third <p>Outcome:</p> <ul style="list-style-type: none"> ● Why did Britain lose? ● Treaty of Paris 1783 ● What was the structure of the new society? ● All equal? ● Establishment of American Government <p>RESOURCES: Text: Analysing the American Revolution Chapter 6 Clickview : Creation of a Nation</p>	<ul style="list-style-type: none"> ● ideas that emerged throughout the period ● key events that occurred throughout the period ● the emergence of individuals and groups within a society ● level of support or opposition for significant individuals, groups or organisations, ideas and events 		
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2	14-15	<p>The United States constitution and the Bill of Rights 1787 – 1789</p> <p>Events:</p> <ul style="list-style-type: none"> ● Annapolis Convention 1786 ● Philadelphia Convention 1787 ● Ratification debates ● The Bill of Rights <p>People:</p> <ul style="list-style-type: none"> ● James Madison ● Alexander Hamilton ● George Mason ● George Washington <p>Political establishment of the United States of America- how the country would now be governed. What are the benefits of the new society- looking at the constitution are we all equal? (Slaves, immigrants, women)</p> <p>The first President of the USA 1789- role, how he was appointed and why.</p> <p>RESOURCES: Clickview: declaring Independence Text: Analysing the American revolution- chapter 7-8</p>	<p>Historical knowledge and understanding: Consequences of continuity and change over the period:</p> <ul style="list-style-type: none"> ● nature (types) of continuity and change ● forces that bring about continuity and change, for example, political, economic, social, military, religious, technological, leadership, collective or group pressure ● identifying forces that were more significant than others in shaping continuity and change ● identifying aspects of a society that changed and those which stayed the same <p>Key people, ideas and events over the period:</p> <ul style="list-style-type: none"> ● ideas that emerged throughout the period ● key events that occurred throughout the period ● the emergence of individuals and groups within a society 	<p>WALT (What are we learning to do): The establishment of USA- looking at the constitution and the first President- George Washington.</p> <p>WILF (What am I looking for): Understanding of how the political system works and the impact the American constitution had on minorities.</p>
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			<ul style="list-style-type: none"> level of support or opposition for significant individuals, groups or organisations, ideas and events 		
2	16	<p>Revision of unit 1</p> <ul style="list-style-type: none"> Use your timelines, biographies and glossaries. Ensure you know: Foundation of America, Causes of the revolution, main events and outcomes. Practice your source analysis questions. 	<p>Historical knowledge and understanding: Elements of society at the start of the period:</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions characteristic of a society chronology of the period of study according to significant events, people and ideas 	<p>WALT (What are we learning to do):</p> <p>Revising the whole period focus on continuity and change- Social, Political & Leadership, International, Economic and referring to Sources (evidence)- SPIES!</p> <p>WILF (What am I looking for): Knowledge and understanding of Elements of a American society at the start of the period, Key people, ideas, events over the period and</p>	<p>Task 5: Test on Unit 1</p>

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			<p>Consequences of continuity and change over the period</p> <ul style="list-style-type: none"> • nature (types) of continuity and change • forces that bring about continuity and change, for example, political, economic, social, military, religious, technological, leadership, collective or group pressure • identifying forces that were more significant than others in shaping continuity and change • identifying aspects of a society that changed and those which stayed the same <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> • ideas that emerged throughout the period • key events that occurred throughout the period • the emergence of individuals and groups within a society 	<p>Consequences of continuity and change over the period.</p>
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		<ul style="list-style-type: none">level of support or opposition for significant individuals, groups or organisations, ideas and events		
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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

SEMESTER 2: POWER AND AUTHORITY- TOKUGAWA JAPAN.

