**Sample Unit – Modern History (integrated with Modern History Life Skills) – Year 11**

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

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| **Unit title** | Investigating Modern History – The Nature of Modern History   * The Investigation of Historic Sites and Sources   + The nature of trench warfare in World War I * The Shaping of the Modern World: World War I | **Duration** | 10 weeks |
| **Unit description** | Students investigate the significance of historic sites and sources, including the contribution of archaeology and science, in developing our understanding of the past. The Historical concepts and skills content is integrated within this unit as appropriate.  The unit focuses on continuity and change (MH11-1), cause and effect (MH11-2), role of historical individuals (MH11-3), significance of historical events (MH11-5), interpretation of different types of sources (MH11-6) and the evaluation of differing interpretations and representations of the past (MH11-7).  This unit provides opportunities for the integrated delivery of the Modern History Life Skills course. [Eligibility](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/life-skills/eligibility) for Life Skills courses is determined through the school’s [collaborative curriculum planning process](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning). | | |
| **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  **MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  **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 | | | |
| The following **Modern History** **Life Skills outcomes** have been integrated into this unit.  A student:  **MHLS6-3** explores continuity and change 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  **MHLS6-6** engages with perspectives of the past  **MHLS6-7** investigates a range of historical aspects in understanding the past  **MHLS6-8** engages with a variety of sources to investigate the past  **MHLS6-9** engages with differing interpretations and representations of 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**   * 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 (ACHMH010) 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 (ACHMH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon * Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001) 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 (ACHMH005)  Information and communication technology capability icon Literacy icon * Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013) 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 (ACHMH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon | | **Historical concepts and skills – Modern History Life Skills**   * Identify relevant information from a range of sources Literacy icon * Use sources to locate, select and use information Literacy icon * Recognise various historical ideas and representations * Compare different historical ideas and representations Literacy icon * Engage with artefacts, sites and sources * Explore conservation and preservation of artefacts, sites and sources * Use historical terms and concepts appropriately Ethical understanding icon Intercultural understanding icon Literacy icon Difference and diversity icon * Develop texts about the past  Information and communication technology capability icon Literacy icon | |
| **Assessment**  **Assessment for learning**  Research task: Experiences of soldiers based on students demonstrating their skills in the analysis of historical sources. | | | |

| **Content** | **Teaching, learning and assessment** | **Differentiation** |
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| Students investigate:   * the historical context, including: * the influence of nationalism, imperialism, militarism and alliances on Great Power rivalry by the end of the 19th century Ethical understanding icon * identify and analyse the varying causes and effects of events and developments in order to construct historical arguments (ACHMH001) Critical and creative thinking icon Intercultural understanding icon | * Students define nationalism, imperialism and militarism and identify the major alliances of the period including the Triple Entente and the Triple Alliance. * The class is divided into six groups. Each group is allocated one of the following countries/empires to research: Germany, Austria-Hungary, Britain, France, Russia, Serbia. Students research the impact the concepts had on the country and complete the table below. As a class, students discuss how and why the concepts affected the countries differently.  |  |  |  | | --- | --- | --- | | Country: \_\_\_\_\_\_\_\_\_\_\_\_ | | | | Concept | How significantly did the concept influence the country at end of 19th century? | Evidence to support claim | | Nationalism |  |  | | Imperialism |  |  | | Militarism |  |  | | Alliances |  |  | | Other relevant concepts |  |  | | **Extension**  Students research different types of nationalism such as unifying nationalism and separatist nationalism, and consider the question: How did each contribute to the outbreak of WWI?  **Structured**  Students are provided with a bank of resources they may use to complete the table. |
