



**COURSE OUTLINE**  
**MODERN HISTORY – ATAR YEAR 11: 2021**  
**UNIT 1: UNDERSTANDING THE MODERN WORLD (CAPITALISM- THE AMERICAN EXPERIENCE) AND UNIT 2:**  
**MOVEMENTS FOR CHANGE IN THE 20<sup>TH</sup> CENTURY (NAZISM IN GERMANY)**



This course will run the two units, 1 and 2, concurrently. The student Semester 1 grade will therefore be an estimate

Term	Week	Topic and key teaching points	Syllabus content	WALT/WILF	Assessment
1	1-2	<p><b>Introduction</b></p> <ul style="list-style-type: none"><li>Handout syllabus and outlines discuss</li><li>introductory work on US source materials</li><li>key ideas, including the theories of capitalism</li></ul> <p><b>The rise of capitalism</b> A review of the period from 1850–1907</p> <ul style="list-style-type: none"><li>expansion of the railways</li><li>post-Civil War reconstruction</li><li>mass immigration and immigrant labour</li><li>discovery of oil and the importance of JD Rockefeller and Standard Oil mass production</li></ul> <p><b>1907–1914</b></p> <ul style="list-style-type: none"><li>Henry Ford, the Model T and consumerism</li><li>Theodore Roosevelt and expansionism</li><li>Taft and economic reform to curb laissez-faire policies</li></ul> <p>RESOURCES: Text</p>	<p><b>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this table.)</b></p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit:</p> <ul style="list-style-type: none"><li>Economic, external forces/international relations, ideas, leadership, political, social/cultural.</li></ul> <p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING:</b></p> <ul style="list-style-type: none"><li>the main causes of the rise of capitalism in the USA, including the expansion of the railways; post-Civil War reconstruction; immigrant labour; discovery of oil; and mass production</li><li>the role and impact of significant individuals in the period, with particular reference to Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge, Herbert Hoover, F D Roosevelt, J D Rockefeller, Henry Ford</li><li>key ideas of: theories of capitalism, laissez-faire, consumerism, individualism (including</li></ul>	<p><b>WALT: (What we are learning to do)-</b> Define and describe capitalism, timelining, overview of WW1 impact on USA.</p> <p><b>WILF: (What I am looking for)-</b> Timelining skills and source analysis.</p> <p><b>Learning outcomes</b> By the end of this unit, students:</p> <ul style="list-style-type: none"><li>understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences</li><li>understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world</li><li>use historical skills to investigate particular developments of the modern era and the nature of</li></ul>	<p>Assessment: Practice Source Analysis</p> <p>Mass Immigration Immigrant Labour</p>

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			'rugged individualism'), limited government, economic liberty, and the American Dream • the impact of WWI	sources; determine the reliability and usefulness of sources and evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.	
1	3-5	<b>World War 1</b> <ul style="list-style-type: none"> <li>Woodrow Wilson and America's involvement in World War I</li> <li>the Fourteen Points and the return to isolationism</li> <li>the impact of World War I on American capitalism               <ul style="list-style-type: none"> <li>industrialisation</li> <li>capitalism</li> <li>constitutional amendments: women voting</li> <li>immigration restriction</li> </ul> </li> </ul> <b>RESOURCES:</b> Text	<ul style="list-style-type: none"> <li><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING:</b> the role and impact of significant individuals in the period, with particular reference to Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge, Herbert Hoover, F D Roosevelt, J D Rockefeller, Henry Ford</li> <li>key ideas of: theories of capitalism, laissez-faire, consumerism, individualism (including 'rugged individualism'), limited government, economic liberty, and the American Dream</li> <li>the impact of WWI, the 1920s, and WWII until 1941, on American capitalism; the growth of consumerism; and the shaping of American values, for example, film and fashion, prohibition and the 'Jazz Age'</li> </ul>	<b>WALT: (What we are learning to do)-</b> Source analysis, understanding the impact of WW1.  <b>WILF: (What I am looking for)-</b> Development of source analysis skills, the overview of WW1 and it's impact.  <b>LEARNING OUTCOMES:</b> <ul style="list-style-type: none"> <li>understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences</li> <li>understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world</li> </ul>	<b>TASK 1 – SOURCE Analysis</b> the role and impact of Woodrow Wilson in the period/ Impact of WW1. (5%)

