

Historical thinking for senior secondary
students: A collection of teaching and learning
activities 2022

HISTORICAL THINKING FOR SENIOR SECONDARY STUDENTS: A COLLECTION OF TEACHING AND LEARNING ACTIVITIES 2022

A resource created by Deakin pre-service History teachers

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CONTENTS

| | |
|-------------------------------|------|
| Attributions for cover images | vii |
| Contributor bios | viii |
| Acknowledgements | xii |
| Introduction | 1 |

Part I.

| | |
|--|-----|
| 1. A guide to finding, creating and evaluating for OER | 5 |
| 2. Ancient history activities | 10 |
| 3. Empires activities | 37 |
| 4. Modern History: Change and conflict activities | 47 |
| 5. Modern History: Cold War activities | 129 |
| 6. Modern History: The changing world order activities | 162 |

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Contributors

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Chris Mayman: Chris has spent six years living and working in remote communities on the APY Lands. With a passion for indigenous teaching and learning he is excited to engage with these aspects of the Australian cultural landscape in all of his classrooms.

Alistair McCann: Alistair lives in Geelong VIC, and is in his third year of his Bachelor of Health and Physical Education (Teaching) where his third method is History. He is passionate about learning more about the American Revolution and he wants to teach History because history provides an explanation of why things are the way they are today and can inform our future.

Simon O'Rourke: Simon is currently completing his Masters of Teaching (Primary and Secondary) as a Cloud student in Melbourne but originally grew up in a small village in regional New South Wales. He has spent a number of years living abroad in South Korea and Japan and is always fascinated by the local histories of the places he resides in and their connections to the present.

Tamsyn Pentland: Tamsyn lives in Guys Hill VIC and is in her third year of her Bachelor of Health and Physical Education (Teaching) where her third method is History. She is passionate about learning more about Australia's First Nations people and their fight for rights post colonisation.

Nick Reynolds: Living on Wurundjeri and Boonwurrung Country in Naam, Nicholas is currently finishing his Master of Teaching (Secondary) with a focus on Drama and History at Deakin Burwood. Passionate about storytelling, Nicholas has a specific interest in the existence of queer identities throughout human history.

Amy Sellers: Amy lives on Boon Wurrung country and is a Liaison Librarian for the Faculty of Arts and Education at Deakin University. Her favourite aspect of working as a librarian is talking to interesting people who are passionate about their learning and research.

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Victoria Smart: Tori lives in the eastern suburbs of Melbourne and enjoys spending time with her Husky puppy, cooking and reading. She is passionate about education that fosters the development of the student as a whole person and preparing them for life beyond the classroom.

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We begin by acknowledging the Traditional Custodians of the lands on which Deakin students and staff live, work and study across Australia and pay our respects to Elders past and present, particularly those of the Kulin Nation on whose unceded lands most of the work for this book was undertaken. We recognise the long, rich and enduring histories of First Nations peoples but also acknowledge that history educators have a responsibility to ensure these histories—including the actions and impact of settler colonialism—are engaged with more deeply and critically in history classrooms around Australia.

Historical thinking for senior secondary students: A collection of learning and teaching activities 2022 was inspired by the work of the Deakin Inclusive Education Community of Practice, particularly the presentation on 2012 on publishing student designed resources as Open Educational Resources (OER) by Dr Eseta Tualaulelei, Senior Lecturer University of Southern Queensland. The project was enabled by funding made available by the Deakin OER grant.

A big thank you goes to Angie Williamson, Deakin Library's Program Coordinator (Open Education), who has very capably supported the work done through the grant and ensured the success of this project. Thanks also goes to CAUL Open Educational Resources Collective for funding of the Pressbooks subscription. Librarians, Amy Sellers and Lisa Grbin, were also wonderful supporters of this project and I thank them for creating an excellent OER for our pre-service teachers to learn about finding, evaluating and creating OER. This interactive guide has also been included as a chapter of the book.

We could not have created this OER without the outstanding support of the Deakin copyright team—Astrid Bovell and Luke Watsford. Huge thanks goes Astrid and Luke for creating resources so we could learn about copyright compliance and for the work they did checking the copyright compliance of the materials created.

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Lastly, thank you so much to the pre-service history teachers who have authored the activities and boldly embarked on creating this inaugural OER for senior secondary history teachers and students.

