**Sample Unit – Modern History – Year 11**

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

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| **Unit title** | Investigating Modern History   * Case Studies ­– A1: Australia and the Rise of Communism | **Duration** | 5 weeks |
| **Unit description** | Students investigate Australia’s response to the rise of communism, focusing on Asia, using a range of sources.  The Historical concepts and skills content is integrated within this unit as appropriate.  The unit focuses on the role of historical groups and ideas (MH11-3), different perspectives of individuals and groups (MH11-4), interpretation of different types of sources (MH11-6) and the evaluation of differing interpretations and representations of the past  (MH11-7). | | |
| **Outcomes**  A student:  **MH11-1** describes the nature of continuity and change in the modern world  **MH11-2** proposes ideas about the varying causes and effects of events and developments  **MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past  **MH11-4** accounts for the different perspectives of individuals and groups  **MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world  **MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument  **MH11-7** discusses and evaluates differing interpretations and representations of the past  **MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | | | |
| **Historical concepts and skills**   * Explain the meaning and value of sources for an historical inquiry (ACHMH007, ACHMH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon * Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon * Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon * Identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon Intercultural understanding icon * Analyse the extent and nature of continuity and change over time (ACHMH001) Critical and creative thinking icon Intercultural understanding icon * Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001) Critical and creative thinking icon Intercultural understanding icon * Form judgements about historical significance, recognising that significance may be attributed for different purposes Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon * Analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon * Use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon * Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon Difference and diversity icon * Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon | | **Assessment**  **Assessment for learning**  Historical Debate – Argumentative Speech   * How significant was the ‘communist threat’ to Australia in the 1950s? * To what extent was the ‘communist threat’ the most significant issue in Australian politics in the 1950s? * What role did the threat of communism to Australia play in the decision to send troops to Vietnam? * What role did the introduction of National Service play in shifting attitudes to the Vietnam War? * What impact did the shifting public opinion have on the decision to withdraw troops from Vietnam? | |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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| Students investigate:   * the historical context, including:   + - the changing nature of propaganda in Australia after the war: the question of Japanese invasion; the idea of an impending communist invasion/takeover within society (ACHMH126) https://lh6.googleusercontent.com/zeD0cxE_Esbbzl9i2CNlXKapEVtlk9oXxlIWjBr3Sbdfw7jyTKKsqdXlvtyMSAul8-SNJ3XtKrl0F5glQQKBefY4x5KX-TEhXksxgeU9wKTAsk1IPad1RTtDh0uwcLF-EomEDbJLSonEl72Z7g