| * the nature of World War I, including: * the outbreak of war in 1914, the Western and Eastern fronts, and why it became the world’s first global conflict Ethical understanding 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 | * Students listen to Dr Margaret McMillan describe the Assassination of the Archduke – [www.bbc.co.uk/programmes/b047w67v](http://www.bbc.co.uk/programmes/b047w67v) and identify the concepts that contributed to the assassination, eg nationalism.   Students then listen to John Green’s account – [www.youtube.com/watch?v=Cd2ch4XV84s](http://www.youtube.com/watch?v=Cd2ch4XV84s) and discuss how the additional information changes their understanding of how the war began.   * Students identify when, where and why each of the following countries became involved in the war: Austria-Hungary, Belgium, France, Germany, Italy, Russia, Serbia, United Kingdom, United States of America. This information may be represented in a table. * Students identify the reasons why the Imperial War Museum selected the 10 battles to feature in this web article.   [www.iwm.org.uk/history/10-significant-battles-of-the-first-world-war](http://www.iwm.org.uk/history/10-significant-battles-of-the-first-world-war)   * Students discuss the perspective of the source and how that would influence the choice of battles. | **Extension**  Students examine historians’ arguments about the causes of WWI. How are they similar? How are they different? [www.centenarybattlefieldtours.org/umbraco/Surface/BaseSurface/DownloadResource?mid=6574](http://www.centenarybattlefieldtours.org/umbraco/Surface/BaseSurface/DownloadResource?mid=6574) |
| **Modern History Life Skills content**  *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * origins of developments and legacies Intercultural understanding icon * wars and key countries involved Critical and creative thinking icon Ethical understanding icon * identify relevant information from a range of sources Literacy icon | **Life Skills**   * Students complete a mapping activity to illustrate the major places where World War I took place. Identified locations should include countries involved in the Triple Entente (Britain, France, Russia). * Students list reasons for Australia's involvement in World War I. * Students plot on a map where Australians fought and were based. * Students find images of Australian soldiers, in order to create a labelled diagram of the uniform soldiers wore and the weaponry they used during the war. |  |
| * the varying experiences of soldiers in key battles, eg Verdun, the Somme, Passchendaele, Tannenberg, Beersheba Aboriginal and Torres Strait Islander histories and cultures icon * the effects of World War I in giving rise to the Russian Revolution Intercultural understanding icon   The Investigation of Historic Sites and Sources   * the nature, range and importance of archives to historians of modern history and the digitisation of archival records  Information and communication technology capability icon Literacy icon * the contribution of historic sites and oral testimony to an understanding of events, developments and life in the past Intercultural understanding icon * explain the meaning and value of sources for an historical inquiry (ACHMH007, ACHMH009) Ethical understanding icon  Information and communication technology capability icon * analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) 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 (ACHMH008) Critical and creative thinking icon  Information and communication technology capability icon Literacy icon | * Students view a documentary such as *World War I in Color: Mayhem on the Eastern Front*. Students take notes on the nature of the fighting and soldiers’ experiences on the Eastern Front and how the World War I contributed to the 1917 Revolution. * Students view Dan Snow’s clip on life in the trenches. [www.youtube.com/watch?v=FvYIIuxh2kY](http://www.youtube.com/watch?v=FvYIIuxh2kY) * Using a range of sources, students identify the key aspects of life in the trenches:   Britain: [www.iwm.org.uk/learning/resources/living-in-the-trenches](http://www.iwm.org.uk/learning/resources/living-in-the-trenches)  [www.iwm.org.uk/history/life-at-the-front-in-14-objects](http://www.iwm.org.uk/history/life-at-the-front-in-14-objects)  Germany: [www.thelocal.de/20140627/photos-capture-a-german-soliders-life-behind-wwi-lines](http://www.thelocal.de/20140627/photos-capture-a-german-soliders-life-behind-wwi-lines)   * Students examine a range of primary sources and assess their usefulness to an historian – [www.firstworldwar.com/diaries/index.htm](file:///C:\Users\karayian\Documents\Offline%20Records%20(TS)\History%20Stage%206%20Syllabus%20Support%20Materials%20-%20Modern%20History%20-%202017\www.firstworldwar.com\diaries\index.htm) * Students examine the sources focusing on the experiences of Indian Troops – [www.iwm.org.uk/history/12-photos-of-the-indian-army-in-the-first-world-war](http://www.iwm.org.uk/history/12-photos-of-the-indian-army-in-the-first-world-war) to discuss the question: How would Indian soldier’s experiences have differed from British soldiers’ experiences? * Students research the use of colonial troops in WWI to answer key questions: How many colonial troops served in WWI? How did the casualty rates of colonial troops compare to those of Britain and France?  