Dr Rebecca Cairns, October 2022

INTRODUCTION

Introduction: Editor

Dr Rebecca Cairns, Unit Chair EHI702

The activities in *Historical thinking for senior secondary students: A collection of learning and teaching activities 2022* were developed by the pre-service teachers in *EHI702 History Curriculum Inquiry Senior Years*, a unit in the Master of Teaching at Deakin University. The collection celebrates their capacity to develop learning and teaching activities that align with the requirements of their curriculum contexts, engage with historical thinking concepts and utilise copyright compliant materials. In addition to showcasing their burgeoning pedagogical content knowledge, this Open Education Resource (OER) indicates their growing sense of collegiality and openness to sharing their work with the wider history education community in the form of an Open Educational Resource (OER).

During this unit, students explored the potential of open pedagogy and using and creating OERs, which included learning about Creative Commons licences and copyright. Here we were very ably supported by Deakin's librarians and copyright team (see Acknowledgements). OER-enabled pedagogy is conceptualised as teaching and learning practices that embrace the possibilities of OERs and the 5R permissions: retain, reuse, revise, remix and redistribute (Wiley & Hilton 2018). Learning to apply these permissions and attribute material appropriately enhances students' digital literacy but is also particularly relevant to them as history educators who will be regularly working with their students to locate, evaluate and attribute historical sources.

The activities herein come from a renewable assessment task in which students were asked to design a sequence of learning and teaching activities for Year 11 History. This included developing a rationale to support their planning by drawing on literature and theory related to historical thinking, approaches to history education, backwards design and OER-enabled pedagogy. As a renewable assessment task, the learning is extended well beyond the life of the task. Student agency is respected as they are recognised as the authors and copyright holders of their work (Wiley & Hilton 2018). They can revisit the OER as graduate teachers to get ideas for activities and the OER remains a shareable resource for other pre- and in-service teachers.

Following best practice principles for creating OER, these activities have been peer-reviewed by senior secondary History educators. As our Deakin students are largely located in Victoria, the majority of these activities connect with the *VCE History Study Design* (VCAA, 2020). However, they are easily adapted to other curricular contexts and the structure of the activities may also be 'mixed and matched' with content relating to other historical contexts. Owing to the book's CC BY-NC-4.0 licence, these activities may be remixed, adapted, and built upon for non-commercial purposes, as long as the author of the activity is credited. The students have also taken care to attribute the materials and sources they have drawn upon to create these activities, including the Victorian Curriculum and Assessment Authority's (2022) very helpful advice for teachers.

As this is the inaugural OER for this unit, I am grateful to the support of my Deakin colleagues and particularly the

willingness of this terrific bunch of pre-service teachers to embrace this innovation. I wish them all the best as our future history educators!

Introduction: Pre-service teachers

Nicolette Arranga and Nicholas Reynolds

In the spirit of reconciliation, we would like to acknowledge the Traditional Custodians throughout Australia and their connections to land, sea and community. We would like to further Acknowledge the Bunurong and Wurundjeri people of the Kulin Nation, whose land we work, study, and reside on. We pay our respect to their Elders past, present, and emerging and extend this respect to all Aboriginal and Torres Strait Islander peoples today. Indigenous people have a continual legacy of sharing history through storytelling. We are proud to continue this tradition.

This year the first EHI702 history assignment took a new direction by aiming to create a renewable assessment task that enabled us to utilise our own skills and those of our colleagues. As freely accessible and adaptable resources, creating an OER was a great opportunity to develop our emergent teacher identities, progress our teaching expertise and interact with the prescribed curriculum in order to develop meaningful classroom skills. This included the use of copyright compliant and public domain materials, assisting in the development of our capabilities and allowing us to model compliance as best practice for future students. Further, the use of images and other digital formats allowed us to explore a range of resources which can be utilised to meet diverse learner needs.

Navigating the curriculum can be overwhelming as a graduate teacher given that the history curriculum is home to a substantial amount content. This can make it daunting to create innovative activities and take risks as an educator. However, this assessment provided us the opportunity to get to know the content and demystify the process by purposefully drawing out key skills and knowledge. Developing students' historical thinking skills is pivotal to the pursuit of historical inquiry.

The collegiality of Open Educational Resources can enhance student learning and remove pressure from educators. This fantastic opportunity developed our practical teaching skills and engaging us as members of a broader learning community. By developing the activity with the knowledge it would go towards a wider educational project, we established an awareness of our place as community members with valuable insights and pedagogical skills. This awareness also evaluated our work in a cycle of critical praxis as we reflected on its relevance outside the narrowed scope of a university project.

This was ultimately an invaluable experience, and we are greatly appreciative of the opportunity to have been involved.

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1.