https://lh3.googleusercontent.com/71LLWJgHzVO1C128cqCUPhcEKCMf7KEu2Vf5u9-n6bjQX-RJustbzuE23U8fmH9EDXPvOpDZdBQu9dXkhpHVkCTjgwQ3fawpCVeg08Q8kGx9_NC9kkiUyNzp3haVA0LqWxPfpxRQdUOd4L0rcQ https://lh4.googleusercontent.com/9OibhjfxNtkKIoJNtgybAlVTwQlo1rWukUXlED7AIQiyx_4jKhvW3xLjIsmOp-VJD6AfHtcldiHofncK1W6RPh0z2D4jGmhko4uDoxsQ73j_5nSH5v5th9P7xLDQ045D8tlwdxfddD_-QYamSA https://lh5.googleusercontent.com/lX-zkD-KNHQFYjou0durflAnlosxce2ZSNYpde82EMAE0I1SlOndAK6N7pZxhVIZMddvyXBzPJZu1ADdKTspUmsyaF6C2n7WfuatTa7T3BEGF5iZMP98_zTHiXWv_xLcZFi0gcgOwKG3kkl0Fg | Historical context   * Students investigate the political mood in Australia in the post-WWII period, focusing on Australia’s perceived vulnerability eg the impact of WWII and the question of Japanese invasion. [www.awm.gov.au/collection/ARTV09225/](http://www.awm.gov.au/collection/ARTV09225/)   [www.awm.gov.au/collection/ARTV09061/](http://www.awm.gov.au/collection/ARTV09061/)   * Students respond to the following question: How would this context have shaped the Australian public’s understanding of the possibility of communist invasion/takeover? |  |
|  | * As a class, students brainstorm the similarities and differences between democracy and communism. Students identify the ways that democracy and communism can vary from country to country. * In pairs, students identify the positives and negatives of communism for different groups such as the working class, peasants, middle class, industrialists etc. Students propose which groups stood to gain the most and which stood to lose the most from communism.  |  |  |  | | --- | --- | --- | | Group | Positives | Negatives | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | **Extension**  Research the impact China becoming communist had on its relationship with Australia. |
| * the nature of the communist presence in Australia and Asia, including:   + - the rise of the Communist Party and the attempt to ban it under Robert Menzies (ACHMH127) https://lh6.googleusercontent.com/zeD0cxE_Esbbzl9i2CNlXKapEVtlk9oXxlIWjBr3Sbdfw7jyTKKsqdXlvtyMSAul8-SNJ3XtKrl0F5glQQKBefY4x5KX-TEhXksxgeU9wKTAsk1IPad1RTtDh0uwcLF-EomEDbJLSonEl72Z7g https://lh3.googleusercontent.com/71LLWJgHzVO1C128cqCUPhcEKCMf7KEu2Vf5u9-n6bjQX-RJustbzuE23U8fmH9EDXPvOpDZdBQu9dXkhpHVkCTjgwQ3fawpCVeg08Q8kGx9_NC9kkiUyNzp3haVA0LqWxPfpxRQdUOd4L0rcQ https://lh4.googleusercontent.com/9OibhjfxNtkKIoJNtgybAlVTwQlo1rWukUXlED7AIQiyx_4jKhvW3xLjIsmOp-VJD6AfHtcldiHofncK1W6RPh0z2D4jGmhko4uDoxsQ73j_5nSH5v5th9P7xLDQ045D8tlwdxfddD_-QYamSA https://lh6.googleusercontent.com/bSWUNpXeknkcf5_MxoBi5g-SErHnTQe4OArAqQayFZzJ7ztpMK7Wm6uPCZjxNeGes7LbTpBzg7ESSsPpFdRskPMMuoeyILLagzHXijcz-I-me4poFuwaVKbbFAXon6yivyMo-zHMzi8w-VSb-g     - the various responses to communism in the 1950s, eg ‘Reds under the beds’, the Petrov Affair https://lh4.googleusercontent.com/9OibhjfxNtkKIoJNtgybAlVTwQlo1rWukUXlED7AIQiyx_4jKhvW3xLjIsmOp-VJD6AfHtcldiHofncK1W6RPh0z2D4jGmhko4uDoxsQ73j_5nSH5v5th9P7xLDQ045D8tlwdxfddD_-QYamSA https://lh6.googleusercontent.com/bSWUNpXeknkcf5_MxoBi5g-SErHnTQe4OArAqQayFZzJ7ztpMK7Wm6uPCZjxNeGes7LbTpBzg7ESSsPpFdRskPMMuoeyILLagzHXijcz-I-me4poFuwaVKbbFAXon6yivyMo-zHMzi8w-VSb-g | The Communist Party in Australia   * Students read about the attempts to ban the Communist Party in Australia. Students discuss why the attempts to ban the Communist Party failed, the role of Dr Evatt, and the merits of banning a political ideology.   [static.moadoph.gov.au/ophgovau/media/images/apmc/docs/82-Communist-Party-ban.pdf](http://static.moadoph.gov.au/ophgovau/media/images/apmc/docs/82-Communist-Party-ban.pdf)  By reading ‘How this election came about’ and ‘Communism’ from Menzies’s Election Speech, students examine why Menzies thought communism was such a threat to Australia. [electionspeeches.moadoph.gov.au/speeches/1951-robert-menzies](http://electionspeeches.moadoph.gov.au/speeches/1951-robert-menzies) |  |