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Empire | Colony | Number of troops who served | Where did the troops serve? | Casualty numbers/ rate (if known) | | British | India | 1,500,000 | Western Front, eg Somme  Mesopotamia, eg Siege of Kut  Gallipoli, eg Mule Corps  Africa, eg Tanga | Approx 74,000 died | | French | Indochina | 50,000 | Mainly France |  | | **Structured**  Students are provided with appropriate sources for their reading level. |
| **Modern History Life Skills content**  *The Construction of Modern Histories*  Students:   * recognise that people can have differing experiences of the same period in time Difference and diversity icon * use sources to locate, select and use information Literacy icon * recognise various historical ideas and representations | **Life Skills**   * Students watch Dan Snow’s clip on life in the trenches to develop an understanding of what it was like for soldiers at the frontline of war. [www.youtube.com/watch?v=FvYIIuxh2kY](http://www.youtube.com/watch?v=FvYIIuxh2kY) * Students label an image of a trench using BBC Bitesize – What was it like in a World War One Trench? [www.bbc.co.uk/guides/z8sssbk](http://www.bbc.co.uk/guides/z8sssbk) * Students write a postcard or letter home from the perspective of a soldier living and fighting in a trench. |  |
| * use evidence from a range of sources to inform investigation and research (ACHMH005)  Information and communication technology capability icon Literacy icon * develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013) 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 (ACHMH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon | **Assessment for learning**  **Research task: Experiences of soldiers**   * Students explore the nature and purpose of archives. [www.archives.gov/about/info/whats-an-archives.html](http://www.archives.gov/about/info/whats-an-archives.html) * Using a range of archives and online resources students research the varying experiences of soldiers (local archives such as school or town archives should be used if available).   Students examine a variety of sources and perspectives to create a three to four minute visual presentation which uses a range of sources and demonstrates an understanding of how and why soldiers’ experiences were different. Students make specific reference to the experiences of at least two soldiers.  Sample topics could include:   * How were the experiences of soldiers different from officers? * How were the experiences on the Western Front different to the Eastern Front? * How were experiences of the Western Front different in 1914 from 1918?   Digitised archives include:   * National Archives of Australia [recordsearch.naa.gov.au/SearchNRetrieve/Interface/SearchScreens/BasicSearch.aspx](http://recordsearch.naa.gov.au/SearchNRetrieve/Interface/SearchScreens/BasicSearch.aspx) * The National Archives (Britain)   [www.nationalarchives.gov.uk/help-with-your-research/research-guides/?research-category=online&sub-category%5B%5D=first-world-war](http://www.nationalarchives.gov.uk/help-with-your-research/research-guides/?research-category=online&sub-category%5B%5D=first-world-war)   * The Australian War Memorial Archives   [www.awm.gov.au/atwar/ww1/](http://www.awm.gov.au/atwar/ww1/)  [www.awm.gov.au/people/roll-search/all/?preferred\_name=&service\_number=&unit=&conflict=First+World+War%2C+1914-1918&op=Search](http://www.awm.gov.au/people/roll-search/all/?preferred_name=&service_number=&unit=&conflict=First+World+War%2C+1914-1918&op=Search)   * Imperial War Museum (Britain)   [www.iwm.org.uk/history/first-world-war](http://www.iwm.org.uk/history/first-world-war) |  |
| **Modern History Life Skills content**  *The Construction of Modern Histories*  Students:   * communicate ideas about a person, event or place from the past using different perspectives Ethical understanding icon Personal and social capability icon   *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * similarities and differences between then and now Critical and creative thinking icon Difference and diversity icon | **Life Skills**  Students create a digital presentation of Australian soldiers before, during and after the war. Students use a range of sources, including images and written sources, and place the sources in chronological order, giving each a caption. Students include a short paragraph or dot points about how the soldiers have changed. |  |