A GUIDE TO FINDING, CREATING AND EVALUATING FOR OER

Amy Sellers and Lisa Grbin

This resource has been created by Deakin librarians for pre-service teachers. We want you to create, share and celebrate the excellent resources you create and be able to talk about the skills and knowledge that you hone along the way. Learn how to:

- Search like a librarian
 - Know where to find open access primary and secondary history sources
- Evaluate like a historian
 - Apply historical thinking strategies to evaluate what you find
- Create and be resourceful like a teacher
 - Choose appropriate sources for use/adapt for use with your students and be aware of a range of digital tools to create learning activities and that your students can use to express their knowledge
 - Understand your copyright responsibilities, how you can ethically use the work of others and how you can create and license your own work under creative commons
- Appease your accreditation overlords
 - Be able to articulate how all of these new/polished skills and knowledge show your teaching proficiency against the AITSL standards (AKA appease the accreditation overlords)

Search like a librarian

Where am I and where do I need to be? We recommend you start by:

- Reviewing the Smartcopying Advice especially the creative commons advice so you know what you can use, adapt and share.
- Thinking about what you want to teach!

Now let's talk about how to get the primary and secondary historical sources to create your teaching resources.

Finding the right stuff

Finding the sources you need by knowing where and how to search is both an art and science; the more you do it, the easier it will become! A great place to start is:

- Identifying what you need (primary sources, secondary sources or perhaps both?), and...
- Considering where you can find it (we have you covered on some great places to look below, so read on...)

Identifying what you need (...and searching primary and secondary sources)

Did you know you can reuse the searching skills you learnt at uni when finding information in the real world? How cool is that!

When you are looking for copyright compliant material to create your lessons, whether you are looking for primary or secondary sources, always consider:

- What information you need and what you are looking for
- Where would be the best place to look
- What tips and tricks you can use to make your search as easy as possible!

A quick reminder on how to plan your search

Before you jump into searching, you should brainstorm and plan so you can approach your search in a logical way to find the information you need in the quickest and most efficient way possible. Explore the below to refresh your knowledge on search planning!



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://oercollective.caul.edu.au/historical-thinking-for-senior-secondary-students/?p=376#h5p-3>

Curious about where to find some awesome sources?

Check out the below H5P to see where you can find some of them...



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://oercollective.caul.edu.au/historical-thinking-for-senior-secondary-students/?p=376#h5p-4>

Evaluate like a historian

Historical source evaluation is applicable to Open Education Resources (OER) too. We know you can ask and answer difficult historical questions and use historical ways of thinking to evaluate sources. Now you can apply those same ways of thinking and questioning to evaluate the sources of information you will use with your students.

Comparison and evaluation

Finding, choosing, comparing, evaluating, and adapting are all great adjectives. They are also necessary steps in creating learning activities and content for your students.

To choose appropriate secondary sources for your students you need to combine your:

- historical source evaluation skills
- what you know about creative commons, copyright and attribution
- your knowledge of your students and how they learn

For example, this is a guide the Deakin University Library team created to get students to evaluate primary and secondary sources.

In the spirit of creating and sharing great OER content, let's think about what makes a good OER. There are heaps of checklists to get you started including:

- a Deakin version
- And this great flowchart and list of evaluation lists from NSU Florida

Let's compare the pair

Open these two Open Education Resources (OER)

World Civilisation and World History: Culture, States and Societies to 1500.

Now compare them using the criteria listed in the H5P drag and drop activity.

When you have decided which book best meets that criteria, drag and drop it into the corresponding column.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://oercollective.caul.edu.au/historical-thinking-for-senior-secondary-students/?p=376#h5p-1>

Background: “Lucidario di Recami” by Designer: Iseppo Foresto (Italian, active Venice, 1557) and Publisher: Jeronimo Calepino , 1564 is in the Public Domain, CC0 (via ARTSTOR)

Create resources like a teacher

Lots to think about and remember?

All teachers are creative and resourceful. We’ve used H5P to create activities to check your understanding of where you can find content that you can reuse and adapt; and how you can reuse and adapt that content in your own creations.

H5P is free and open source. That means you can use this in your teaching now and in the future without needing to pay for a subscription. You can use it to create learning activities and get your students creating too.

How do I remember all of this?

Social bookmarking tools are a great way of organising and sharing these resources.

Here’s some options

- Listly
- Pocket
- Pearltrees
- Wakelet
- Instapaper
- Diigo

What do you want to create?

Don’t be limited to this list, but we have some guides to get you started...

- Creating a video
- Creating an infographic
- Creating a portfolio
- Creating something NEW!

Here’s list of other great digital tools you can use in Padlet Stream form. Feel free to add new tools and comment on the exiting tools.

Remember, if you are making a new resource, check to see

1. If you have the right to reuse/copy that content
2. How you are allowed to use what you make on that platform

Let's pretend with a scenario in H5P course presentation!

