



## COURSE OUTLINE



### Modern History – General Year 12 2021

Unit 3 – Societies and Change (Elective: USA between the wars 1917-1948) Semester 1

Unit 4 – Historical Trends and Movements (Elective: Nazism in Germany 1918-1945) Semester 2

This course will run the two units, 3 and 4, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Topic and key teaching points	Syllabus content	WALT / WILF	Assessment
1	1	<p>Look at Syllabus. Focus for EST for 2021 is Leadership- political. Review SPIES for year 11. Set up Glossaries- people and word. Reminder you will be timelining again.</p> <p>Discuss EST requirements.</p> <p>Handout EST practice questions to be used for study- also found on CONNECT.</p> <p>Quick review of the beginning of the period.</p> <p>Introduction to American political system (Republicans and democrats), way the system works (quick comparison)</p> <p>Timeline review from 1914 to 1919. The political, social and economic impact of:</p> <ul style="list-style-type: none"> <li>• the Great War and how the USA emerged from the war</li> <li>• people who held power at the start of the period and those who did not</li> <li>• USA as a military and industrial leader</li> <li>• Woodrow Wilson – President and his push for the League of Nations.</li> <li>• <i>Forbes</i> richlisters, such as the Rockefellers, Andrew Carnegie, Henry Ford, George Baker, Henry Frick</li> <li>• Temperance movement</li> </ul>	<p><b>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</b></p> <p><b>The impact of the following forces should be considered, where appropriate, throughout the elective:</b> political, economic, leadership, international relations/conflict, social/cultural.</p> <p><b>Historical Knowledge and Understanding:</b>  <b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• key political, social and economic structures of a society at the start of the period</li> <li>• individuals and groups who hold power and those who do not</li> <li>• relative importance of events, issues, people and other factors in shaping the nature of society at that particular time</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• relationship between events, ideas and people throughout the period</li> <li>• methods and strategies used by leaders, individuals and groups seeking change</li> <li>• extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Reviewing syllabus for preparation of EST. Timelining. USA at the beginning of the period.</p> <p><b>WILF: (What I am looking for)-</b> Established timelines, tables established for revision, source analysis skills.</p>	EST: Practice questions for revising

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		<ul style="list-style-type: none"> <li>Influenza epidemic</li> </ul> <p>Introductory work using USA source materials relating to the end of WWI and the beginning of isolation.</p> <p><b>RESOURCES:</b>            TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”            Syllabus            Course Outline            Assessment Outline            EST Practice book            Handout on USA politics</p>	<p><b>EST Skills- Focus for 2021 is:</b>            The impact of the following forces-<b>leadership.</b></p> <ul style="list-style-type: none"> <li><b>individuals and groups who hold power and those who do not.</b></li> <li><b>methods and strategies used by leaders, individuals and groups seeking change</b></li> <li><b>impact of historical forces on individuals and groups</b></li> </ul>		
	2	<p>Timeline review 1919- the importance of this year for America.</p> <p>Relations with world after WW1. (League of nations)            Isolation.</p> <p>Look at the election of Wilson and Harding. Consider the society:</p> <ul style="list-style-type: none"> <li>values, beliefs and traditions that have become integral to society</li> <li>Difference between the two main political groups and how the American federal system works.</li> <li>role of women (Temperance movement)</li> <li>individuals and groups who held power and those who did not (African Americans, immigrants, entrepreneurs)</li> <li>Laissez faire economics- Rise of capitalism.</li> </ul>	<p><b>Historical Knowledge and Understanding:</b>  <b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>key political, social and economic structures of a society at the start of the period</li> <li>values, beliefs and traditions that have become integral to the society</li> <li>individuals and groups who hold power and those who do not</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>relationship between events, ideas and people throughout the period</li> <li>methods and strategies used by leaders, individuals and groups seeking change</li> <li>extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</li> </ul>	<p><b>WALT: (What we are learning to do)</b>-Timelining. USA at the beginning of the period- changing political and social situations.</p> <p><b>WILF: (What I am looking for)</b>-            Source analysis and research skills, understanding of American politics (Republican vs Democrat).</p>	<p><b>Task 2: Historical inquiry – continuity and change in the 1920s looking at political and social leaders. Due week 6.</b></p>