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			•	use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument	
1	6-8	<b>The 1920s and the shaping of the American Dream</b> <i>After all, the chief business of the American people is business – Coolidge</i> <ul style="list-style-type: none"> <li>limited government involvement and economic liberty (laissez-faire)</li> <li>mass production in industry and agriculture</li> <li>impact of the specialisation of industry</li> <li>mass marketing, consumerism and a change in lifestyle, including: <ul style="list-style-type: none"> <li>the Jazz Age</li> <li>film</li> <li>fashion</li> <li>prohibition</li> </ul> </li> </ul> <p>RESOURCES: Text</p>	<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b> <ul style="list-style-type: none"> <li>key ideas of: theories of capitalism, laissez-faire, consumerism, individualism (including 'rugged individualism'), limited government, economic liberty, and the American Dream.</li> <li>the role and impact of significant individuals in the period, with particular reference to Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge, Herbert Hoover, F D Roosevelt, J D Rockefeller, Henry Ford</li> <li>the impact of WWI, the 1920s, and WWII until 1941, on American capitalism; the growth of consumerism; and the shaping of American values, for example, film and fashion, prohibition and the 'Jazz Age'</li> </ul>	<b>WALT: (What we are learning to do)-</b> The roaring 20's overview.  <b>WILF: (What I am looking for)-</b> Timelining skills, essay writing skills  <b>LEARNING OUTCOMES:</b> <ul style="list-style-type: none"> <li>understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences</li> <li>understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world</li> </ul>	<b>Task 2: TASK 2</b> – In class essay – impact of the roaring 20's (12.5%)

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			<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability</li> </ul>	
1	9-10	<b>The Great Depression and the New Deal</b> <ul style="list-style-type: none"> <li>the impact of the stock market dealings throughout the 1920s</li> <li>how these led to the Wall Street Crash of 1929</li> <li>other factors which contributed to the Great Depression</li> <li>the spiral into economic depression</li> <li>the short-term and long-term social, political and economic impacts, including the impact on capitalism and on different groups in society</li> <li>political responses, including: <ul style="list-style-type: none"> <li>Hoover and 'Rugged Individualism'</li> <li>Roosevelt and the 'New Deal'</li> </ul> </li> </ul> <b>RESOURCES</b>	<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b> <ul style="list-style-type: none"> <li>the causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New Deal, and the impact on capitalism</li> <li>the impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations; and the consequences of divisions</li> <li>the significance of capitalism in this period, including a comparison with other key economic ideologies, in particular, communism</li> </ul>	<b>WALT: (What we are learning to do)-</b> Source Analysis and understanding the impact of the Great Depression.  <b>WILF: (What I am looking for)-</b> Use of Source Analysis skills.  <b>LEARNING OUTCOMES:</b> <ul style="list-style-type: none"> <li>understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences</li> <li>understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world</li> </ul>	<b>Task 3: Source analysis 2 – Great Depression, (Week 9) (7.5%)</b>

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			<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.</li> </ul>	
2	1-4	<p><b>Impact of WWII to 1941</b>  The impact of World War II on American capitalism</p> <ul style="list-style-type: none"> <li>• the armaments industry</li> <li>• other industries</li> <li>• foreign affairs and trade</li> <li>• women in the workforce</li> </ul> <p><b>Impact of capitalism on different groups in society 1907–1941: An Inquiry</b>  At least two of the following groups should be considered:</p> <ul style="list-style-type: none"> <li>• African Americans</li> <li>• immigrants</li> <li>• urban workers</li> <li>• rural workers</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING :</b></p> <ul style="list-style-type: none"> <li>• the causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New Deal, and the impact on capitalism</li> <li>• the impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations; and the consequences of divisions</li> </ul>	<p><b>WALT: (What we are learning to do)-</b>  Essay writing on the New Deal, Inquiry skills.  <b>WILF: (What I am looking for)-</b>  Properly written essay, ethical research.</p> <p><b>Learning outcomes</b>  By the end of this unit, students:</p> <ul style="list-style-type: none"> <li>• understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences</li> </ul>	<p><b>Task 4 Part A: Historical inquiry – the inquiry process (Week 12)</b>  <b>Task 4 Part B: Validation essay (Week 12) (10%)</b></p>