NOTE: This activity has links to content that includes images and voices of deceased people. Please be culturally sensitive in your OER creations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://oercollective.caul.edu.au/historical-thinking-for-senior-secondary-students/?p=376#h5p-5>

Appease the accreditation overlords

AITSL standards and spruiking your skills

You've got some new/expanded skills and knowledge to add to your teaching repertoire. Now you can start translating it all into evidence of your ability to source, synthesise and share your superb revision activities.

We've got this guide on Creating Portfolios that provides advice on choosing and writing about artifacts and evidencing your ability to teach, but you need to be able to link what you are learning to the AITSL standards for accreditation. It's always good to have a range of examples for each, both for accreditation and applying for teaching positions to demonstrate the breadth of your skills and knowledge.

How you write about the skills is up to you, but we've made a matching activity of where we think these skills and knowledges fit to help get you thinking about how you may impress the accreditation overlords in your state.

An H5P drag and drop to get you thinking about standards....



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://oercollective.caul.edu.au/historical-thinking-for-senior-secondary-students/?p=376#h5p-6>

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2.

ANCIENT HISTORY ACTIVITIES

1. Socratic seminar: What is a civilisation?

Nicholas Reynolds



Cuneiform Tablet by Medelhavsmuseet (Europeana) CC BY-NC-ND 2.5

| | |
|--------------------------------------|---|
| Curriculum context | Unit 1: Ancient History (VCAA, 2020) |
| Historical thinking concept/s | Ask and use historical questions |
| Historical context | Ancient Mesopotamia > Discovering Civilisation > Features of Civilisation Identify the key features of Ancient Mesopotamia and how these reflect the designation ‘The Cradle of Civilisation.’ |
| Learning intentions | Hone independent research skills. Understand the complexities of the word ‘civilisation’ and why it is considered a contentious term. Engage in collaborative discussion. |

Activity

For this activity, you will work either individually or in small groups in order to research a list of questions revolving around the concept of ‘civilisation’, and the relevance of ancient Mesopotamia on the development of ‘civilisation’ (VCAA 2020: 31). Make sure to write at least several lines in response to each question, citing sources where relevant. While you should utilise the sources given, you are also encouraged to read more broadly.

After the research session, the class will come together and hold a Socratic seminar prompted by a question about the term ‘civilisation’ and Ancient Mesopotamia. Students will facilitate the discussion, and as a group we will ensure that it is a safe, open space is created to explore ideas. Once we finish the seminar, you will reflect on the questions and ideas raised through this process.

Part 1: Preparing for a Socratic seminar

Research prompts:

- Where does our concept of ‘civilisation’ come from?
- What are considered to be the pillars of civilisation?
- What are some problems with the term ‘civilisation’?
- What are the elements of Ancient Mesopotamia that seemingly make it ‘The Cradle of Civilisation’?
- Where is Mesopotamia geographically? How and why is that relevant to its development as a civilisation?
- What are some examples of other ancient societies which may be neglected by these definitions of ‘civilisation’?

Information sources:

- National Geographic: Civilizations
- Kids Britannica: Civilization
- Britannica: Civilization
- *The Conversation*: The concept of ‘Western civilisation’ is past its use-by date in university humanities departments
- *The Conversation*: Friday essay: the recovery of cuneiform, the world’s oldest known writing

Part 2: Socratic Seminar

Question prompt: ‘Do you think writing, building and agriculture are the elements that make Mesopotamia a civilisation?’

Further questions to prompt discussion:

- What instead makes a ‘civilisation’?
- Why do you think Western definitions of ‘civilisation’ may be problematic, especially from the perspective of First Nations and other Indigenous societies?
- Do you think that Mesopotamian myths and stories may give us a better insight into ancient Mesopotamian

societal perspectives?

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2. *The Epic of Gilgamesh*: Research and develop a creative response

Nicholas Reynolds



Sculpted scene depicting Gilgamesh wrestling with animals, National Museum of Iraq by Osama Shukir
Muhammed Amin FRCP(Glasg) CC BY-SA 4.0

| | |
|-------------------------------|--|
| Curriculum context | Unit 1: Ancient History (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives |
| Historical context | Ancient Mesopotamia > Discovering Civilisation > Social, Political and Cultural Features Develop an understanding of ancient perspectives, including the social, political and cultural features of Mesopotamian society. |
| Learning intentions | Explore the way primary sources can be used to extract evidence about not just artistry, but also ancient perspectives. Draw connections between Mesopotamian myths and other cultures' stories, and why those connections may exist. |

Activity

Through the study of the ancient Mesopotamian *Epic of Gilgamesh* this activity asks you to examine how myths, narratives and storytelling give insight into people's perspectives, societal beliefs and in ancient times. Each small group will be given an excerpt from David Ferry's translation of either Tablet I or Tablet XI, and asked to answer a list of questions.