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		<p>Leaders- begin the Biography table for leaders- use this to track leaders- both political and societal. Hand out Photographs to be used in their Biography table. Commence research as appropriate material is covered in class- hand out assignment and discuss.</p> <p><b>RESOURCES:</b>            TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.            Library</p>			
1	3	<p>Source analysis practice run. Look at past EST. Source Analysis based on the USA at the beginning of the period.            How American society emerged from the war- Roaring 20’s. Explain what the Roaring 20’s was.            Changing society:</p> <ul style="list-style-type: none"> <li>• Rise in Racism- KKK</li> <li>• Women’s rights</li> <li>• Immigration</li> <li>• increased mobility of people</li> </ul> <p><b>RESOURCES:</b>            Source Analysis practice.            TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.            Source Analysis test</p>	<p><b>Historical Knowledge and Understanding:</b>  <b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• key political, social and economic structures of a society at the start of the period</li> <li>• values, beliefs and traditions that have become integral to the society</li> <li>• individuals and groups who hold power and those who do not</li> <li>• relative importance of events, issues, people and other factors in shaping the nature of society at that particular time</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• relationship between events, ideas and people throughout the period</li> <li>• methods and strategies used by leaders, individuals and groups seeking change</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Source Analysis, What was the Roaring 20’s and how it impacted America.</p> <p><b>WILF: (What I am looking for)-</b>            Source analysis and research skills, understanding of America in the 1920’s</p>	<p><b>Task 1: Source analysis- beginning of the period. WEEK 3</b></p>

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			<ul style="list-style-type: none"> <li>extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</li> </ul>		
1	4-5	<p>Roaring 20's- a period of change. Changes in economy</p> <ul style="list-style-type: none"> <li>Stock market</li> <li>mass production in industry and agriculture</li> <li>mass marketing and the resulting change in lifestyle</li> <li>impact of specialisation on industry</li> <li>the growing diversity of entertainment</li> <li>BOOM- who benefited from the boom?</li> <li>who missed out on the benefits of the boom?</li> </ul> <p>Changing politics</p> <ul style="list-style-type: none"> <li>growing Isolationism, the Peace Conference and the League of Nations</li> <li>Prohibition- rise in crime</li> <li>The Republican era- look at the different Presidents and the pros and cons.</li> </ul> <p>Continue research.</p> <p>RESOURCES:</p>	<p><b>Historical Knowledge and Understanding:</b> <b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>key political, social and economic structures of a society at the start of the period</li> <li>values, beliefs and traditions that have become integral to the society</li> <li>individuals and groups who hold power and those who do not</li> <li>relative importance of events, issues, people and other factors in shaping the nature of society at that particular time</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>methods and strategies used by leaders, individuals and groups seeking change</li> <li>relationships between events, ideas and people</li> <li>extent of support for opposing leaders, individuals, groups or organisations and alternative ideas</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> The economic and political changes in America.</p> <p><b>WILF: (What I am looking for)-</b> External and Internal events that impacted America, continuity and change- what's changing what's remaining the same.</p>	<ul style="list-style-type: none"> <li></li> </ul>

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		TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.			
1	6	<p>Overview of America in the 1920’s: political, social and economic change- table of changes and continuity:</p> <ul style="list-style-type: none"> <li>• Workforce: returned service personnel, women in the workforce,</li> <li>• Immigration- rise in political immigrants look at Sacco and Vanzetti trial.</li> <li>• government policies- Laissez faire, charity, prohibition, isolation</li> <li>• Economic- differences between rich and poor, consumer goods, mass marketing and changes in lifestyle</li> <li>• Social changes: the growing diversity of entertainment- speakeasy, jazz, flappers, transportation and the increased mobility of people</li> </ul> <p>Discuss and evaluate</p> <ul style="list-style-type: none"> <li>• who benefited from the 1920s?</li> <li>• who missed out on the benefits of the 1920s?</li> <li>• to what extent did society change and what remained the same?</li> </ul> <p>If time may watch “The Great Gatsby”</p>	<p><b>Historical Knowledge and Understanding:</b></p> <p><b>Elements of Society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• key political, social and economic structures of a society at the start of the period</li> <li>• values, beliefs and traditions that have become integral to the society</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• methods and strategies used by leaders, individuals and groups seeking change</li> <li>• relationships between events, ideas and people</li> <li>• extent of support for opposing leaders, individuals, groups or organisations and alternative ideas</li> </ul> <p><b>Consequences of change and continuity over the period</b></p> <ul style="list-style-type: none"> <li>• extent of economic, political and social change compared to the start of the period</li> <li>• impact of historical forces on individuals and groups</li> <li>• various forms of continuity and change</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Changes in USA- focus on the political, economic and social changes in the 1920’s. Research. Source Analysis.</p> <p><b>WILF: (What I am looking for)-</b> Research completed- including notes and a bibliography, source analysis skills.</p>	<p><b>Task 2: Research assignment due- oral presentation.</b></p>