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		<ul style="list-style-type: none"> <li>wealthy industrialists</li> <li>the Indian Nations</li> </ul> <p><b>Divisions within society</b> Division caused, or widened, by capitalism</p> <p>Revision of all Semester 1 unit.</p> <p>RESOURCES: Text</p>	<ul style="list-style-type: none"> <li>the significance of capitalism in this period, including a comparison with other key economic ideologies, in particular, communism</li> </ul>	<ul style="list-style-type: none"> <li>understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world</li> <li>apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability</li> <li>use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.</li> </ul>	
2	5	<p><b>The significance of capitalism</b> A comparison with other economic systems at the time, particularly Communism</p> <p><b>EXAM</b></p> <ul style="list-style-type: none"> <li>3 Hours 10 Minutes</li> </ul>	<p><b>EXAM REVISION</b></p> <p>HISTORICAL KNOWLEDGE AND UNDERSTANDING: All content from Unit 3.</p>	<p><b>WALT: (What we are learning to do)-</b> Reviewing all of Unit 1.</p> <p><b>WILF: (What I am looking for)-</b> Revising source analysis and essay writing skills.</p>	<p><b>Task 5:</b> <b>Semester 1 examination (3 hours) using the examination</b></p>

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	<ul style="list-style-type: none"><li>• Two essays</li><li>• Two source analysis</li></ul> <p>RESOURCES: Exam</p>		<p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"><li>• understand key developments that have helped define the modern world, their causes, the different experiences of individuals and groups, and their short-term and long-term consequences</li><li>• understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world</li><li>• use historical skills to investigate particular developments of the modern era and the nature of sources; determine the reliability and usefulness of sources and evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.</li></ul>	<p><b>design brief from the ATAR Year 12 syllabus. (15%)</b></p>
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2	1-2	<ul style="list-style-type: none"><li>Reviewing Semester 1 exam- looking for strengths and weaknesses</li><li>Handout outlines.</li><li><b>Setting the scene – Germany at the end of WWI</b></li><li>Germany prior to World War One (social, political, economic)</li><li>Germany’s involvement in World War One</li><li>The Weimar Republic- Background to establishment</li><li>The Weimar Constitution</li><li></li></ul> <p>How did these factors contribute to the Rise of Nazism?</p> <ul style="list-style-type: none"><li>The abdication of Kaiser Wilhelm</li><li>The armistice</li><li>Stab in the Back Myth / November Criminals</li><li>The Treaty of Versailles</li><li>Germany Post World War One (social, political, economic)</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>The impact of the following forces should be considered, where appropriate, throughout the unit:</p> <ul style="list-style-type: none"><li>Economic, external forces/international relations, ideas, leadership, political, social/cultural.</li></ul> <p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING :</b></p> <ul style="list-style-type: none"><li>The economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism.</li><li>The role and impact of significant individuals in Weimar and Nazi Germany - President von Hindenburg.</li></ul>	<p><b>WALT: (What we are learning to do)-</b> Review of the exam looking for areas needing improvements, Understanding of Germany before Nazi’s came to power.</p> <p><b>WILF: (What I am looking for)-</b> Understanding of areas requiring improvements, timelining skills, description of Germany under Weimar.</p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"><li>understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short-term and long-term consequences</li></ul>	