Once you have briefly presented your findings to the class, you will be asked to compose a 300-word equivalent creative piece from the perspective of one of the characters from the Epic, accompanied by a 50-150 word rationale explaining what historical aspects and perspectives informed your piece.

Part 1: Research

Working in groups, read the excerpt from David Ferry's translation of 'The Epic of Gilgamesh'. Remember that these are recent English translations of the ancient Babylonian tablets (from circa 1,800 BCE) – try and compare the differences between the two translations. Once you have read them, answer the questions as a group.

Also look at the article Guide to the classics: the Epic of Gilgamesh from *The Conversation*, it has some great notes about the relevance of these myths in Mesopotamian society to help guide your responses.

1. Tablet One, Excerpts i-iii: translation
2. Tablet One, Excerpt iv: translation
3. Tablet Eleven, Excerpts i-iii: translation
4. Tablet Eleven, Excerpts iv-vi: translation
5. Tablet Eleven, Excerpts vii-ix: translation
6. Alternative translation

Questions

- What is the relevant theme, message or moral of your excerpt?
- What insight does the story give us about Ancient Mesopotamian society and the development of 'civilisation'? Do you think everyone would have agreed?
- What translational biases might it hold?
- Is there any Mesopotamian art which may help to enrich your understanding of the story? How? (Hint – there are some relevant pictures attached below!)
- Can you think of another story (myth, parable, fable or modern) which shares aspects with this story? Do you think that connection is convergent or divergent?

Research prompt images

Image 1: Gilgamesh Sculpture by Kadumago, Wikipedia Commons CC-BY-4.0



Image 2: Votive Relief by Royal Museums of Art and History, Brussels, Belgium (Europeana) CC-BY-NC-SA 4.0



Image 3: Tablet V of The Epic of Gilgamesh by Dr. Osama Shukir Muhammed Amin, Wikipedia CC-BY-SA-4.0



Part 2: Presenting findings

As a group, present a short presentation of your group's answers to the rest of the class. Remember, you all have different parts of the story, so make sure to give a quick recap of your part of the narrative. Help your classmates by explaining the links and connections to Mesopotamian society – what does your story teach us about the ancient society?

Part 3: Creative response

Now you will compose a short 300-word equivalent creative response (of your choice – story, poem, image, song etc) from the perspective of one of the characters from your excerpt. In the work, utilise the social and cultural understanding of Mesopotamia you have developed, including Ancient Mesopotamian perspectives you've utilised. For example, what does your character think of the afterlife? Do they prefer the wilds to the Mesopotamian cities?

These findings may be more thematic than literal—utilise your creativity! This should be accompanied by a 50-150 word rationale in which you explain how you've used your research to present realistic ancient perspectives of Mesopotamian society.

References

Pryke L (8 May 2017), Guide to the classics: the Epic of Gilgamesh, *The Conversation*, accessed 22 August 2022

Ferry D (n.d.) Gilgamesh: Tablet 1, *The Poetry Foundation*, accessed 22 August 2022

Type your textbox content here. Ferry D (n.d.) Gilgamesh: Tablet 11, *The Poetry Foundation*, accessed 22 August 2022

Jason and the Argonauts Through the Ages (n.d.) The Epic of Gilgamesh: Translated by William Muss-Arnolt 1901, *Jason and the Argonauts Through the Ages*, accessed 22 August 2022

3. Religion, power, and the pharaohs: A timeline of change

Brittany Bell



Procession from the Temple of Amun by Metropolitan Museum of Art, picryl Creative Commons CC0 1.0 Universal (CC0 1.0) Public Domain Dedication.

| | |
|-------------------------------|--|
| Curriculum context | Unit 2: Ancient Egypt (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence |
| Historical context | Changes in religious beliefs and practices, power, and representation during the time of Middle Kingdom Egypt and Second Intermediate Period Identify key moments of change during Middle Kingdom Egypt and the Second Intermediate Period. |
| Learning intentions | Create a timeline to demonstrate knowledge of the periods. Work collaboratively to create a group resource. |

Activity

Individual activity:

Find out about and build a timeline of important people, events, and change. Your focus is on religion, religious practices, and the role of the Pharaohs during the following two Egyptian periods:

- Middle Kingdom Egypt 2040 – 1782 BCE
- Second Intermediate Period 1782 – 1570 BCE

Your timeline can be on paper or created digitally. For each point on the timeline, you need to include:

- Heading
- Dates or date range
- Source of evidence (try using the following sources for pictures)
 - *Resources at Digital Egypt for Universities*
 - Middle Kingdom (2025-1700 BC)
 - Egypt in the Second Intermediate Period (about 1700-1550 BC)
 - Online Collections by Penn Museum

Whole class activity:

Once your timeline has been created, you will be working together with the class to make a timeline incorporating everyone's research. Using the class timeline, update your own with any missing information so you can use it in the next activity.