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2	1-2	<p>Go through course outline, syllabus and assessment outline. Establish word glossary (Japanese word to English) Biographies Timelines Introduction</p> <ul style="list-style-type: none"> • define the ideas of power and authority • discuss different ideas about the nature of power and authority • exploring power and authority in early Japan • Map Japan <p>Timeline and brief explanation of life in Japan prior to Tokugawa Japan. Look at the differing eras and their reasons for falling.</p> <p>RESOURCES: Hand out Power and Authority. Hand out syllabus/ outline Readings from: Investigating Japan Chapter 1- Investigating Japan. Chapter 2- China and Korea Map of world and Japan.</p>	<p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</p> <p>The impact of the following forces should be considered, where appropriate, throughout the elective: political, economic, leadership, international relations/conflict, social/cultural.</p> <p>Historical knowledge and understanding: Elements of society at the start of the period</p> <ul style="list-style-type: none"> • key political, social and economic structures of a society at the start of the period • values, beliefs and traditions are linked to the identity of a society • recognition of different kinds of power and authority that exist within a society • identifying structures and processes of power and authority in the society 	<p>WALT (What are we learning to do): Defining Power and Authority, exploring the geographical layout and early history of Japan-Timeline.</p> <p>WILF (What am I looking for): Clear definitions of Power and Authority, Mapping and timeline skills.</p>	

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			<ul style="list-style-type: none"> • significant events, issues, people and other factors that shaped the nature of society at the start of the period <p>Key people, ideas, events over the period.</p> <ul style="list-style-type: none"> • individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period • motivation and actions of individuals and groups seeking to influence structures of power and authority • the structures of power and authority respond to challenges by individuals, groups and organisations 		
2	3	<p>Before Tokugawa: the beginnings of feudal Japan</p> <ul style="list-style-type: none"> • impact of traditional Chinese society on Japan • the origins of Shogunal rule • the nature of the Japanese feudal system, including the main social classes and their roles <ul style="list-style-type: none"> • the role of women in feudal Japan • the impact and legacy of the samurai <p>RESOURCES: Handout Timeline worksheet Text: Investigating Japan- Chapter 3 Text: Senior Modern History QLD- Japan</p>	<p>Historical Knowledge and Understanding: Elements of society at the start of the period:</p> <ul style="list-style-type: none"> • key political, social and economic structures of a society at the start of the period • values, beliefs and traditions are linked to the identity of a society • recognition of different kinds of power and authority that exist within a society 	<p>WALT (What are we learning to do): Define and explain feudalism, describe Japanese feudalism.</p> <p>WILF (What am I looking for): Description of the Japanese feudal system including class structure.</p>	

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		<p>Power point on Kamakura. Worksheet on Kamakura Shogunate Power point on Muromachi Worksheet on Muromachi</p>	<ul style="list-style-type: none"> identifying structures and processes of power and authority in the society significant events, issues, people and other factors that shaped the nature of society at the start of the period <p>Key people, ideas and events over the period:</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation and actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations 		
3	4-5	<p>Introduction to the inquiry (Handout assignment)</p> <p>Sixteenth Century Japan: Sengoku Japan at the beginning of the period, including the key people, ideas and events</p> <ul style="list-style-type: none"> the period of the warring states (Sengoku-1467-1616) impact of the arrival of Portuguese traders and the Jesuits reactions to the growth of Christianity 	<p>Historical Knowledge and Understanding: Elements of Society at the start of the period:</p> <ul style="list-style-type: none"> key political, social and economic structures of a society at the start of the period values, beliefs and traditions are linked to the identity of a society 	<p>WALT (What are we learning to do): Planning, conducting and communicating an inquiry into Feudalism, Exploring Sengoku and it's impact on Japan.</p>	<p>Task 6 Part A: Historical inquiry – Feudal societies (Week 4–7)</p>

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Modern History – General Year 11

Unit 1 – People, Place and Time (Elective: George Washington and the American revolution)

Unit 2 – Power and Authority (Elective: Tokugawa Japan)