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2	3	<p>The democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems</p> <ul style="list-style-type: none"> <li>• The Weimar Constitution (Weaknesses)</li> <li>• Ebert</li> <li>• Spartacist Uprising</li> <li>• Kapp Putsch</li> </ul> <p>RESOURCES:</p> <p>Text <i>Republic to Reich</i></p>	<p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING :</b></p> <ul style="list-style-type: none"> <li>• the economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism</li> <li>• The democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Source Analysis skills, understanding of Germany during these areas.</p> <p><b>WILF: (What I am looking for)-</b> Use of source analysis skills</p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short-term and long-term consequences</li> <li>• use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds of evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.</li> </ul>	<p><b>TASK 6:</b> Source Analysis (5%) on the Weimar Republic.</p>
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2	4	<ul style="list-style-type: none"><li>• Occupation of the Ruhr</li><li>• Hyperinflation</li><li>• Crisis of 1923</li><li>• Years of stability 1924 – 1929 Gustav Stresemann</li><li>• Sham Prosperity and the role of USA.</li><li>• The role and impact of significant individuals in Weimar and Nazi Germany - Gustav Stresemann</li></ul> <p>RESOURCES:</p> <p>Text</p>	<p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING :</b></p> <ul style="list-style-type: none"><li>• The democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems.</li><li>• The role and impact of significant individuals in Weimar and Nazi Germany - Gustav Stresemann</li><li>• the economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism</li></ul>	<p><b>WALT: (What we are learning to do)-</b> Outline 1920's in Germany- from crisis to sham prosperity.</p> <p><b>WILF: (What I am looking for)-</b> Understanding of the economic situation in Germany during the 1920's.</p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"><li>• understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short-term and long-term consequences</li></ul>	
3	5	<ul style="list-style-type: none"><li>• Adolf Hitler</li><li>• The nature of Fascism</li><li>• National Socialism policies</li><li>• Mein Kampf</li><li>• 1923 Munich Beer Hall Putsch</li></ul> <p>RESOURCES:</p>	<p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING :</b></p> <ul style="list-style-type: none"><li>• The role and impact of significant individuals in Weimar and Nazi Germany - Adolf Hitler</li><li>• the reasons for the Nazi Party's rise to power, including the Treaty of Versailles, the impact of the Great Depression; the nature of Nazi ideology and hostility to communism; the ability of Hitler and the Nazi Party to utilise popular fears; and the Party's organisational and tactical skills</li></ul>	<p><b>WALT: (What we are learning to do)-</b> Biography on Adolf Hitler and the rise of the Nazi's.</p> <p><b>WILF: (What I am looking for)-</b> Understanding of Hitler as a leader.</p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"><li>• understand the key features of the movements for change, including the conditions that gave rise to these</li></ul>	

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		Text	•	movements, the motivations and role of individuals and groups, and the short-term and long-term consequences	
3	6-7	<ul style="list-style-type: none"> <li>Nazi Rise:</li> <li>The Treaty of Versailles</li> <li>The Great Depression</li> <li>Nazi Ideology and policy</li> <li>The 1930 and 1932 elections</li> <li>Hitler as Chancellor</li> <li>The collapse of the Weimar Republic</li> </ul> <p>RESOURCES:</p> <p>Assignment sheet</p> <p>Video- "Treaty of Versailles"</p>	<ul style="list-style-type: none"> <li>HISTORICAL KNOWLEDGE AND UNDERSTANDING : The reasons for the Nazi Party's rise to power, including the Treaty of Versailles, the impact of the Great Depression; the nature of Nazi ideology and hostility to communism; the ability of Hitler and the Nazi Party to utilise popular fears; and the Party's organisational and tactical skills</li> <li>The role and impact of significant individuals in Weimar and Nazi Germany - Adolf Hitler, Joseph Goebbels</li> <li>the nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis</li> <li>Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Essay writing, outlining how the Nazi's got to power.</p> <p><b>WILF: (What I am looking for)-</b> Properly written essay, Timeline of Nazi rise, reasons for the collapse of Weimar Germany.</p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed</li> <li>apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability</li> </ul>	<p><b>TASK 7:</b> Explanation (12.5%) In class Essay.</p>

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**MODERN HISTORY – ATAR YEAR 11: 2021**  
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			<p>minorities in German-controlled lands and the Holocaust</p> <ul style="list-style-type: none"> <li></li> </ul>		
3	8-10	<ul style="list-style-type: none"> <li>The Enabling Act and Gleichschaltung</li> <li>The death of von Hindenburg</li> <li>Lebensraum</li> <li>Social policies (women, education, youth, unions and religion)</li> <li>The Knight of the Long Knives (The SS and the SA)</li> <li>Propaganda and terror</li> <li>The role of the Fuhrer</li> <li>The Hitler Youth / League of German Maidens</li> <li>Cultural life in the Third Reich</li> <li>Radio, film, art and architecture</li> <li>The White Rose</li> <li>The Gestapo</li> </ul> <p>RESOURCES:</p> <p>Text</p> <p>Essay assignment sheet</p>	<ul style="list-style-type: none"> <li>HISTORICAL KNOWLEDGE AND UNDERSTANDING :The nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis</li> <li>The role and impact of significant individuals in Weimar and Nazi Germany - President von Hindenburg, Leni Riefenstahl and Albert Speer</li> <li>Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Looking at how Nazi's consolidated power.</p> <p><b>WILF: (What I am looking for)-</b></p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short-term and long-term consequences</li> </ul>	