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		<p><b>RESOURCES:</b>          Read chapter 5- TEXT. Fiehn, T (1999), “The USA between the wars 1919-1941”.</p> <ul style="list-style-type: none"> <li>Review work using powerpoint- Lifestyle of 1920. (Found on connect- content)</li> </ul> <p>Research Assignment</p>			
1	7	<p>How and why did the 1920’s boom end?          The Great Depression:</p> <ul style="list-style-type: none"> <li>Wall Street Crash of 1929- the end of the Republicans. Why?</li> <li>Define and describe the Great Depression- causes, events, outcomes.</li> <li>the short-term and long-term social, political and economic impact of the Great Depression</li> <li>changes the Great Depression brought to society- political, economic and societal.</li> <li>change and continuity in who held power and who did not.</li> </ul> <p>Focus on Hoover vs Roosevelt.</p> <ul style="list-style-type: none"> <li>Primary and Secondary sources.</li> <li>Look at the election- pros and cons of both.</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Clickview “Part 1: Post war boom and bust”.</li> </ul> <p>Text book Fiehn, T (1999), “The USA between the wars 1919-1941”.</p> <p>Source Analysis practice sheet</p>	<p><b>Historical Knowledge and Understanding:</b>  <b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>relationship between events, ideas and people throughout the period</li> <li>methods and strategies used by leaders, individuals and groups seeking change</li> <li>extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</li> </ul> <p><b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>impact of historical forces on individuals and groups</li> <li>various forms of continuity and change</li> <li>communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>social/cultural change and continuity</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Explaining why the boom ended and the impact it had on America. Looking at changes and continuity.</p> <p><b>WILF: (What I am looking for)-</b>          Table on change and continuity, source analysis skills.</p>	Practice source analysis.

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1	8	<p>ROOSEVELT- The new Democratic President. Biography on Roosevelt. USA 1932–1939:</p> <ul style="list-style-type: none"> <li>• FDR and the New Deal</li> <li>• ‘Relief, recovery, reform’</li> </ul> <p><b>RESOURCES:</b> Text book. Fiehn, T (1999), “The USA between the wars 1919-1941”. Source Analysis</p>	<p><b>Historical Knowledge and Understanding:</b> <b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>• impact of historical forces on individuals and groups</li> <li>• various forms of continuity and change</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• relationship between events, ideas and people throughout the period</li> <li>• methods and strategies used by leaders, individuals and groups seeking change</li> <li>• extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Biography on Roosevelt, The New Deal-overview.</p> <p><b>WILF: (What I am looking for)-</b> Being able to explain who Roosevelt was and the main groups/ideas of the New Deal.</p>	<p><b>Task 3:</b> Source analysis of the End of the Boom-focus on leaders.</p>
	9-10	<p>The impact of Roosevelt’s New Deal.</p> <ul style="list-style-type: none"> <li>▪ Opposition to the New Deal- different groups.</li> <li>▪ Economic changes</li> <li>▪ Social changes</li> <li>▪ Political changes</li> </ul> <p><b>RESOURCES:</b> TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.</p>	<p><b>Historical Knowledge and Understanding:</b> <b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>• impact of historical forces on individuals and groups</li> <li>• various forms of continuity and change</li> <li>• communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>• social/cultural change and continuity</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• methods and strategies used by leaders, individuals and groups seeking change</li> </ul> <p>extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</p>	<p><b>WALT: (What we are learning to do)</b> Impact of the New Deal on the economy and society. Which groups were opposed and why-impact of these groups.</p> <p><b>WILF: (What I am looking for)-</b> Continuity and change in regards to the New Deal’s impact on- Society, Economy and politics.</p>	

