# Sample Unit – Modern History Life Skills – Year 11

***Sample for implementation for Year 11 from 2018***

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| **Unit title** | **Music of change**  Teacher-developed case study of songs that inspire change, with a focus on the Vietnam War. | **Duration** | **10 weeks**  These learning activities may be completed as a discrete History unit or as part of an integrated learning experience. |
| **Unit description** | In this unit, students have opportunities to develop an understanding of how songs can be used to represent perspectives of significant events, and in particular perspectives of the Vietnam War. They will investigate how music played a part in changing the public perspective of war through the protest songs of Vietnam and the development of music created to change or inform the public’s perspective. Students will explore how songs have continued to represent change into the current day.  Through modelling and guided practice, students undertake activities that will produce a variety of experiences and end products that exhibit their development of skills, understanding and knowledge of the music of change.  This unit provides opportunities for students to respond to a range of auditory and visual mediums, including:   * music played using Windows Media Player/iTunes * music played on instruments by self/others * music and associated music videos on YouTube * music played through Spotify * music created by self/others on iPads using apps * print lyrics, visual images of musicians/‘album’ covers, media images * multimedia presentations (from the internet or created by class using apps such as Puppet Pals).   When undertaking this unit, it is important to take into account the individual communication strategies used by students. Students’ responses may be communicated through:   * gestures and/or facial expressions * the use of visual aids or symbols, such as a communication board or a Symbol board * assistive or augmentative technology * varying degrees of verbal or written expression.   The activities presented may need to be adapted to allow students to respond using their individual communication strategies. | | |

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| **Outcomes**  A student:  **MHLS6-2** engages with the concepts of time and chronology  **MHLS6-3** explores change and continuity in the modern world  **MHLS6-4** explores events and developments of the modern world  **MHLS6-5** investigates features, people, ideas and movements in the modern world  **MHLS6-8** engages with a variety of sources to investigate the past  **MHLS6-10** investigates the past using a variety of strategies to locate, select and organise information  **MHLS6-11** communicates information about the past using historical terms and concepts  **MHLS6-12** engages with the investigation of Modern History |
| **Historical Concepts and Skills**  The following historical concepts are explored through this unit:   * **Causation** – causes of the changing face of music and its accessibility to people. * **Change and continuity** – how music has changed from the past to today. * **Perspectives** – how perspectives of historical events are represented through music. * **Significance and contestability** – the importance of music in representing people’s ideas and feelings towards historical events.   The following historical skills can be integrated throughout this unit:   * Analysis and use of sources * Historical interpretation * Historical investigation and research * Explanation and communication. |
| **Assessment overview**  Evidence of student learning could be gathered through:   * observation of students’ engagement with the resources * identifying and using appropriate nonverbal language, for example through use of History symbol boards of key features of the unit of work * observation of students’ communication skills through participation in activities such as performing music using instruments/iPads/computers, sharing information about selected music/musician, sharing music from a selected era * contribution to class discussions and brainstorming about the messages delivered through the music they listen to/watch * observation of students matching, classifying (sorting) and identifying music or images of musical mediums * completion of activities that demonstrate skills of comparison (eg identifying similarities and differences between musical mediums) * observation of construction of timelines, or sequencing of events * demonstration of research skills, including locating, selecting, organising and communicating information in relation to the topic. |