| * the changing nature of war to 1918: scientific and industrial developments in weaponry, the mechanisation of modern warfare, advances in medicine and communications Literacy icon | * Students learn about the technological developments in WWI [www.history.com/topics/world-war-i/world-war-i-history/videos/tech-developments-of-world-war-i](http://www.history.com/topics/world-war-i/world-war-i-history/videos/tech-developments-of-world-war-i)   Students then select a technological development and examine how that technology affected a specific battle. Students collate a range of sources that demonstrate the impact that the chosen technology had on WWI.   * Planes: [www.youtube.com/watch?v=JbVZGLI8izk](http://www.youtube.com/watch?v=JbVZGLI8izk) * Tanks: [www.youtube.com/watch?v=ezBSURCMe-o](http://www.youtube.com/watch?v=ezBSURCMe-o) * Machine guns: [www.youtube.com/watch?v=B06izR0HWyc](http://www.youtube.com/watch?v=B06izR0HWyc) * Gas: [www.youtube.com/watch?v=Il4y8vOpubg](http://www.youtube.com/watch?v=Il4y8vOpubg) * In pairs, students examine the ways that the British Army communicated in WWI   [www.royalsignalsmuseum.co.uk/ww1-ww2-communications/](http://www.royalsignalsmuseum.co.uk/ww1-ww2-communications/) Students infer some of the benefits and limitations of each form of communication. |  |
| **Modern History Life Skills content**  *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * developments and legacies Intercultural understanding icon * origins of developments and legacies Intercultural understanding icon * changes and impact of technology  Information and communication technology capability icon Work and enterprise icon * advances in medicine and communications  Information and communication technology capability icon * scientific and industrial developments in weaponry  Information and communication technology capability icon * the significance and impact of wars Asia and Australia’s engagement with Asia icon Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon | **Life Skills**   * Students create a timeline of the development of the aeroplane using images of fighter aircraft and commercial jets. They annotate the timeline to note the differences in development. * Discuss with students how the aeroplane has changed the way we travel, transport goods and fight in war. * Students find two images of the tanks used in World War I and label these images to show the different parts of the tank. Students explain how effective they think the tank would be in the war. * Students compare the images of tanks in World War I to modern-day tanks and complete a Venn diagram to illustrate the differences. * Students complete a digital presentation to compare the fighter plane from World War I with a tank from World War I, justifying which they consider to be the most effective form of weaponry. * Students investigate the different methods of communication used in  World War I using the following sources:   *Beyond Wars and Pigeons – Communications in World War I* [www.youtube.com/watch?v=aG7UzEgH4Co](http://www.youtube.com/watch?v=aG7UzEgH4Co)  *Royal Signals Museum – WW1 & WW2 Communications* [www.royalsignalsmuseum.co.uk/ww1-ww2-communications/](http://www.royalsignalsmuseum.co.uk/ww1-ww2-communications/)  *BBC Schools World War One – Technology, communications and weapons* [www.bbc.co.uk/schools/0/ww1/25401271](http://www.bbc.co.uk/schools/0/ww1/25401271)   * Students gather images representing different methods of communication in use in World War I and note how each one was used. This could be done as a digital presentation. |  |
| * the changing nature of war to 1918: scientific and industrial developments in weaponry, the mechanisation of modern warfare, advances in medicine and communications Literacy icon | * Students investigate the medical development in World War I [www.sciencemuseum.org.uk/broughttolife/themes/war/warzone](http://www.sciencemuseum.org.uk/broughttolife/themes/war/warzone) and [www.bbc.co.uk/guides/zs3wpv4](http://www.bbc.co.uk/guides/zs3wpv4)   Students compile a list of the ways that World War I has affected modern medicine. |  |
| **Modern History Life Skills content**  *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * changes and impact of technology  Information and communication technology capability icon Work and enterprise icon * advances in medicine and communications  Information and communication technology capability icon * similarities and differences between then and now Critical and creative thinking icon Difference and diversity icon | **Life Skills**   * Class discussion relating to times students have needed to get medical attention and the role of the doctor. How would soldiers in World War I have received medical attention? Would there have been doctors in the trenches? * Students compare images of ambulances in World War I with ambulances today. The following resource might be useful:   World War I Ambulances – [www.vlib.us/medical/ambulnce/ambulnce.htm](http://www.vlib.us/medical/ambulnce/ambulnce.htm)   * Students brainstorm the role of the ambulance in World War I and create a table to compare this with the use of ambulances today. * Students investigate the x-ray machine as a case study. When was the first x-ray machine built? What was it used for? What is it used for today? How does the x-ray machine contribute to our lives? |  |