You could use the following resources as part of your research:

Resources by World History Encyclopedia

Middle Kingdom of Egypt

Middle Kingdom of Egypt Timeline

Second Intermediate Period of Egypt

Second Intermediate Period of Egypt Timeline

An Introduction to the Ancient Egyptian Civilization

Timestamp 2:45 Middle Kingdom Egypt

Timestamp 4:49 Second Intermediate Period

Resources by The Australian Museum

Ancient Egyptian Timeline

Here are some key people and words to get you researching:

Senwosret II (also Senusret II), Senwosret III (also Senusret III), Sesostriis, Amenemhat III, Amun, Osiris, Isis, 12th Dynasty, 13th Dynasty, Hyksos, Herakleopolis, Thebes, Iti-tawi, Karnak, Nubia

References

Ancient History Encyclopedia (8 October 2020) 'An Introduction to the Ancient Egyptian Civilization', World History Encyclopedia, YouTube, accessed 25 July 2022.

The Australian Museum (14 May 2021) *Ancient Egyptian Timeline*, The Australian Museum, New South Wales Government, accessed 25 July 2022.

Mark JJ (4 October 2016) *Middle Kingdom of Egypt*, World History Encyclopedia, accessed 25 July 2022.

Mark JJ (5 October 2016) *Second Intermediate Period of Egypt*, World History Encyclopedia, accessed 25 July 2022.

Penn Museum (n.d.) *Online Collections*, Penn Museum, accessed 25 July 2022.

University College London (n.d.) *Middle Kingdom (2025-1700 BC)*, University College London, accessed 25 July 2022.

University College London (n.d.) *Egypt in the Second Intermediate Period (about 1700-1550 BC)*, University College London, accessed 25 July 2022.

World History Encyclopedia (n.d.) *Middle Kingdom of Egypt Timeline*, World History Encyclopedia, accessed 25 July 2022.

World History Encyclopedia (n.d.) *Second Intermediate Period of Egypt Timeline*, World History Encyclopedia, accessed 25 July 2022.

VCAA (Victorian Curriculum and Assessment Authority) (n.d.) *Teaching and learning activities*, VCAA, Victorian Government, accessed 25 July 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) *VCE History Study Design*, VCAA, Victorian Government, accessed 11 July 2022.

4. How cause and consequence shaped Middle Kingdom Egypt and the Second Intermediate Period

Brittany Bell



Apotropaic rod, Egypt, Middle Kingdom, 2040 – 1640 BC by Metropolitan Museum of Art, picryl. Available under Creative Commons CC0 1.0 Universal (CC0 1.0) Public Domain Dedication.

| | |
|-------------------------------|--|
| Curriculum context | Unit 2: Ancient Egypt (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence |
| Historical context | Changes in religious beliefs and practices, power, and representation during the time of Middle Kingdom Egypt and Second Intermediate Period |
| | Demonstrate knowledge of key moments during Middle Kingdom Egypt and the Second Intermediate Period. |
| Learning intentions | Identify and contextualise the links between timeline events and their causes and consequences. |
| | Evaluate the impacts of cause and consequence for the people of the time. |

Activity

In this activity you will use the timeline you developed in the last activity to analyse cause and consequence of events during Middle Kingdom Egypt and the Second Intermediate Period.

In groups of 3 – 4, you will work together to explain and document the cause between each stage of your timeline and the consequences that occurred for the Ancient Egyptian people. You will need to critically think about each of these points on your timeline and analyse the how, when, where, why and what.

Considering different groups of people during the time will provide examples of consequences shaped by different the perspectives. For example, would a change of religion or religious practice impact the ruling class and slaves differently?

Cause and consequence analysis

As part of your group's analysis

- Use a fishbone diagram template to consider each stage of your timelines
- You will need to complete 4 fishbone diagrams to analyse different points along your timeline. If you have extra time keep going!
- Write the consequence you identify on the left and ask your questions along the branches.

