# Sample Unit – Modern History – Year 11

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title** | Investigating Modern History* The Nature of Modern History: The Construction of Modern Histories (Pemulwuy)
* The Shaping of the Modern World: Topic 3: The Age of Imperialism (The British Empire and Australia)
 | **Duration** | 10 weeks |
| **Unit description** | Students investigate the methods and issues associated with constructing accounts about the past, through a study of the Age of Imperialism and its role in the shaping of the modern world. The Historical concepts and skills content is integrated within this unit as appropriate.  |
| **Outcomes**A student:**MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past**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**MH11-10** discusses contemporary methods and issues involved in the investigation of modern history |
| **Historical concepts and skills*** Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009) 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 (ACHAH011) Critical and creative thinking icon Intercultural understanding icon
* Analyse the extent and nature of continuity and change over time (ACHAH001) 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 (ACHAH011, ACHAH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | **Assessment**Historical Account and Reflection Task* Students will develop an historical account of the role and contribution of Pemulwuy.
 |
| Aboriginal and Torres Strait Islander people are advised that resources related to this sample unit may contain images and names of deceased persons. Read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities. |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
| --- | --- | --- |
| Students investigate:* the historical context, including:
* the changing motives and characteristics of European imperialism – 18th century to the early 20th century, eg trading empires (East Indies), the ‘Scramble for Africa’ and its division by the imperial powers (ACHMH041, ACHMH042, ACHMH044) Aboriginal and Torres Strait Islander histories and cultures icon Sustainability icon Ethical understanding icon Intercultural understanding icon
* the nature of the Age of Imperialism, including:
* an overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific (ACHMH043) Aboriginal and Torres Strait Islander histories and cultures 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
 | * Students view the video, *The Rise of the West and Historical Methodology: Crash Course World History #212* – <youtu.be/nosJVTuCHFk> – as a class, to provide background knowledge about the notion of imperialism and the writing of history.
* In groups, students develop a map identifying imperial powers and their global interests by 1914. Students create a 200-word summary considering the motives and characteristics of one imperial power.
* Students research five motives for imperialism, eg exploratory, economic, ideological, religious, political.
* Students select at least one example of an imperial power. For the example(s) chosen, students:
* identify the places and groups involved
* identify the motives for imperialism
* provide a summary of key events.
* Students research the Berlin Conference 1884–85, and construct a summary of the outcome, considering the motives and implications of the General Act.
* In pairs, students access one source relating to the ‘Scramble for Africa’, providing a background to the provenance of the source and sharing ideas about its meaning and value for the historian.
* Students watch the video *First Australians – Episode 1, They Have Come to Stay* (Clip 2) –[aso.gov.au](http://aso.gov.au) to discuss the perspectives presented and the sources used within the clip.
 | **Structured**Students are provided with motives and examples for imperialism. They are then to match the examples to each motive. |
| * key ideas of the ‘imperial age’ including nationalism, the glorification of ‘Empire’, the concept of ‘social Darwinism’ and the ‘Christian mission’ (ACHMH044) Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon
 | * Students are introduced to the key ideas of the ‘imperial age’ through a class discussion, including the notion of ‘survival of the fittest’, in which students contribute ideas to develop a class mind map. Students then access sources to develop a summary of key ideas of the ‘imperial age’.
* Students explore the nature of, and responses to, Social Darwinism in the 19th Century.

Students are provided with a visual representation of the ‘Great Chain of Being’ to illustrate hierarchical world view. Students engage in a class discussion relating to the visual representation. | **Extension** Short response question: Explain how the European world view led to the Age of Imperialism. |
| * + - ONE case study of imperialism, to be chosen from the Belgian Congo, Rwanda, South Africa, New Zealand, Malaya, Canada, Australia (ACHMH045) Aboriginal and Torres Strait Islander histories and cultures icon
* Analyse and evaluate contested interpretations and representations of the past (ACHAH011, ACHAH012) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | * Students review their map of imperial powers and their interests, in order to:
* construct a list of nations within the British Empire by the end of the 18th century
* evaluate the quote ‘The sun never sets on the British Empire’
* share their responses with their peers.
* Students engage in a class discussion where they recall prior learning surrounding Aboriginal custodianship of the land and the ‘arrival’ of the British in Australia.
* Students read paragraphs three and four of the *Secret Instructions to Lieutenant Cook 30 July 1768* – [foundingdocs.gov.au](http://www.foundingdocs.gov.au)
* Students identify aspects of the instructions that demonstrate the European world view/imperialism.
* Students access information relating to terra nullius, connecting ideas between the ‘Scramble for Africa’, the Berlin Conference, and the claim to New South Wales.
* Students find and select a range of historical sources which provide an account of the British in Australia. They provide an analysis of the context and value of each source, in which they consider:
* author/creator
* audience
* perspective
* similarities/differences across the selected sources.
* In pairs, students investigate the impacts of British colonialism on Aboriginal Peoples, presenting the information they research in a graphic organiser.
 | **Structured**Other types of historical accounts, such as journal articles, may be included. |
| * an overview of different types of histories, including narrative history, biography, social and cultural history Aboriginal and Torres Strait Islander histories and cultures icon  Information and communication technology capability icon Intercultural understanding icon Literacy 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
 | * Students engage in a class discussion where they brainstorm ideas about where and how we access ‘history’.
* Students use the discussion, and their own research, to populate the following table, listing features of the different types of histories. They match historical topics that they consider would lend themselves well to each type of history. Topics examples could include: Social Darwinism, British colonisation of Australia, Pemulwuy, the ‘Scramble for Africa’.