| The Investigation of Historic Sites and Sources   * the reconstruction of historic sites and site chronology using evidence Critical and creative thinking icon  Information and communication technology capability icon * the contribution of archaeological and scientific techniques in the investigation of the past, including site surveys, excavation, forensic examination, DNA analysis and exhumation  Information and communication technology capability icon | * Students watch the documentary, *‘Digging Up the Trenches’ –*[www.youtube.com/watch?v=0LO1dYuI6g0](http://www.youtube.com/watch?v=0LO1dYuI6g0) As they view the documentary, students make notes about how battlefield archaeology can add to an historian’s understanding of a battle. * Students identify some of the practical and ethical considerations necessary before archaeologists can undertake battlefield archaeology.   [www.telegraph.co.uk/history/world-war-one/11216997/In-Flanders-fields-the-largest-ever-WW1-excavation.html](http://www.telegraph.co.uk/history/world-war-one/11216997/In-Flanders-fields-the-largest-ever-WW1-excavation.html)   * Students identify the different battlefield archaeology techniques used before and during the exhumation of the mass grave at Pheasant Wood (Fromelles). [www.awm.gov.au/wartime/44/page30\_pollard](http://www.awm.gov.au/wartime/44/page30_pollard) | **Extension**  Students read about the process that led to the discovery of Australian bodies at Fromelles.  Students identify some historical methods that were used to identify the location of the mass grave. [www.awm.gov.au/wartime/44/page10\_steel](http://www.awm.gov.au/wartime/44/page10_steel) |
| **Modern History Life Skills content**  *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * wars, revolutions, colonisation and key individuals and countries involved Critical and creative thinking icon Ethical understanding icon * compare different historical ideas and representations Literacy icon * engage with artefacts, sites and sources * explore conservation and preservation of artefacts, sites and sources | **Life Skills**   * Students watch selected excerpts from the documentary Digging up the Trenches – [www.youtube.com/watch?v=0LO1dYuI6g0](http://www.youtube.com/watch?v=0LO1dYuI6g0) * Students make a list of what is found by archaeologists in the video. * Students reflect on why it is important to preserve these archaeological sites. * Students watch a documentary on World War I. Using ideas from the documentary, students create a collage using images, words and phrases that reflects the soldiers’ experiences of the war. |  |
| * the impact of the war on civilians, including women’s lives and the changing role of women (ACHMH064) Intercultural understanding icon Personal and social capability icon * the scale of recruitment, conscription, censorship and propaganda in World War I Intercultural understanding icon Numeracy icon | * Students are introduced to the notion of ‘total war’ through the analysis of sources relating to the impact of the war on civilians. * Teacher divides class into four groups and allocate each group one topic – recruitment, conscription, censorship or propaganda.   Each member of the group selects a country and researches how effectively their topic was implemented in WWI.  Students then compare the countries and compile the information to create a A4 mind-map summary for the class. Students could use a free online mind-mapping tool such as [coggle.it/](https://coggle.it/) | **Extension**  Students explore the role of perspective and bias in examining women’s experiences. [www.firstworldwar.com/features/womenww1\_five.htm](http://www.firstworldwar.com/features/womenww1_five.htm) |
| **Modern History Life Skills content**  *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * manufacturing industries  Information and communication technology capability icon Work and enterprise icon | **Life Skills**   * Students watch the following clip [online.wsj.com/ww1/mass-production](http://online.wsj.com/ww1/mass-production%20) and answer questions that focus on how mass production works. * Students make a list of items on their desk or in the classroom. Students select one and research how it was made. Students compare how this is similar to the clip on mass production. |  |