| * + - Australia’s response to the rise of communism in China, involvement in the Korean War, and the Malayan Emergency https://lh6.googleusercontent.com/zeD0cxE_Esbbzl9i2CNlXKapEVtlk9oXxlIWjBr3Sbdfw7jyTKKsqdXlvtyMSAul8-SNJ3XtKrl0F5glQQKBefY4x5KX-TEhXksxgeU9wKTAsk1IPad1RTtDh0uwcLF-EomEDbJLSonEl72Z7g https://lh4.googleusercontent.com/9OibhjfxNtkKIoJNtgybAlVTwQlo1rWukUXlED7AIQiyx_4jKhvW3xLjIsmOp-VJD6AfHtcldiHofncK1W6RPh0z2D4jGmhko4uDoxsQ73j_5nSH5v5th9P7xLDQ045D8tlwdxfddD_-QYamSA https://lh5.googleusercontent.com/lX-zkD-KNHQFYjou0durflAnlosxce2ZSNYpde82EMAE0I1SlOndAK6N7pZxhVIZMddvyXBzPJZu1ADdKTspUmsyaF6C2n7WfuatTa7T3BEGF5iZMP98_zTHiXWv_xLcZFi0gcgOwKG3kkl0Fg     - the formation of the ANZUS Treaty and creation of SEATO https://lh6.googleusercontent.com/zeD0cxE_Esbbzl9i2CNlXKapEVtlk9oXxlIWjBr3Sbdfw7jyTKKsqdXlvtyMSAul8-SNJ3XtKrl0F5glQQKBefY4x5KX-TEhXksxgeU9wKTAsk1IPad1RTtDh0uwcLF-EomEDbJLSonEl72Z7g https://lh4.googleusercontent.com/9OibhjfxNtkKIoJNtgybAlVTwQlo1rWukUXlED7AIQiyx_4jKhvW3xLjIsmOp-VJD6AfHtcldiHofncK1W6RPh0z2D4jGmhko4uDoxsQ73j_5nSH5v5th9P7xLDQ045D8tlwdxfddD_-QYamSA https://lh5.googleusercontent.com/lX-zkD-KNHQFYjou0durflAnlosxce2ZSNYpde82EMAE0I1SlOndAK6N7pZxhVIZMddvyXBzPJZu1ADdKTspUmsyaF6C2n7WfuatTa7T3BEGF5iZMP98_zTHiXWv_xLcZFi0gcgOwKG3kkl0Fg     - the ‘domino theory’ and Australia’s involvement in the Vietnam War https://lh6.googleusercontent.com/zeD0cxE_Esbbzl9i2CNlXKapEVtlk9oXxlIWjBr3Sbdfw7jyTKKsqdXlvtyMSAul8-SNJ3XtKrl0F5glQQKBefY4x5KX-TEhXksxgeU9wKTAsk1IPad1RTtDh0uwcLF-EomEDbJLSonEl72Z7g https://lh4.googleusercontent.com/9OibhjfxNtkKIoJNtgybAlVTwQlo1rWukUXlED7AIQiyx_4jKhvW3xLjIsmOp-VJD6AfHtcldiHofncK1W6RPh0z2D4jGmhko4uDoxsQ73j_5nSH5v5th9P7xLDQ045D8tlwdxfddD_-QYamSA | Australia’s involvement in the Korean War   * Students inquire into the reasons for and the nature of Australia’s involvement in the Korean War, the nature of the conflict, key battles, such as Kapyong, Maryang San, Samichon, and the reasons for Australia’s withdrawal from the war. * Students collaboratively construct a timeline of Australia’s involvement in Korea. Students choose a time period, eg October 1951, and compile sources such as photos, extracts from diary entries, maps, paintings etc for that time period. * In groups, students investigate the varying experiences of those who served in Korea, exploring a range of perspectives including those of soldiers, officers, POWs, nurses, etc. How were the experiences similar? How were they different? Why were they different? [australiansatwarfilmarchive.unsw.edu.au/aawfa/search](http://australiansatwarfilmarchive.unsw.edu.au/aawfa/search) |  |
| * identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHAH001) Critical and creative thinking icon Intercultural understanding icon * analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHAH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon * analyse and evaluate contested interpretations and representations of the past (ACHMH011, ACHMH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon * use evidence from a range of sources to inform investigation and research (ACHAH005)  Information and communication technology capability icon Literacy icon | Developments in Australia in the 1950s   * Students research Australia’s treaties and agreements in the 1950s, focusing on ANZUS and SEATO. Students consider the impact that the treaties had on Australia and its foreign policy. * Students investigate the Petrov Affair using a web quest, focusing on what it revealed about public and governmental attitudes to communism. [petrov.moadoph.gov.au/webquest.html](http://petrov.moadoph.gov.au/webquest.html) * Students examine differing opinions about the impact of the Petrov Affair on Australia, and the 1954 election in particular.   [www.abc.net.au/archives/80days/stories/2012/01/19/3411302.htm](http://www.abc.net.au/archives/80days/stories/2012/01/19/3411302.htm)   * Students watch a clip of falling dominoes and propose ways to stop the chain. [www.youtube.com/watch?v=lo6x4eulY9g](http://www.youtube.com/watch?v=lo6x4eulY9g) * Students account for the widespread belief in the domino theory in the mid-1950s.   Australia’s Involvement in the Malayan Emergency   * Students investigate Australia’s involvement in the Malayan Emergency including the nature of the Emergency, the nature of the conflict, and the role of the RAAF. [www.awm.gov.au/atwar/malayan-emergency/](http://www.awm.gov.au/atwar/malayan-emergency/) * Students discuss how the Malayan Emergency would have affected Australians’ perceptions of the ‘communist threat’. |  |
| * analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHAH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon * analyse the extent and nature of continuity and change over time (ACHMH001) Critical and creative thinking icon Intercultural understanding icon | Australia’s introduction of National Service   * Students create a list of positives and negatives for introducing National Service. Students examine Australia’s introduction of National Service in 1964, focusing on the way the ballot was conducted, the criteria for being ‘called up’, and the nature of service. [www.awm.gov.au/encyclopedia/viet\_app/](http://www.awm.gov.au/encyclopedia/viet_app/) |  |
|  | * Students compare differing views on National Service. * Why did Sabben believe that National Service was a positive development for Australia, and for him personally?   [vietnam-war.commemoration.gov.au/aftermath/veterans\_video-dsabben\_life.php](http://vietnam-war.commemoration.gov.au/aftermath/veterans_video-dsabben_life.php)   * Why did others, such as Bill White, resist national service? [www.abc.net.au/archives/80days/stories/2012/01/19/3414782.htm](http://www.abc.net.au/archives/80days/stories/2012/01/19/3414782.htm) * Students assess the social, political and cultural impact of National Service on Australia. |  |
|  | Australia’s involvement in the Vietnam War   * Students identify some of the reasons why Australia sent troops to Vietnam. [anzacday.org.au/uploads/site\_anzacday/pages/img/Education/Activities/vietnam\_war.pdf](https://anzacday.org.au/uploads/site_anzacday/pages/img/Education/Activities/vietnam_war.pdf) * Students investigate the nature of Australia’s involvement in Vietnam through the battle map [vietnam.unsw.adfa.edu.au/battlemap](https://vietnam.unsw.adfa.edu.au/battlemap) and a range of interviews with veterans. * Patrolling *–* [vietnam-war.commemoration.gov.au/phuoc-tuy-province/nui-dat\_video-rbuick\_hobart.php](http://vietnam-war.commemoration.gov.au/phuoc-tuy-province/nui-dat_video-rbuick_hobart.php) (video clip) Why was patrolling important? What were the soldiers looking for? What were some of the limitations of patrolling? * Looking for tunnels ­­*–* [vietnam-war.commemoration.gov.au/combat/viet-cong-tunnels\_video-f04222.php](http://vietnam-war.commemoration.gov.au/combat/viet-cong-tunnels_video-f04222.php) * Life on the base *–* [www.awm.gov.au/wartime/29/dat/](http://www.awm.gov.au/wartime/29/dat/) (article) | **Extension**  Students research different methods of countering insurgency. Which were the most successful methods? Why? What might the Australians have done differently in Vietnam?  **Structured**  Use the source task to teach the Battle of Long Tan.  [anzacday.org.au/being-a-historian](https://anzacday.org.au/being-a-historian) |