| **Syllabus content** | **Teaching, learning and assessment** | **Resources** |
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| The Investigation of Historic Sites and Sources  Students:   * recognise the passage of time in their everyday life and explore the language of time Numeracy icon * identify how time is measured, for example centuries Numeracy icon * identify some of the ways historians and archaeologists record history, for example written accounts, photographs, drawings, details of located artefacts Information and communication technology capability * use the language of time in a range of contexts Literacy icon Numeracy icon * use chronology to order events, personalities, changes and places from the past, for example construct and present a timeline of significant events in the history of their family Numeracy icon   History and Memory  Students:   * identify methods used to remember the past Critical and creative thinking icon Intercultural understanding icon * recognise the way stories are used to create and remember the past Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon | **Reviewing time and chronology**  As a class, students review the concepts of time and chronology. Students recognise and use terms such as ‘today’, ‘yesterday’, ‘last week’, ‘last year’ to describe events in the present and the recent past.  Students engage in a class discussion during which the concept of ‘decade’ is explored. Students are shown a timeline that displays the decades since 1940. Students consider:   * How many decades have they lived? * How many decades have their parents lived? * How many decades have their grandparents lived? * How do we know about events that happened before our parents and grandparents were alive?   Students participate in a class discussion of different ways to record the past, eg news, pictures, people’s diaries, songs.  In groups, students complete a graphic organiser to explain why songs are a good way to communicate ideas about people and events and why they are important historical sources. |  |
| Historical Concepts and Skills – Explanation and communication  Students:   * demonstrate understanding of time and chronology Numeracy icon   Historical Concepts and Skills – Historical interpretation  Students:   * recognise various historical ideas and representations   The Investigation of Historic Sites and Sources  Students:   * use chronology to order events, personalities, changes and places from the past, for example construct and present a timeline of significant events in the history of their family Numeracy icon | **The evolution of music**  Students explore images of contemporary musicians/bands and musicians/bands from the 1950s/60s, 1970s and 1980s. Students then identify which are contemporary and which represent the past, explaining their reasons during a class discussion. Students may consider features such as hairstyles, clothing, props.  As a class, students develop a timeline depicting the evolution of music over each decade from the end of World War II to the present day, eg big band/jazz, rock ‘n roll, folk, pop, hip-hop/rap. Suggested resources include:   * Music Timeline <http://music-timeline.appspot.com/> * History of Music (1950–2010) <https://www.slideshare.net/JessicaLoader/history-of-music-1950-2010> * Council for the Curriculum, Examinations and Assessment – *Stepping Back in Time* <http://www.nicurriculum.org.uk/curriculum_microsite/SEN_PMLD_thematic_units/stepping_back_in_time/index.asp>   *Note: the purpose of this activity is for students to develop their understanding of chronology and that music has changed over time. An in-depth exploration of musical genres is not required.*  Students listen to/view a variety of songs\* from the different decades represented on their timeline. What are the differences in the music? Which musical genre do they prefer and why?  Further activities could include:   * sing or use some musical instruments to play along to one of the songs from the past * look at album covers from the past and redesign or re-enact the cover * design a poster for a selected song from the past.   *\*Songs and video clips need to be previewed for appropriateness of content and images.* | Variety of print or digital images of musicians and/or bands.  Playlists of musical eras/genres on YouTube, eg  *1940s Hit Songs*  *The Greatest Hits 60s/70s*  *70’s–80’s Folk*  *Top 10 Pop Songs from the 1980s*  *Essential 80s Hard Rock/Heavy Metal Songs*  *Best of Old School R&B – 90’s and 2000’s*  *r&b/hip hop (2000–2017)*  Spotify Classical Playlists – *A Brief History of Post-World War II Music*  <http://www.spotifyclassical.com/2010/12/brief-history-of-post-world-war-ii.html> |
| The Investigation of Historic Sites and Sources  Students:   * recognise that sources can be used to answer questions about the past * use sources to gain an understanding of events, personalities or places in the past from their own lives and families, in the local community and beyond  Information and communication technology capability icon Literacy icon Personal and social capability icon   The Contestability of the Past  Students:   * recognise the process historians use to decide if a source is reliable Critical and creative thinking icon   Historical Concepts and Skills – Analysis and use of sources  Students:   * identify relevant information from a range of sources Literacy icon * use sources to locate, select and use information Literacy icon * demonstrate an understanding of historical inquiry | **Investigating the past**  As a group, students engage with a variety of sources to investigate the past. Students select an appropriate musician/band from one of the decades from the 1940s to 2000s and examine sources, including artefacts and oral histories, about the musician/band to develop a short presentation to their peers. Sources may need to be gathered for the students to explore.  *It is recommended that musicians/bands selected by students be approved by the teacher prior to students commencing their investigation. Alternatively, students may be provided with a range of musicians/bands to select from.*  Presentations could include:   * country of origin of the musician/band * timeframe for the musician/band (eg birth/death, period of their musical career) * popular/famous songs * type of music (musical genre) and audience * why they were so popular * the legacy of the musician/band.   Extension activity – reliability of sources  Students engage in a class discussion where they consider what makes a source reliable and why. They attempt guided activities looking at different sources in relation to a particular artist to examine their reliability. Students use this information to identify the most reliable source from those used in their own historical investigation and explain why the source is reliable. | Variety of historical sources for investigation. |