Group Work

Working in groups is a great opportunity to hear other people's thoughts and discuss viewpoints you may not have considered. When working in a group it may be helpful for your group to give each member a role to keep everyone on track. Suggested roles for this activity are:

1. Facilitator (keep everyone on track and keep the conversation moving)
2. Recorder (fill in the fishbone diagrams on behalf of your group)
3. Researcher (research additional information to support group discussion)
4. Researcher (research additional information to support group discussion)

See the below prompts to get you started in your discussion:

- The role of the pharaoh
 - Who were the pharaohs of the time? What was their line of succession?
 - What are they remembered for?
 - Did their actions have long or short-term consequences?
- Representation of power
 - How did the pharaohs or ruling class wield their power?
 - Who gained benefits when power changed hands?
 - How did different groups of people respond to changes in power?
- Location of the ruling class

- Did this change during the periods? Why?
- What impacts did this have on different groups of people?
- Changes in religion or religious practices
 - Why did religion change? How does this happen and who was involved?
 - Is there any development of a dominant god or gods?
 - How does this change influence the religious practices of the people?

References

Commonwealth of Australia (n.d.) Fishbone Diagram, Global Education Website, accessed 26 July 2022.

Facing History & Ourselves (n.d.) *Assigning Roles for Group Work*, Facing History & Ourselves, accessed 26 July 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2021) *VCE History Study Design*, VCAA, Victorian Government, accessed 11 July 2022.

5. Exploring ancient Egypt: A tour of the past

Nicolette Arranga



Sphinx Pyramid, Egypt. by JMA659, Pixabay License

| | |
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| Curriculum context | Unit 2: Ancient Egypt (VCAA, 2020) |
| Historical thinking concept/s | Establish and evaluate historical significance |
| Historical context | Ancient Egypt, Old Kingdom |
| Learning intentions | <p>Locate and select a natural or architectural feature of Ancient Egypt and evaluate its geographical, political, social, religious and symbolic significance.</p> <p>Compare the significance of the feature in ancient times compared to its perceived importance in the present.</p> |

Activity

PART 1: Research

Locate and research a significant natural or architectural feature of Ancient Egypt. Examples include the Nile delta or specific architectural features of the pyramids of Djoser and Meidum, the Pyramid Texts, pyramid fields at Dashur and the complex of Dynasty VI at Giza, cemeteries of Saqqara, Giza and Dahshur.

Use the following table to guide your note-taking:

NOTE-TAKING GUIDE

General information

Identify general facts or information.

Geographic significance:

What is the significance of its location? Is it in the centre of what was Ancient Egypt? Does it face a certain direction?

Political significance:

Did the feature have a place in politics? Was it the location of a court?

Social significance:

Did all of society value this feature? Was it special only to the rich and royal? Who could access it?

Religious significance:

Did this feature represent a religious deity? What beliefs are associated with it?

Symbolic meaning:

Is there a symbolic meaning behind this feature? Does it represent life, death, or power?

Significance in the present:

Does the feature still exist today? How has it changed or stayed the same? What is its historical significance in the present? What is its heritage status?

You might like to use the NAME acronym: Novelty, Applicability, Memory, Effects (History Skills, 2022) to develop further questions based on these criteria.

Synthesising your research: Drawing on your research, write a response to the following question: *To what extent has the historical significance of this feature developed since it was used in the period of the Old Kingdom?*

PART 2: Virtual tour**Plan your virtual tour**

Now you have done some research you are going to imagine you are a tour guide in Egypt today and your task is to take another person in the class on a virtual tour of this feature. You will guide your visitor around the site using photos and descriptive details. You can include up to **two** minutes of video footage without audio but you must provide the commentary.

- The sources you use must be questioned for context, content, and authorship. Try your best to locate and use copyright appropriate material that you have permission to reproduce.
- Be sure that the images you are using are linked to a historical context. For example, if there is a photograph of your feature, make sure you list *when* the photograph was taken.
- Have a look through at Google Arts and Culture example of a Virtual Tour.
- You will have to tell your tourist about the reasons why the feature was religiously, socially, politically, geographically and symbolically significant at the time and the extent that it is considered historically significant today, and by whom.

Take a tour and give a tour

You will have the opportunity to take someone on a tour and go on their tour. When you are taking a tour you need to ask questions that relate to finding out more about the historical significance of the feature.

References

Google Arts and Culture (2022) Masterpieces of ancient Egyptian art and architecture explained. Google Arts and Culture, accessed 6 September 2022.

History Skills (2022) Historical significance explained. History Skills, accessed 6 September 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2021) *VCE History Study Design*, VCAA, Victorian Government, accessed 6 September 2022.