|  | As a class, students discuss patterns across the groups. Which countries more effectively controlled their home fronts?   * Students examine a range of sources and assess how they would be useful for an historian studying the nature of recruitment in Britain –[www.iwm.org.uk/sites/default/files/learning\_heq/attachments/How%20did%20Britain%20increase%20and%20maintain%20the%20fighting%20force.pptx](http://www.iwm.org.uk/sites/default/files/learning_heq/attachments/How%20did%20Britain%20increase%20and%20maintain%20the%20fighting%20force.pptx) * Students compare the impact that WWI had on women obtaining the vote in different countries – [www.firstworldwar.com/features/womenww1\_three.htm](http://www.firstworldwar.com/features/womenww1_three.htm) * Students summarise the impact that WWI had on women in Britain. In their summaries, students categorise the impacts: social, economic, political or cultural. * Students account for the differences between the four historians’ assessments –   [www.iwm.org.uk/history/a-closer-look-at-the-womens-work-collection](http://www.iwm.org.uk/history/a-closer-look-at-the-womens-work-collection) | **Extension**  Students examine the impact the capture of Mosul in World War I and research the legacy of this event.  [defenceindepth.co/2017/01/04/erdogan-and-the-national-pact-the-fallout-today-from-the-british-armys-seizing-of-mosul-in-1918/](https://defenceindepth.co/2017/01/04/erdogan-and-the-national-pact-the-fallout-today-from-the-british-armys-seizing-of-mosul-in-1918/) |
| **Modern History Life Skills content**  *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * similarities and differences between then and now Critical and creative thinking icon Difference and diversity icon | **Life Skills**   * Students explore the role of nurses during the war. Students discuss or respond to the question: ‘Why did women take this role during the war?’ Students should develop an understanding that women were not able to fight in the war, but participated in other ways. * Students find contemporary images of nurses and compare this modern persona with the World War I equivalent. Students complete a Venn diagram of similarities and differences. |  |
| * an overview of the reasons for the allied victory | * Students examine some of the reasons for Allied Victory. Students assess the contributions of the various battle fronts and the home fronts. [alphahistory.com/worldwar1/german-surrender/](http://alphahistory.com/worldwar1/german-surrender/) * Students listen to some of the oral testimony of veterans. They then assess how this information would be useful to an historian studying Allied Victory.   [www.iwm.org.uk/history/podcasts/voices-of-the-first-world-war/podcast-46-the-allied-advance-to-victory](http://www.iwm.org.uk/history/podcasts/voices-of-the-first-world-war/podcast-46-the-allied-advance-to-victory) |  |
| **Modern History Life Skills content**  *The Construction of Modern Histories*  Students:   * explore the different ways history can be made, eg narrative history, biography, oral histories, anecdotes, news reports, artefacts and formal historical publications Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon | **Life Skills**   * Students are provided with definition of oral history. They then explore oral traditions in the family and look at stories family members have told about their lives. * Students watch excerpts of interviews with World War I veterans and complete guided questions on their experiences during war. * Students answer the question ‘What can we learn from these veterans that we can’t learn anywhere else?’ to establish the importance of oral history. |  |
| * the idea of ‘total war’, the end of ‘empire’, and World War I as ‘the war to end all wars’ Critical and creative thinking icon Ethical understanding icon | * In groups, students use the information they have investigated to respond to a question relating to one of the three ideas:   + total war   + the end of ‘empire’   + the war to end all wars.   Groups then share their response with the class. | **Structured**  Teacher-led discussion with students contributing arguments for or against the three ideas. |
| * the nature and legacy of World War I and its influence on modernity Critical and creative thinking icon Ethical understanding icon Intercultural understanding 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 | * Students calculate casualty rates for a variety of countries and propose reasons why they are significantly different. [www.firstworldwar.com/features/casualties.htm](http://www.firstworldwar.com/features/casualties.htm) * As a class, students discuss factors that should be considered when looking at casualty rates. * Students compare the legacies of WWI in at least two different countries.   [www.nytimes.com/2014/06/27/world/europe/world-war-i-brought-fundamental-changes-to-the-world.html](http://www.nytimes.com/2014/06/27/world/europe/world-war-i-brought-fundamental-changes-to-the-world.html)   * In pairs, students assess some ways that developments in WWI still impact on the modern world. For each legacy students identify the groups that have been most affected. [www.theguardian.com/world/2014/jan/15/firstworldwar](http://www.theguardian.com/world/2014/jan/15/firstworldwar) | **Extension**  Students investigate the impact that WWI had on American Foreign Policy. [www.theatlantic.com/international/archive/2015/06/world-war-i-legacy-democracy/394616/](http://www.theatlantic.com/international/archive/2015/06/world-war-i-legacy-democracy/394616/) |