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2	11	<p>Evaluation of the New Deal. How do we evaluate the impact of the New Deal? Look at the economy, society and politics- do you think the New Deal got America out of the Great Depression?</p> <p>Poster of Leaders throughout our time period and the impact they had.</p> <p><b>RESOURCES:</b> TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”. Essay scaffold sheet Assignment sheet</p>	<p><b>Historical Knowledge and Understanding:</b> <b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>• impact of historical forces on individuals and groups</li> <li>• various forms of continuity and change</li> <li>• communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>• social/cultural change and continuity</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• methods and strategies used by leaders, individuals and groups seeking change</li> <li>• extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Essay writing skills, evaluating the New Deal and it’s impact on Society.</p> <p><b>WILF: (What I am looking for)-</b> Properly written Essay, understanding of the outcomes and impact of the New Deal on America.</p>	<p><b>Task 4: Explanation – scaffolded essay on Great Depression.</b></p>
2	12-13	<p><b>USA 1939–1941</b> Quick overview of WW2 causes and the League of Nations. USA policies: Isolationism and the war in Europe- why would USA end isolationism and get involved in WW2? Roosevelt Vs Congress- assistance for Britain- why would USA side with Britain over Germany? What impact did WW2 have on:</p> <ul style="list-style-type: none"> <li>• Economics-US companies and war production pre- 1941</li> <li>• Society- German immigrants?</li> </ul>	<p><b>Historical Knowledge and Understanding:</b> <b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• relationship between events, ideas and people throughout the period</li> <li>• methods and strategies used by leaders, individuals and groups seeking change</li> <li>• extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</li> </ul> <p><b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>• impact of historical forces on individuals and groups</li> <li>• various forms of continuity and change</li> <li>• communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Understanding the causes of WW2 and the role USA had in it, how USA policies (ie: isolationism) affected world relations, Impact beginning WW2 had on USA society, politics and economics</p> <p><b>WILF: (What I am looking for)-</b> Good source analysis skills for EST, ability to explain the impact that political policies had on USA</p>	<p><b>Task 5: Externally set task</b></p>

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		<ul style="list-style-type: none"> <li>Politics- End of isolationism? Roosevelt’s popularity?</li> </ul> <p>How did America become involved in WW2? Date, event leading to it- The Bombing of Pearl Harbour (may watch “Pearl Harbour”) and outcome.</p> <p>RESOURCES:          TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.          EST          EST practice questions</p>	<ul style="list-style-type: none"> <li>social/cultural change and continuity</li> </ul>		
2	14	<p>End of the unit- How American society was impacted from 1918-1941.</p> <ul style="list-style-type: none"> <li>Extent of social, political and economic change- look at all groups and governmental policies.</li> </ul> <p>USA 1918–1941</p> <ul style="list-style-type: none"> <li>change and continuity in who held power and who did not</li> <li>economic change and continuity</li> <li>End of isolation- WW2.</li> </ul> <p>Revision- use your Biographies, Timelines and glossaries.</p> <p>RESOURCES:</p>	<p><b>Historical Knowledge and Understanding:</b>  <b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>key political, social and economic structures of a society at the start of the period</li> <li>values, beliefs and traditions that have become integral to the society</li> <li>individuals and groups who hold power and those who do not</li> <li>relative importance of events, issues, people and other factors in shaping the nature of society at that particular time</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>relationship between events, ideas and people throughout the period</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> revision of course, outline and discuss the key people, events and ideas, explain what has changed what didn’t and the impact it had.</p> <p><b>WILF: (What I am looking for)-</b> Understanding key points, know dates and events and know key people.</p>	<p><b>Task 6: End of unit test.</b></p>

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		<p>TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.</p> <p>Test</p>	<ul style="list-style-type: none"> <li>• methods and strategies used by leaders, individuals and groups seeking change</li> <li>• extent of support for opposing leaders, individuals, groups or organisations and alternative ideas throughout the period</li> </ul> <p><b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>• impact of historical forces on individuals and groups</li> <li>• various forms of continuity and change</li> <li>• communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>• social/cultural change and continuity</li> <li>• Perspectives and interpretations</li> </ul>		
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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
- 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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## COURSE OUTLINE



### Modern History – General Year 12 2021

Unit 3 – Societies and Change (Elective: USA between the wars 1917-1948) Semester 1

Unit 4 – Historical Trends and Movements (Elective: Nazism in Germany 1918-1945) Semester 2

This course will run the two units, 3 and 4, concurrently.