|  |  |  |
| --- | --- | --- |
| Type | Features | Examples of topics |
| Narrative history |  |  |
| Biography |  |  |
| Social/cultural history |  |  |

* Students engage in a class discussion where they consider the value of different types of histories, for recording the history of the imperial age.
 |  |
| * the role of evidence, interpretation and perspective in the construction of historical accounts Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon
* Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009) Ethical understanding icon  Information and communication technology capability icon Literacy icon
* Identify and analyse problems relating to sources in the investigation of the past (ACHAH011) Critical and creative thinking icon Intercultural understanding icon
 | * Students discuss the challenge for historians using the sources available to them, including the works of other historians (past and contemporary), to construct their own historical accounts.
* Students discuss other issues that may be involved when writing historical accounts in other contexts, for example, classified records relating to war.
* Students engage with material that assists them in developing an understanding of how to evaluate historical interpretations. Students are provided with an excerpt from an historical work as a basis for guided analysis, relating to a key historical question about Pemulwuy.
 | **Extension**Students locate and access one other historical work which they compare and contrast to the first. |
| * + - ONE case study of imperialism, to be chosen from the Belgian Congo, Rwanda, South Africa, New Zealand, Malaya, Canada, Australia (ACHMH045) Aboriginal and Torres Strait Islander histories and cultures 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
 | * Students read James Maria Matra’s Proposal, *A Proposal for Establishing a Settlement in New South Wales*, including the first paragraph added on August 23rd, 1783 – [nzetc.victoria.ac.nz/tm/scholarly/tei-McN01Hist-t1-b2-d1.html](http://nzetc.victoria.ac.nz/tm/scholarly/tei-McN01Hist-t1-b2-d1.html)
* Students are provided with differing interpretations of the Matra Proposal, selecting the interpretation which more closely reflects the evidence provided.
* Students identify the section of the Matra Proposal that refers to Aboriginal People. Which word from the proposal best reveals this perspective?
 | **Structured**Scaffolded task.**Structured**Differentiate length of recount. Teacher displays guided discussion questions for student reference. |
| * + - the ways in which Indigenous groups responded to the imperial presence, including resistance and resilience (ACHMH045) Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon
 | * Students use *‘The Myth of Terra Nullius 1770–1825’* poster – [ab-ed.bostes.nsw.edu.au/go/aboriginal-studies/invasion-and-resistance-kit-timeline to con](https://ab-ed.bostes.nsw.edu.au/go/aboriginal-studies/invasion-and-resistance-kit-timeline)struct their own interactive timeline of Pemulwuy.
* Students select one Aboriginal resistance leader, other than Pemulwuy, and develop a two-minute presentation in which they summarise the significance of the leader’s response to the imperial presence. Students may wish to research a resistance leader from the National Museum of Australia’s, *How did Aboriginal Australians resist British colonisation?* resource, or the *‘Resistance’* virtual tour – <nma.gov.au/av/resistance>
* In groups, students develop ten questions they would ask a traditional custodian in relation to local responses to the British presence. If possible, a traditional custodian and/or an appropriate knowledge holder is invited to share local stories.
 | **Extension**Students investigate the experience of an imperial presence in the territory of of an Indigenous group outside Australia. |
| * problems associated with the construction of modern histories: the abundance of documentary material, the incomplete nature of evidence and political controls on access to source materials, including classified records Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon
 | * **Assessment**

Students develop an historical account of the role and contribution of Pemulwuy, and reflect upon the process of constructing the text in regards to:* the abundance of documentary material
* the incomplete nature of evidence
* access to source materials.
 |  |
| * the role of selectivity, emphasis and omission in the construction of historical accounts Critical and creative thinking icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding 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 the extent and nature of continuity and change over time (ACHAH001) Critical and creative thinking icon Intercultural understanding icon (HCS)
 | * Students are introduced to the issues of selectivity, emphasis and omission that are involved when constructing an historical account. Students reflect on the relevance of the issues in developing their own historical account, and consider why some sources of evidence may be absent in accounts about imperialism and resistance in the Australian context.
* Students access oral history accounts of Aboriginal peoples, and compare them with other available perspectives. Websites containing oral history which may contain some relevant information and a broader perspective include:

– [indigenous.gov.au/news-and-media/stories/our-place-learning-about-aboriginal-culture-your-suburb](http://www.indigenous.gov.au/news-and-media/stories/our-place-learning-about-aboriginal-culture-your-suburb)– [redfernoralhistory.org/Timeline/GadigalclanofcoastalDarug/tabid/240/Default.aspx](http://redfernoralhistory.org/Timeline/GadigalclanofcoastalDarug/tabid/240/Default.aspx)* Students complete an activity in which they consider the evidence provided by the interviewee, and the ways in which this evidence may differ from other sources.
* Students read the following article and identify reasons mentioned for incomplete evidence.