| **Modern History Life Skills content**  *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * varying perspectives on developments and legacies Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon * interpretations and representations of developments and legacies Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon * use historical terms and concepts appropriately Ethical understanding icon Intercultural understanding icon Literacy icon Difference and diversity icon * develop texts about the past  Information and communication technology capability icon Literacy icon | **Life Skills**   * Students create a definition of legacy using student’s own life and family traditions, such as family recipes or holiday traditions. * Students consider their school’s history and explore the legacy of different leaders and founders. * Students investigate examples of legacy from World War I such as the work of the Red Cross and the characteristics of the Anzac legend. * Students write a list of the different activities that take place on Anzac Day and answer the question ‘Why do we remember the soldiers?’ * Students complete a case study on the Legacy foundation and note what it has done for families since World War I. [www.centenaryeducation.com.au/about\_legacy.php](http://www.centenaryeducation.com.au/about_legacy.php) * Students create an advertisement for Legacy to promote the ways in which they assist war veterans. * Students compose a poem about the Unknown Soldier. |  |
|  | * As a class, students discuss some of the benefits and limitations of oral history before looking at some transcribed oral sources about the end of the war and its legacy. [www.mkheritage.co.uk/la/DaysofPride/docs/partfive.html](http://www.mkheritage.co.uk/la/DaysofPride/docs/partfive.html)   How do these sources add to an historian’s understanding?   * Students examine photos of the ‘iron harvest’, battlefield digs, and memorials. How do these contribute to our understanding of WWI?   [www.theatlantic.com/photo/2014/04/world-war-i-in-photos-a-century-later/507341/](http://www.theatlantic.com/photo/2014/04/world-war-i-in-photos-a-century-later/507341/) |  |
| **Modern History Life Skills content**  *The Construction of Modern Histories*  Students:   * recognise that people have different perspectives about the past Difference and diversity icon * communicate ideas about a person, event or place from the past using different perspectives Ethical understanding icon Personal and social capability icon   *The Shaping of the Modern World*   * explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: * the significance and impact of wars Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon | **Life Skills**   * Students complete a perspectives chart that looks at the war from a soldier’s perspective, a mother’s perspective and a nurse’s perspective. Discuss how they differ and why. Consider issues of gender and role. * Students complete two mind maps, and share their responses. They then engage in a class discussion during which they recognise the different opinions of their peers. * Why was World War I a good thing? * Why was World War I a bad thing? |  |

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| **Resources** Elkins, A (ed) 2012, *1918 Year of Victory: The End of the Great War and the Shaping of History*, Exisle Publishing, Australia Strachan, H 2004, *The First World War,* Simon & Schuster, United Kingdom.  Tuchman, B 1992, *The Guns of August*, Random House, United States.  Gregory, A 2015, *London and the First World War*  [www.sas.ac.uk/videos-and-podcasts/history/london-and-first-world-war-plenary-lecture-1](http://www.sas.ac.uk/videos-and-podcasts/history/london-and-first-world-war-plenary-lecture-1)  Institute of Education 2017, Podcasts  [www.centenarybattlefieldtours.org/teaching-resources/podcasts/](http://www.centenarybattlefieldtours.org/teaching-resources/podcasts/) Mack, H 2014, *A Challenging Legacy: Memories of the First World War in Germany,* [www.awm.gov.au/talks-speeches/a-challenging-legacy](http://www.awm.gov.au/talks-speeches/a-challenging-legacy)  Sked, A 2015, *Just Another War: the Historical Significance of the First World War,*  [www.sas.ac.uk/videos-and-podcasts/history/just-another-war-historical-significance-first-world-war](http://www.sas.ac.uk/videos-and-podcasts/history/just-another-war-historical-significance-first-world-war)  Stevenson, D 2014, *The Military History of the First World War: an Overview and Analysis,*  [vimeo.com/117894988](https://vimeo.com/117894988) |

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