



## COURSE OUTLINE



### Modern History – General Year 12 2022

#### 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 2022 is Economics- impact of historical forces on individuals and groups. Review SPIES for year 11.</p> <p>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></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></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>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>• Temperance movement</li><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><br/>TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”<br/>Syllabus<br/>Course Outline<br/>Assessment Outline<br/>EST Practice book<br/>Handout on USA politics</p>   | <p><b>EST Skills- Focus for 2021 is:</b><br/>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)<br/>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></ul> | <p><b>Historical Knowledge and Understanding:</b><br/><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.<br/>USA at the beginning of the period- changing political and social situations.</p> <p><b>WILF: (What I am looking for)</b>-<br/>Source analysis and research skills, understanding of American politics (Republican vs Democrat).</p> | <p><b>Task 2:</b><br/><b>Historical inquiry – Economic changes in the USA-</b><br/><b>Due week 6.</b></p> |

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|   |   |   |  |   |  |
|---|---|---|--|---|--|
|   |   | <ul style="list-style-type: none"> <li>Laissez faire economics- Rise of capitalism.</li> </ul> <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><br/>         TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.<br/>         Library</p>   |  |   |  |
| 1 | 3 | <p>Source analysis practice run. Look at past EST.<br/>         Source Analysis based on the USA at the beginning of the period.<br/>         How American society emerged from the war- Roaring 20’s. Explain what the Roaring 20’s was.<br/>         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><br/>         Source Analysis practice.<br/>         TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.<br/>         Source Analysis test</p> | <p><b>Historical Knowledge and Understanding:</b><br/> <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> Source Analysis, What was the Roaring 20’s and how it impacted America.</p> <p><b>WILF: (What I am looking for)-</b><br/>         Source analysis and research skills, understanding of America in the 1920’s</p> |  |

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|   |     |  |  |   |  |
|---|-----|--|--|---|--|
|   |     |  | <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>  |   |  |
| 1 | 4-5 | <p>Roaring 20's- a period of change.</p> <p>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></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> <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> | <p><b>Task 1: Source analysis- beginning of the period. WEEK 4</b></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- In class Validation.</b></p> |

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|   |   |   |  |   |                           |
|---|---|---|--|---|---------------------------|
|   |   | <b>RESOURCES:</b><br>Read chapter 5- TEXT. Fiehn, T (1999), “The USA between the wars 1919-1941”. <ul style="list-style-type: none"><li>Review work using powerpoint- Lifestyle of 1920. (Found on connect- content)</li></ul> Research Assignment  |  |   |                           |
| 1 | 7 | <p>How and why did the 1920's boom end?<br/>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> Source Analysis practice sheet | <p><b>Historical Knowledge and Understanding:</b><br/><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><br/>Table on change and continuity, source analysis skills.</p> | Practice source analysis. |

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|   |      |   |   |  |   |
|---|------|---|---|--|---|
| 1 | 8    | <p>ROOSEVELT- The new Democratic President.<br/>Biography on Roosevelt.<br/>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><br/>Text book. Fiehn, T (1999), “The USA between the wars 1919-1941”.<br/>Source Analysis</p> | <p><b>Historical Knowledge and Understanding:</b><br/><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>   | . |
|   | 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><br/>TEXT: Fiehn, T (1999), “The USA between the wars 1919-1941”.</p>              | <p><b>Historical Knowledge and Understanding:</b><br/><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.<br/>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>RESOURCES:<br/>TEXT: Fiehn, T (1999), "The USA between the wars 1919-1941".<br/>Essay scaffold sheet<br/>Assignment sheet</p>   | <p><b>Historical Knowledge and Understanding:</b><br/><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 3:</b><br/><b>Explanation – scaffolded essay on Great Depression.</b></p> |
| 2 | 12-13 | <p><b>USA 1939–1941</b><br/>Quick overview of WW2 causes and the League of Nations.<br/>USA policies: Isolationism and the war in Europe- why would USA end isolationism and get involved in WW2?<br/>Roosevelt Vs Congress- assistance for Britain- why would USA side with Britain over Germany?<br/>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><br/><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 4:</b><br/><b>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:<br/>TEXT: Fiehn, T (1999), "The USA between the wars 1919-1941".<br/>EST<br/>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 1918-1948.</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> <li>UN</li> </ul> <p>Revision- use your Biographies, Timelines and glossaries.</p> <p>RESOURCES:</p> | <p><b>Historical Knowledge and Understanding:</b><br/><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 5: 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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### Modern History – General Year 12 2022

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

**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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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><br/><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 6: Explanation</b><br/>: scaffolded essay on the failure of the Weimar republic.</p> |

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#### 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>▪ 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>   | <b>Historical skills</b> <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 7: Historical Inquiry:</b> commence the inquiry process on social groups in Nazi Germany. (2 week)</p> |

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## Modern History – General Year 12 2022

### 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

|   |      |  |   |   |  |
|---|------|--|---|---|--|
| 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> |  |

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|   |    |  |   |  |   |
|---|----|--|---|--|---|
|   |    | <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</p> <p>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> | <p><b>Task 8: Source Analysis-</b> Nazi’s in power.</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 9: 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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