[smh.com.au/national/the-legendary-pemulwuy-his-cloak-and-the-aboriginal-resistance-fight-20090628-d1bb.html](http://www.smh.com.au/national/the-legendary-pemulwuy-his-cloak-and-the-aboriginal-resistance-fight-20090628-d1bb.html)* Students consider other sources which may be useful for historians to understand the past.
* Students read and summarise the conclusion of Bryce Barker’s article *'Massacre, Frontier Conflict and Australian Archaeology'* – in 200 words or less.
* Students assess the views and evidence presented in a range of texts, such as the ‘Exposing the myth of Australia’s peaceful colonisation’ section on the Australians Togetherwebsite –[australianstogether.org.au/stories/detail/frontier-violence](http://australianstogether.org.au/stories/detail/frontier-violence)
* In groups, students consider how and why some events may be omitted from accounts about Australia’s national history.
 |  |
| * + - the significance of imperialism in this period and beyond, including the spread and influence of Christianity, the expansion of world trade and capitalism, and the growth of imperial rivalry and militarism (ACHMH046) Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
 | * Students construct a map in which they represent the spread of Christianity in the period studied and compare it to today.
* In small groups, students access a range of resources to develop an infographic relating to one of the following:
* the expansion of world trade and capitalism
* the growth of imperial rivalry and militarism.

Students present their infographic to the class.* Students contribute to a class mind map in which they consider the significance of imperialism in the Australian context.
 |  |
| * the nature and legacy of imperialism and its influence on modernity Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon
 | * Students develop a digital presentation, focusing on a country or region of interest to them, in which they present information relating to the nature of imperialism, and its legacy for today.
 |  |

|  |
| --- |
| **Resources**Goodall, H and Cadzow A 2009 *Rivers and Resilience: Aboriginal People on Sydney’s Georges River*, UNSW Press, Sydney.Healy, C 1997, *From the Ruins of Colonialism: History as Social Memory,* Cambridge University Press.Newbury, P 1999, *Aboriginal Heroes of the Resistance: from Pemulwuy to Mabo*, N.S.W. Action for World Development, Surry Hills.Parbury, N 2005, *Survival: A History of Aboriginal Life in New South Wales,* Department of Aboriginal Affairs, Surry Hills. Australian Institute of Aboriginal and Torres Strait Islander Studies (n.p.) *The Little Red Yellow Black Site: Resistance*. Date accessed 12/04/2017, from<http://lryb.aiatsis.gov.au/resistance.html>Gilfoyle, T 2015, ‘The Changing Forms of History’, in *Perspectives on History*, April 2015, American History Association. Date accessed 10/03/2017, from<https://www.historians.org/publications-and-directories/perspectives-on-history/april-2015/the-changing-forms-of-history>Liston, C 2016, *Forgotten Pasts*, Lecture for the Royal Australian Historical Society. Date accessed 10/03/2017, from<https://www.youtube.com/watch?v=ckJUHAozhFU>National Museum of Australia (n.p.), *Pemulwuy.* Date accessed 10/03/2017, from<http://www.nma.gov.au/online_features/defining_moments/featured/pemulwuy>Smith, K.V 2010, *Pemulwuy.* Date accessed 10/03/2017, from <http://dictionaryofsydney.org/entry/pemulwuy>State Library of New South Wales 2006, *Eora: Mapping Aboriginal Sydney 1770–1850*. Date accessed 10/03/2017, from http://www2.sl.nsw.gov.au/archive/events/exhibitions/2006/eora/docs/eora-guide.pdfState Library of Victoria (n.p.), *Source Analysis Templates.* Date accessed 10/03/2017, from <http://ergo.slv.vic.gov.au/teachers/student-templates-source-analysis>UNESCO (n.p.), *Silk Road: Dialogue, Diversity and Development.* Date accessed 10/03/2017, from <http://en.unesco.org/silkroad/>**Community resources**Board of Studies NSW 2008, *Working with Aboriginal Communities: A Guide to Community Consultation and Protocols*. Date accessed 10/03/2017, from<https://ab-ed.bostes.nsw.edu.au/files/working-with-aboriginal-communities.pdf>New South Wales Aboriginal Education Consultative Group 2015. Date accessed 10/03/2017, from <https://www.aecg.nsw.edu.au/>NSW Aboriginal Land Council 2009, Local Aboriginal Land Councils and Boundaries. Date accessed 10/03/2017, from <http://www.alc.org.au/land-councils/lalc-regions--boundaries.aspx>  |

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