| * explain the meaning and value of sources for an historical inquiry (ACHMH007, ACHMH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon | * Through a range of sources, students examine soldiers’ experiences in Vietnam. [anzacday.org.au/uploads/site\_anzacday/pages/img/Education/Activities/experience.pdf](https://anzacday.org.au/uploads/site_anzacday/pages/img/Education/Activities/experience.pdf)   [vietnam-war.commemoration.gov.au/combat/index\_video-f04403.php](http://vietnam-war.commemoration.gov.au/combat/index_video-f04403.php)   * Students investigate the Battle of Long Tan using Dave Sabban’s animated map, embedded with primary sources. [www.sabben.com/LongTan%20AnimatedV01e.pps](http://www.sabben.com/LongTan%20AnimatedV01e.pps) * Students investigate how visual sources differ from written sources and how they are useful to historians. [www.awm.gov.au/exhibitions/impressions/aust\_vietnam.asp](http://www.awm.gov.au/exhibitions/impressions/aust_vietnam.asp) * Students examine a range of sources by Australian soldiers and officers. Students identify the perspective of each source and assess how useful it would be to an historian studying differing experiences. [www.awm.gov.au/exhibitions/impressions/quotes.asp](http://www.awm.gov.au/exhibitions/impressions/quotes.asp) |  |
|  | Changing attitudes to Australia’s involvement in the Vietnam War   * As they watch the clip of one of the moratorium marches, students identify the different groups opposing Australia’s involvement in Vietnam. [www.abc.net.au/archives/80days/stories/2012/01/19/3411534.htm](http://www.abc.net.au/archives/80days/stories/2012/01/19/3411534.htm) * Students examine some of the reasons why Australians opposed continued involvement in Vietnam through a number of clips of protestors.   [aso.gov.au/titles/documentaries/or-forever-hold-your-peace/clip1/](http://aso.gov.au/titles/documentaries/or-forever-hold-your-peace/clip1/)  (3 clips)  [vietnam-war.commemoration.gov.au/conscription/index\_video-serika\_nazigerm.php](http://vietnam-war.commemoration.gov.au/conscription/index_video-serika_nazigerm.php) | **Extension**  Students research the links between the moratorium movement and other protest movements in the 1960s and 1970s. |
|  | * Students examine the visual sources on the Australia public attitudes to the Vietnam War. What is the perspective of each source?   [vietnam-war.commemoration.gov.au/public-opinion/index.php](http://vietnam-war.commemoration.gov.au/public-opinion/index.php)   * Using evidence from a range of sources, students identify why the Australian public’s attitude towards its involvement in Vietnam changed. |  |
| * a relevant historical debate or issue, for example:   + - the ‘threat’ of communism in Australia https://lh3.googleusercontent.com/71LLWJgHzVO1C128cqCUPhcEKCMf7KEu2Vf5u9-n6bjQX-RJustbzuE23U8fmH9EDXPvOpDZdBQu9dXkhpHVkCTjgwQ3fawpCVeg08Q8kGx9_NC9kkiUyNzp3haVA0LqWxPfpxRQdUOd4L0rcQ https://lh4.googleusercontent.com/9OibhjfxNtkKIoJNtgybAlVTwQlo1rWukUXlED7AIQiyx_4jKhvW3xLjIsmOp-VJD6AfHtcldiHofncK1W6RPh0z2D4jGmhko4uDoxsQ73j_5nSH5v5th9P7xLDQ045D8tlwdxfddD_-QYamSA https://lh5.googleusercontent.com/lX-zkD-KNHQFYjou0durflAnlosxce2ZSNYpde82EMAE0I1SlOndAK6N7pZxhVIZMddvyXBzPJZu1ADdKTspUmsyaF6C2n7WfuatTa7T3BEGF5iZMP98_zTHiXWv_xLcZFi0gcgOwKG3kkl0Fg https://lh6.googleusercontent.com/bSWUNpXeknkcf5_MxoBi5g-SErHnTQe4OArAqQayFZzJ7ztpMK7Wm6uPCZjxNeGes7LbTpBzg7ESSsPpFdRskPMMuoeyILLagzHXijcz-I-me4poFuwaVKbbFAXon6yivyMo-zHMzi8w-VSb-g * identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon Intercultural understanding icon * form judgements about historical significance, recognising that significance may be attributed for different purposes Critical and creative thinking icon Intercultural understanding icon Personal and social capability icon Difference and diversity icon * develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon Difference and diversity icon * communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon | * Students research one of the following topics and present a 2*–*3 min argumentative speech. * How significant was the ‘communist threat’ to Australia in the 1950s? * To what extent was the ‘communist threat’ the most significant issue in Australian politics in the 1950s? * What role did the threat of communism to Australia play in the decision to send troops to Vietnam? * What role did the introduction of National Service play in shifting attitudes to the Vietnam War? * What impact did the shifting public opinion have on the decision to withdraw troops from Vietnam? |  |

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| **Resources**  Doyle, J, Grey, J & Pierce, P 2002, *Australia’s Vietnam War,* [Texas A & M University Press](http://www.bookdepository.com/publishers/Texas-A-M-University-Press), United States.  Edwards, P 1997, A nation at war: Australian politics, society, and diplomacy during the Vietnam War 1965–1975, Allen & Unwin, Sydney.  Edwards, P & Pemberton, G 1992, Crises & Commitments: The Politics and Diplomacy of Australia's Involvement in Southeast Asian Conflicts 1948–1965, Allen & Unwin, Sydney.  Forbes, C 2010, *The Korean War: Australia in the Giants’ Playground*, Pan Macmillan, Australia.  Grey, J & Dennis, P 1996, Emergency & Confrontation: Australian Military Operations in Malaya and Borneo 1950–1966, Allen & Unwin, Sydney.  Ham, P 2008, *Vietnam: The Australian War*, HarperCollins, Australia.  Hirst, J 2002, *Australia's Democracy: A Short History*, Allen & Unwin, Sydney, Australia.  McNeill, I 1993, To Long Tan: the Australian Army and the Vietnam War 1950–1966, Allen and Unwin, Sydney.  McAndrew, M, Thomas, D & Cummins, P 2005, The Great War: 1914–1919, 3rd edition, Cambridge University Press.  O'Neill, R 1981, *Australia in the Korean War 1950–53: Volume I Strategy and Diplomacy*, The AWM and the Australian Government Publishing Service, Canberra.  O'Neill, R, 1985, *Australia in the Korean War 1950–53: Volume II, Combat Operations*, The Australian War Memorial and the Australian Government Publishing Service, Canberra.  Department of Veterans’ Affairs 2007, *Australia and the Vietnam War.* Date accessed 17/03/2017, from  <http://anzacportal.dva.gov.au/sites/default/files/publication-attachments/Aus_and_the_Vietnam_war.pdf>  Department of Veterans’ Affairs 2009, *Australia’s Involvement in South East Asian Conflicts.* Date accessed 17/03/2017, from  <http://se-asia.commemoration.gov.au/>  Department of Veterans’ Affairs 2012, *Australia and the Vietnam War.* Date accessed 17/03/2017, from <http://vietnam-war.commemoration.gov.au/>  Department of Veterans’ Affairs (n.p.), *Korea: A Cold War Conflict 1950–1953.* Date accessed 17/03/2017, from  <http://anzacportal.dva.gov.au/sites/default/files/publication-attachments/Korea%20rtf%20Version%20Final.docx>  Dick, R.M.V 2007, *Perceptions of Communism in Australia.* Date accessed 17/03/2017, from [www.humanities.mq.edu.au/humanity/2007/doc/dick\_robert.doc](http://www.humanities.mq.edu.au/humanity/2007/doc/dick_robert.doc) |

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| **Reflection** | **Evaluation** |