Term	Week	Topic and key teaching points	Syllabus content	WALT/WILF	Assessment
2	1-3	<p>Germany post-World War I, impact of defeat</p> <ul style="list-style-type: none"> <li>▪ Weimar Republic and Democratic Constitution</li> <li>▪ Treaty of Versailles 1919, including the war guilt clause and reparations</li> <li>▪ German army ‘betrayed’ and ‘stabbed in the back’ myth</li> <li>▪ economic ruin</li> <li>▪ national humiliation</li> <li>▪ widespread poverty</li> <li>▪ civil unrest</li> </ul> <ul style="list-style-type: none"> <li>• events that contributed to the development of particular movements or trends throughout the period</li> <li>• Opposition to the Weimar Republic                             <ul style="list-style-type: none"> <li>▪ political unrest, Socialist parties, Spartikist Uprising, Kapp Putsch</li> <li>▪ hyperinflation 1923</li> <li>▪ Dawes Plan 1924</li> <li>▪ Ruhr occupation</li> <li>▪ ‘sham prosperity’</li> <li>▪ Young Plan and the Hazburg Front 1929</li> </ul> </li> <li>• Achievements of the Weimar Republic                             <ul style="list-style-type: none"> <li>▪ foreign policy, including the Genoa Conference and Treaty of Rapallo 1922, the Locarno Pact 1925 and the League of Nations 1926</li> </ul> </li> </ul>	<p><b>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</b></p> <p><b>The impact of the following forces should be considered, where appropriate, throughout the elective:</b> political, economic, leadership, international relations/conflict, social/cultural.</p> <p><b>Historical Knowledge and Understanding:</b>  <b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• key political, social and economic structures of German society at the start of the period</li> <li>• values, beliefs and traditions that have changed or remained the same</li> <li>• means by which individuals and groups have gained power and authority</li> <li>• the relationship between events, ideas, people and other factors underlying the nature of the society to that point</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• events that contributed to the development of particular movements or trends throughout the period</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Background to Germany pre Nazi era.</p> <p><b>WILF: (What I am looking for)-</b> Understanding impact of WW1,</p>	<p><b>Task 7: Explanation</b> : scaffolded essay on the failure of the Weimar republic.</p>

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		<ul style="list-style-type: none"> <li>▪ economic recovery 1924–1929</li> <li>▪ removal of pre-war censorship</li> <li>▪ culture and the Arts flourished</li> <li>• Could the Democratic government have lasted in Germany or was it doomed from the start?</li> <li>•</li> </ul>	<p><b>Historical skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• explanation and communication</li> </ul>		
2	4-5	<p>Introductory work on the Nazi rise to power using source materials</p> <ul style="list-style-type: none"> <li>▪ source analysis</li> <li>▪ change and continuity</li> <li>▪ evaluate contested views about the past</li> </ul> <p>Look at differing leaders of the time period within Germany.</p> <p>Focus for methods and strategies:</p> <ul style="list-style-type: none"> <li>▪ history of the National Socialist German Workers Party (Nazi) party</li> <li>▪ leadership</li> <li>▪ ideology</li> <li>▪ Munich Putsch and effects</li> </ul> <p>Movements:</p> <ul style="list-style-type: none"> <li>▪ impact of the Great Depression</li> <li>▪ rise of extremism</li> </ul>	<p><b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• key political, social and economic structures of German society at the start of the period</li> <li>• values, beliefs and traditions that have changed or remained the same</li> <li>• means by which individuals and groups have gained power and authority</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders (Nazi's, communists, Democrats)</li> <li>• methods and strategies used by leaders, individuals and groups to achieve their aims</li> <li>• events that contributed to the development of particular movements or trends throughout the period</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Using sources to explain how the Nazi party rose to power. Learning who is who in Germany at this time.</p> <p><b>WILF: (What I am looking for)-</b> Source analysis- context, message, source type, explanation and analysis. Research skills.</p>	<p><b>Task 8: Historical Inquiry:</b> commence the inquiry process on key historical figures in Nazi Germany. (1 week)</p> <p><b>Task 9: Source Analysis-</b> Nazi Rise to power.</p>