	<ul style="list-style-type: none"> ● contribution of Oda Nobunaga and Toyotomi Hideyoshi to the unifying of Japan under a single ruler ● the Battle of Sekigahara ● how Tokugawa Ieyasu became ruling Shogun in 1603 <p>Feudal system- what is it? How is it organised? How does it impact society? PBS- Memoirs of a secret Empire: Japan</p> <p>RESOURCES: Text: Investigating Japan Chapter 4 and 5 Worksheet- Samurai Worksheet- Feudal systems Assignment Sheet PBS- Memoirs of a secret Empire: Japan</p>	<ul style="list-style-type: none"> ● recognition of different kinds of power and authority that exist within a society ● identifying structures and processes of power and authority in the society ● significant events, issues, people and other factors that shaped the nature of society at the start of the period <p>Key people, ideas and events over the period</p> <ul style="list-style-type: none"> ● individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period ● motivation and actions of individuals and groups seeking to influence structures of power and authority ● the structures of power and authority respond to challenges by individuals, groups and organisations <p>Consequences of change and continuity over the period.</p> <ul style="list-style-type: none"> ● indicators of continuity and change ● how and why aspects of society change while other aspects remain unchanged 	<p>WILF (What am I looking for): Investigation and Questioning skills, understanding of Feudalism and understanding Sengoku’s impact Socially, Politically & Leadership, Internationally and Economically.</p>	
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			<ul style="list-style-type: none"> the fate of those people who either supported or resisted continuity and change in a society throughout a period 		
3	6-7	<p>Tokugawa Japan: Ieyasu to isolation (1603–1641) Continuity and change throughout the period (Timeline skills)</p> <ul style="list-style-type: none"> reasons for Japan’s ‘closed door’ policy of <i>shakoku</i> and the edict of 1636 significant events between 1543 and 1641 Deshima Island: its importance to the Japanese and the Dutch <p>Tokugawa Japan: the challenges of isolation (1641–1853) Continuity and change throughout the period</p> <ul style="list-style-type: none"> everyday life during this period of isolation and peace decline of the samurai ensuring loyalty of the <i>daimyo</i> and the <i>tozama</i> to the Tokugawa shoguns the growth of trade and the rise of the <i>chonin</i> the position of the peasants 	<p>Historical Knowledge and Understanding: Key people, ideas and events over the period:</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation and actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations <p>Consequences of continuity and change over the period:</p> <ul style="list-style-type: none"> indicators of continuity and change 	<p>WALT (What are we learning to do): Beginning of Tokugawa Japan- who is important and why, what the closed door policy was and it’s impact.</p> <p>WILF (What am I looking for): Timeline skills, glossary of main people and their roles, research communicated.</p>	<p>Task 6 Part B: Presentation of inquiry findings.</p>

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		<p>RESOURCES: Text Investigating Japan: Chapter 6 Handout- Ieyasu Handout- tokugawa</p>	<ul style="list-style-type: none"> • how and why aspects of society change while other aspects remain unchanged • the fate of those people who either supported or resisted continuity and change in a society throughout a period 		
3	8-9	<p>Commodore Perry and the end of isolation</p> <ul style="list-style-type: none"> ▪ reasons for foreign interest in Japan, especially by the USA ▪ the impact of Commodore Perry’s arrival in 1853 ▪ different representations of Perry’s arrival, including Japanese woodcuts and writing ▪ extent of bias, propaganda, motive and purpose evident in the representations ▪ Task 6: Teacher-generated source analysis <p>RESOURCES: Handout- Commodore Perry Text Investigating Japan- Chapter 7 Source Analysis</p>	<p>Historical Knowledge and Understanding: Key people, ideas and events over the period:</p> <ul style="list-style-type: none"> • individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period • motivation and actions of individuals and groups seeking to influence structures of power and authority • the structures of power and authority respond to challenges by individuals, groups and organisations <p>Consequences of continuity and change over the period:</p> <ul style="list-style-type: none"> • indicators of continuity and change 	<p>WALT (What are we learning to do): The end of isolation- impacts, affects using sources.</p> <p>WILF (What am I looking for): Source analysis skills</p>	<p>Task 7: Source Analysis- arrival of Commodore Perry</p>

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3	10	<p>The fall of the Tokugawa Shogunate</p> <ul style="list-style-type: none"> • challenges to the shogun’s power, including the ‘Unequal Treaties’ • the Sonno Movement and the clans of the south-west role in restoring the Emperor to power • the role of the <i>shi-shi</i> <p>Outline events leading to the fall of the Tokugawa Shogunate Use primary and secondary sources to look at continuity and change.</p> <p>RESOURCES: Text: Senior Modern History QLD</p>	<p>Historical Knowledge and Understanding: Key people, ideas and events over the period:</p> <ul style="list-style-type: none"> • individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period • motivation and actions of individuals and groups seeking to influence structures of power and authority • the structures of power and authority respond to challenges by individuals, groups and organisations <p>Consequences of continuity and change over the period:</p> <ul style="list-style-type: none"> • indicators of continuity and change 	<p>WALT (What are we learning to do): Reasons for the end of the Tokugawa Shogunate-internal and external forces. Use Sources.</p> <p>WILF (What am I looking for): Source analysis skills, explanation of how society changed over time.</p>	