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		Primary sources			
3	11-13	<p>Life in the Nazi State. Discussion on Nazi policies and their impact.</p> <ul style="list-style-type: none"> <li>Persecution of Minority groups- Gypsies, Jews, Disabled.</li> <li>Nazi policies: The Nuremburg Laws</li> <li>Pre – war treatment of the Jews</li> <li>The night of broken glass (Kristallnacht)</li> <li>Ghettos – Warsaw ghetto case study. Video- “Jakob the Liar”</li> <li>Concentration Camps</li> <li>The Final Solution</li> <li>Case Study – Auschwitz</li> </ul> <p>RESOURCES:</p> <p>Text</p> <p>Historical Inquiry</p>	<p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING :</b></p> <ul style="list-style-type: none"> <li>The nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis</li> <li>Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust</li> <li>the role and impact of significant individuals in Weimar and Nazi Germany the role and impact of significant individuals in Weimar and Nazi Germany</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Inquiry skills, ethical research, impact of Nazi policies on minorities especially Jews.  <b>WILF: (What I am looking for)-</b> Ethical Research assignment, outline of relevant policies and their impact.</p> <p>LESSON OUTCOMES:</p> <ul style="list-style-type: none"> <li>understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed</li> <li>use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds of evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.</li> </ul>	<p><b>TASK 8:</b> Historical Inquiry (10%) handed out</p>

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3-4	14-16	<ul style="list-style-type: none"> <li>Case Study – Joseph Goebbels</li> <li>One nation, One people, One leader</li> <li>Case Study – Hermann Goring</li> <li>The Police State</li> </ul> <p>RESOURCES: Text</p> <p>Historical Inquiry</p>	<p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING :</b></p> <ul style="list-style-type: none"> <li>The role and impact of significant individuals in Weimar and Nazi Germany - Joseph Goebbels, Hermann Göring</li> <li>the nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Person and policy overview, use of historiographies.  <b>WILF: (What I am looking for)-</b> Ethical Research assignment, outline of relevant policies and their impact.</p> <p>LESSON OUTCOMES:</p> <ul style="list-style-type: none"> <li>understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed</li> <li>apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability</li> </ul>	<p><b>TASK 8:</b> Historical Inquiry (10%) due</p> <p><b>Task 9:</b> source Analysis. (7.5%)</p>
4	17	<ul style="list-style-type: none"> <li>Germany post WW11</li> <li>Commemoration</li> </ul> <p>RESOURCES: Text</p>	<p><b>HISTORICAL KNOWLEDGE AND UNDERSTANDING :</b></p> <ul style="list-style-type: none"> <li>The legacy of Nazism after WWII</li> </ul>	<p><b>WALT: (What we are learning to do)-</b> Source analysis, Germany after WW2.  <b>WILF: (What I am looking for)-</b> Application of source analysis skills.</p> <p>LESSON OUTCOMES:</p>	

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		Holocaust Centre Source Analysis Power point on "Road to War"		<ul style="list-style-type: none"><li>understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed</li><li>use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds of evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument</li></ul>	
4	18-19	<b>EXAM</b> <ul style="list-style-type: none"><li>3 Hours 10 Minutes</li><li>Two essays</li><li>Two source analysis</li></ul>	<b>EXAM REVISION</b> <ul style="list-style-type: none"><li>HISTORICAL KNOWLEDGE AND UNDERSTANDING : Content from both Unit 3 and 4. All skills.</li></ul>	<b>WALT: (What we are learning to do)-</b> Revising all content from units 3 and 4, assessing our weaknesses and working on improving those and our strengths. <b>WILF: (What I am looking for)-</b> Application of relevant historical skills in the 3 hour exam. <b>LESSON OUTCOMES:</b> <ul style="list-style-type: none"><li>understand key developments that have helped define the modern world,</li></ul>	<b>Task 10: Semester 2 examination (3 hours) using the examination design brief from the ATAR Year 12 syllabus. (15%)</b>

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			<ul style="list-style-type: none"><li>their causes, the different experiences of individuals and groups, and their short-term and long-term consequences</li><li>• understand the ideas that both inspired and emerged from these key developments and their significance for the contemporary world</li><li>• understand the key features of the movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups, and the short-term and long-term consequences</li><li>• understand the significance of these movements, the influence of ideas that were central in their development, and the methods employed</li><li>• use historical skills to investigate these movements in the modern period; judge the reliability and usefulness of sources and the value of different kinds</li></ul>	
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				of evidence; explore different perspectives and interpretations; and use a range of evidence to support and communicate an historical argument.	
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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

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**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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