| Historical Investigation – Case study   * explore methods of investigating the modern past in their own lives, in the local community and beyond, for example: * artefacts, sites and sources * interpretation, perspective and representation * explore key historical features and issues in their own lives, in the local community and beyond, for example: * revolution Critical and creative thinking icon * explore key events, their causes and how they shaped the past in their own lives, in the local community and beyond, for example: * the significance of wars, rights and society Critical and creative thinking icon Ethical understanding icon   Historical Concepts and Skills – Analysis and use of sources   * demonstrate an understanding of historical inquiry   Historical Concepts and Skills – Historical interpretation   * recognise various historical ideas and representations   Historical Concepts and Skills – Historical investigation and research   * locate relevant information about the past * pose questions about the past Critical and creative thinking icon Personal and social capability icon * engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon   Historical Concepts and Skills – Explanation and communication   * develop texts about the past  Information and communication technology capability icon Literacy icon | **Songs of change – perspectives of war**  As a class group, students investigate the role of music during the Vietnam War and how songs were used to represent people’s perspectives of the war.  Students are provided with the lyrics of a teacher-selected song about the Vietnam War.  Students listen to the song/watch the video clip and identify:   * what the song is about * the feeling or mood represented in the song.   Students participate in a class discussion on what the song tells the audience about how people felt about the war.  Students locate additional sources relating to the Vietnam War (eg images, news articles, stories) and use these to explore the significance of this event, including:   * when it took place * where it took place * countries involved * Australia’s role in the conflict.   The concept of ‘protest’ is discussed with students and images of people protesting against the Vietnam War are shown. Questions that may be asked to encourage discussion include:   * why do people protest? * why would they have been protesting against the Vietnam War?   Individually or in groups, students are to select a protest song from the Vietnam War era and explore a variety of sources to develop a multimedia presentation about the song. Their presentations are to include:   * details about the song (name, artist, release date, country of origin, popularity) * the message(s) conveyed in the song (using key words, phrases and/or images). | Songs about the Vietnam War:  *I was only 19* – Redgum  *Where Have all the Flowers Gone?* – Pete Seeger  *War (What is it Good For?)* – Edwin Starr  *Vietnam* – Jimmy Cliff  *Billy Don’t be a Hero* – Bo Donaldson and the Heywoods |
| Historical Investigation – Case study   * explore the impact of the events on the history of an individual nation, region and/or the world as a whole, for example: * postwar developments, improvements and changes in society  Information and communication technology capability icon Work and enterprise icon   Historical Concepts and Skills – Historical interpretation   * describe different historical ideas and representations Literacy icon   Historical Concepts and Skills – Historical investigation and research   * engage with a range of written and non-written sources to locate, select and organise information  Information and communication technology capability icon Literacy icon * explore perspectives of individuals and groups Aboriginal and Torres Strait Islander histories and cultures icon Difference and diversity icon   Historical Concepts and Skills – Explanation and communication   * select and use a range of methods to communicate about the past * demonstrate an understanding of historical features, people, ideas, movements, events and developments | **Songs of change – legacy**  Students engage in a teacher-developed activity which illustrates the idea that using music to protest or encourage change continued long after the Vietnam War and is still relevant today.  Select one or more songs that were composed to inspire change. Students listen to the song/watch the video clip. As a class or in groups, students research the event that inspired the songs, and find out:   * the time period of the event * whether the event was a local, national or global event * what countries or groups of people were involved.   Students create a poster or visual image depicting the event.  Students explore the selected song to identify the message of change being promoted. They investigate what inspired the musician/band to compose the song and whether any change occurred as a result of the song. Additional activities include:   * write a letter/email of support to the composer of the song. * in groups, use a verse from the song, or the whole song to create and perform a dramatisation of the song.   Students consider something they would like to change in their community and compose a song or part of a song promoting change. Songs can be presented as visual displays and peers can vote on the song that inspires them the most. | Songs that inspire change, eg  *Imagine* – John Lennon  *From Little Things Big Things Grow* – Paul Kelly and Kev Carmody  *Treaty* – Yothu Yindi  *Another Brick in the Wall* – Pink Floyd  *Do They Know it’s Christmas* – Band Aid  *Dear Mr President* – Pink  The following site provides useful suggestions  Amnesty International – *10 Songs for Social Change*  <https://www.amnesty.org.au/10-songs-for-social-change/> |

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| **Reflection and evaluation** |