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3	6	<p>Outline the Nazi rise to power 1929–1933</p> <ul style="list-style-type: none"> <li>▪ popular, flexible aims and policies e.g. sought to overthrow the Weimar government, anti-Communist, anti-Semitic, pro-worker, strong leadership in Hitler, extensive propaganda, SA</li> <li>▪ 1930 elections, 1932 Reichstag elections, Hitler as Chancellor</li> <li>▪ Reichstag fire</li> <li>▪ Enabling Act, Hitler as ‘legal’ leader, end of Democracy, beginning of Dictatorship</li> </ul> <p>Could the Nazi party have gained power without Hitler?</p>	<p><b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• key political, social and economic structures of German society at the start of the period</li> <li>• values, beliefs and traditions that have changed or remained the same</li> <li>• means by which individuals and groups have gained power and authority</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• methods and strategies used by leaders, individuals and groups to achieve their aims-</li> <li>• key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders</li> <li>• events that contributed to the development of particular movements or trends throughout the period</li> <li>•</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Outline how and why the Nazi’s came to power</p> <p><b>WILF: (What I am looking for)-</b> Able to use primary and secondary sources to explain the rise of the Nazi’s.</p>	
3	7-10	<p>Life within Germany under Nazi rule</p> <ul style="list-style-type: none"> <li>▪ how Nazi rule was consolidated e.g. <i>Gleichschaltung</i> [synchronisation]</li> <li>▪ Germany as a police state</li> <li>▪ propaganda</li> <li>▪ how people were affected as individuals and groups</li> <li>▪ account for different perspectives towards Nazi policies and practices</li> </ul> <p>Discuss and evaluate</p> <ul style="list-style-type: none"> <li>▪ opposition to Nazism, including beliefs, attitudes and motives of individuals/groups</li> <li>▪ how the Nazi party-maintained power and authority</li> </ul>	<p><b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• key political, social and economic structures of German society at the start of the period</li> <li>• values, beliefs and traditions that have changed or remained the same</li> <li>• means by which individuals and groups have gained power and authority</li> </ul> <p><b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>• consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study</li> <li>• the effectiveness of individuals and groups in achieving their aims</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Life in Nazi Germany and how it impacted groups within society.</p> <p><b>WILF: (What I am looking for)-</b> Ability to use and analyse sources in regards to life in Germany</p>	Task 10: Source analysis- life in Germany.

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### Modern History – General Year 12 2021

Unit 3 – Societies and Change (Elective: USA between the wars 1917-1948) Semester 1

Unit 4 – Historical Trends and Movements (Elective: Nazism in Germany 1918-1945) Semester 2

		<ul style="list-style-type: none"> <li>▪ who benefited and who did not?</li> <li>▪ to what extent did society change and what remained the same?</li> </ul>	<ul style="list-style-type: none"> <li>• the effectiveness of individuals and groups in achieving their aims</li> <li>• evidence of continuity and/or change to the values, beliefs and attitudes of a society as a result of historical movements or trends</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• events that contributed to the development of particular movements or trends throughout the period</li> <li>• methods and strategies used by leaders, individuals and groups to achieve their aims-</li> <li>• key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders</li> </ul>		
3	11	<p>Case study of the Holocaust Using the Holocaust booklet- includes the Hangman, watching either “The boy in the striped pyjama’s”, or “Schindlers list” or “La Rafle” or “Jakob the Liar”</p>	<p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• methods and strategies used by leaders, individuals and groups to achieve their aims</li> <li>• key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders</li> <li>• events that contributed to the development of particular movements or trends throughout the period</li> </ul> <p><b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>• the impact of special circumstances or situations on various forms of continuity and change</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Understanding the causes, events and outcome of the Holocaust.</p> <p><b>WILF: (What I am looking for)-</b> Use of sources to show an holistic understanding of the Holocaust and it’s lasting impact.</p>	