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3-4	11-13	<p>From Tokugawa to Meiji: the Meiji Restoration</p> <ul style="list-style-type: none"> • how and why Japanese society changed • aspects of Japanese society which remained the same • the nature of the Meiji Restoration • explain the significance of: <ul style="list-style-type: none"> ▪ the Charter Oath ▪ the end of feudalism ▪ introduction of conscription ▪ the demise of the samurai ▪ the Satsuma rebellion and the fate of Saigo Takamori <p>RESOURCES: Text Investigating Japan chapter 9 Clickview- Japan Worksheet- Meiji</p>	<p>Historical Knowledge and Understanding:</p> <p>Key people, ideas, events over the period:</p> <ul style="list-style-type: none"> • individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period • motivation and actions of individuals and groups seeking to influence structures of power and authority • the structures of power and authority respond to challenges by individuals, groups and organisations <p>Consequences of continuity and change over the period:</p> <ul style="list-style-type: none"> • indicators of continuity and change 	<p>WALT (What are we learning to do): Analysing sources about the social changes due to the fall of Tokugawa, Fact vs fiction analysis.</p> <p>WILF (What am I looking for): Inquiry skills, essay- proper paragraphs and addressing the question.</p>	<p>Task 8 (Week 12): Source Analysis based on social structure changes.</p> <p>Handout Task 9 to begin research.</p>

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Unit 2 – Power and Authority (Elective: Tokugawa Japan)

		Text Investigating Japan chapter 11.	<ul style="list-style-type: none"> how and why aspects of society change while other aspects remain unchanged the fate of those people who either supported or resisted continuity and change in a society throughout a period 		
4	14-15	<p>Exploring film representations of the late Tokugawa period <i>The Last Samurai</i> (2004 – Hollywood) and <i>Yojimbo</i> (1961 – Japanese)</p> <ul style="list-style-type: none"> to what extent are the films a valid representation of the events they are depicting? consider the perspectives of the films and suggest reasons (passage of time, bias, motive, values and beliefs) for those perspectives <p>RESOURCES: ASSIGNMENT SHEET <i>The Last Samurai</i> (2004 – Hollywood) <i>Yojimbo</i> (1961 – Japanese)</p>	<p>Historical Knowledge and Understanding: Key people, ideas, events over the period:</p> <ul style="list-style-type: none"> individuals and groups present challenges to the structures of power and authority as a result of events and ideas within the time period motivation and actions of individuals and groups seeking to influence structures of power and authority the structures of power and authority respond to challenges by individuals, groups and organisations <p>Consequences of continuity and change over the period:</p> <ul style="list-style-type: none"> indicators of continuity and change 	<p>WALT (What are we learning to do): Fact vs fiction analysis skills, essay writing, research skills.</p> <p>WILF (What am I looking for): Inquiry skills, essay-proper paragraphs and addressing the question</p>	<p>Task 9 (Week 15) : Explanation- an extended response to film as a representation of history.</p>

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4	16	<p>Revision of course: You should be able to explain: Early Japan Shifting of power Civil unrest Foreign issues</p> <p>You will need to look at your Japanese word glossaries, people biographies and your timelines.</p> <p>RESOURCES: Timelines Glossaries Biographies Test</p>	<p>Historical Knowledge and Understanding: Elements of Society at the start of the period:</p> <ul style="list-style-type: none"> • key political, social and economic structures of a society at the start of the period • values, beliefs and traditions are linked to the identity of a society • recognition of different kinds of power and authority that exist within a society • identifying structures and processes of power and authority in the society • significant events, issues, people and other factors that shaped the nature of society at the start of the period <p>Key people, ideas and events over the period:</p>	<p>WALT (What are we learning to do): Revising the whole period focus on continuity and change- Social, Political & Leadership, International, Economic and referring to Sources (evidence)- SPIES!</p> <p>WILF (What am I looking for): Knowledge and understanding of elements of Japanese society at the start of the period, Key people, ideas, events over the period and</p>	<p>Task 10: Test on Unit 2</p>

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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

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- 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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