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			<ul style="list-style-type: none"> <li>consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study</li> <li>the effectiveness of individuals and groups in achieving their aims</li> </ul>		
3	12	<ul style="list-style-type: none"> <li>Timeline of significant events</li> <li>Nazi foreign policy based on ‘Greater Germany’ and <i>Lebensraum</i> [living space for the master race]               <ul style="list-style-type: none"> <li>the Saar plebiscite 1933</li> <li>remilitarisation of the Rhineland 1936</li> <li><i>Anschluss</i> [union] with Austria 1938</li> <li>occupation of the Sudetenland 1938</li> <li>Munich Conference created ‘peace in our time’ 1938</li> <li>invasion of Czechoslovakia 1939</li> <li>invasion of Poland 1 September 1939</li> <li>Allies (Britain, France) declare war on Germany 3 September 1939</li> <li><i>Blitzkrieg</i> [lightning war] success in Poland and Western Europe 1939</li> <li>Nazi-Soviet Non-Aggression Pact with Russia 1939</li> <li>declaration of war on Russia, Operation Barbarossa 1941</li> <li>USA enters the war after the bombing of Pearl Harbour 1941</li> </ul> </li> </ul>	<p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>events that contributed to the development of particular movements or trends throughout the period</li> <li>key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders</li> <li>methods and strategies used by leaders, individuals and groups to achieve their aims</li> </ul> <p><b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>the impact of special circumstances or situations on various forms of continuity and change</li> <li>consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study</li> <li>The effectiveness of individuals and groups in achieving their aims</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Overview of Nazi actions and policy during WW2 (Timeline), Life in Nazi Germany during WW2.</p> <p><b>WILF: (What I am looking for)-</b> Timelining skills, understanding of the impact of WW2 on Nazi’s and German citizens.</p>	

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		<ul style="list-style-type: none"> <li>▪ Nazi defeats and retreats 1942 onwards</li> <li>▪ V.E. Day, Germany surrenders 7 May 1945</li> <li>• Case study such as the Battle of Stalingrad</li> <li>• German home front</li> <li>• Did the war increase opposition to the Nazis? resistance groups such as the White Rose Group, Swing Youth, the Edelweiss Pirates, the July bomb plot and the <i>Abwehr</i></li> </ul> <p>Revision</p>	<ul style="list-style-type: none"> <li>• evidence of continuity and/or change to the values, beliefs and attitudes of a society as a result of historical movements or trends</li> </ul>		
3	13	<p>Revise: End of Unit-</p> <ul style="list-style-type: none"> <li>• Germany pre and post WW1</li> <li>• Reasons for Nazi Rise</li> <li>• Hitler- the man the myth</li> <li>• Life in Germany- pros and cons</li> <li>• The Holocaust</li> <li>• Events leading to WW2</li> <li>• Main events WW2</li> </ul> <p>Use your timelines, glossaries, biographies to help you revise.</p> <p>Could watch: “Swing Kids”, “Book Thief” to show opposition</p> <p>Test.</p>	<p><b>Elements of society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• key political, social and economic structures of German society at the start of the period</li> <li>• values, beliefs and traditions that have changed or remained the same</li> <li>• means by which individuals and groups have gained power and authority</li> <li>• the relationship between events, ideas, people and other factors underlying the nature of the society to that point</li> </ul> <p><b>Key people, ideas and events over the period</b></p> <ul style="list-style-type: none"> <li>• events that contributed to the development of particular movements or trends throughout the period</li> <li>• key ideas underlying movements or trends, what they were, and how they were articulated by groups and their leaders</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Revising using various methods the whole unit- leaders, events, opposition and impact on society. Source analysis skills required.</p> <p><b>WILF: (What I am looking for)-</b> Recall of main ideas, events and key people, chronology and source analysis skills.</p>	<p><b>Task 11: Test-</b> unit test on Unit 4. (Week 12-13)</p>

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			<ul style="list-style-type: none"> <li>methods and strategies used by leaders, individuals and groups to achieve their aims</li> </ul> <p><b>Consequences of continuity and change over the period</b></p> <ul style="list-style-type: none"> <li>the impact of special circumstances or situations on various forms of continuity and change</li> <li>consequences of historical movements or trends on political, cultural, social, military and legal structures within a society throughout the period of study</li> <li>The effectiveness of individuals and groups in achieving their aims</li> <li>evidence of continuity and/or change to the values, beliefs and attitudes of a society as a result of historical movements or trends</li> </ul>		
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**Historical skills :**The following skills will be developed during this unit.

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#### **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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