6. Developing inquiry questions about the Old Kingdom

Remi Donnison



Plate of Horus Netjerkhau (Pepi II), with the mention of the 1st “Heb Sed” (Jubilee feast) of the King, Egyptian Museum, Cairo by Juan R. Lazaro, Wikimedia Commons (CC BY 2.0)

| | |
|--------------------------------------|--|
| Curriculum context | Unit 2: Ancient Egypt (VCAA, 2020) |
| Historical thinking concept/s | Ask and use historical questions Use sources as evidence |
| Historical context | The Double Crown: Kingship in Old Kingdom Egypt from the Early Dynastic Period (2920 BCE) concluding at the end of the First Intermediate Period (2040 BCE). Analyse artefact from the old Kingdom. |
| Learning intentions | Develop a historical question based on the source analysis and research the answer. |

Activity

Step 1: View this image of a statue from the Old Kingdom.



NYC: Brooklyn Museum – Statue of Queen Ankhnes-meryre II and her son, King Pepy II by Wally Gobetz, (CC BY-NC-ND 2.0)

Step 2: Analyse the image by answering the following questions:

1. What do you see in this image?
2. Who is the pharaoh? Give two reasons to explain how you know?
3. Who is the other person in the image?
4. What is the historical context or time period of the statue?

Step 3: Create your inquiry question

With the information you have gathered from your analysis, create a question about power dynamics in the Old Kingdom of Egypt that interests you. You can use some of the following key words to help create your question.

- power dynamics
- Old Kingdom
- pharaoh
- causes
- consequences
- archaeological discoveries
- nomarchs
- Memphis
- wealth
- relationships
- bureaucracy

Step 4: Answer your inquiry question.**References**

VCAA (Victorian Curriculum Assessment Authority) (2020) *Victorian Certificate of Education, History Study Design: Accreditation Period 2022-2026*, VCAA, Victoria State Government, accessed 20 July 2022.

Gobetz W (13 April 2008) *NYC: Brooklyn Museum- Statue of Queen Ankhnes-meryre II and her son, King Pepy II* [image], flickr, accessed 4 September 2022. Available under Attribution-NonCommercial-NoDerivs 2.0 Generic (CC BY-NC-ND 2.0).

7. Primary source analysis (part 1): Slavery in ancient Rome

Anna Griffiths



Roman Colosseum by Ichigo121212 Pixabay License

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|-------------------------------|--|
| Curriculum context | Unit 1: Investigating the Ancient World (QCAA, 2018) |
| Historical thinking concept/s | Source analysis |
| Historical context | Roman society (753–133 BCE) |
| Learning intentions | Analyse one primary source to identify explicit and implied/inferred information, and connect this information to prior knowledge. |
| | Evaluate one primary source for reliability and usefulness. |

Activity

You have been given one of the primary sources below (an excerpt from a book, play or document) and may choose to work individually, or in pairs or small groups with students allocated the **same** primary source. There are two tasks to complete to analyse the source.

Task 1:

From your primary source, *identify*:

- THREE explicit (clearly expressed) ideas

- TWO implicit or inferred (indirectly expressed) ideas
- ONE connection to prior knowledge

Task 2:

- You may need to research your source and its author to complete Task 2.
- You can structure your response to Task 2 using dot points, a table, sentences, subheadings, or another format you prefer.
- You can record your responses in your workbook or digitally.

Analyse your primary source to determine its:

Origin

1. What kind of source is it?
2. Who created this source?
3. What historical events are likely to have influenced the creation of this source? Why and/or how did these events influence the source?

Perspective

1. What point of view does the source present?
2. Why and/or how is that point of view presented?

Context

1. When was the source created?
2. Was the source created during or after the period and events it depicts?

Audience

1. Who is the source's intended audience?
2. How would the audience have accessed the source?

Motive

1. Why was this source created?
2. What is the author/creator's motive in creating the source?

SOURCE 1**Twelve Tables, c. 450 BCE, Excerpts mentioning slaves****Table VI. Ownership and Possession**

1. When one makes a bond and a conveyance of property, as he has made formal declaration so let it be binding.

Table VII. Property

2. If one has maimed a limb and does not compromise with the injured person, let there be retaliation. If one has broken a bone of a freeman with his hand or with a cudgel, let him pay a penalty of three hundred coins. If he has broken the bone of a slave, let him have one hundred and fifty coins. If one is guilty of insult, the penalty shall be twenty-five coins.
3. A slave is ordered in a will to be a free man under this condition: "if he has given 10,000 asses to the heir"; although the slave has been alienated by the heir, yet the slave by giving the said money to the buyer shall enter into his freedom..

Table VIII. Offences

2. If one has maimed a limb and does not compromise with the injured person, let there be retaliation. If one has broken a bone of a freeman with his hand or with a cudgel, let him pay a penalty of three hundred coins. If he has broken the bone of a slave, let him have one hundred and fifty coins. If one is guilty of insult, the penalty shall be twenty-five coins.
3. In the case of all other ... thieves caught in the act freemen shall be scourged and shall be adjudged as bondsmen to the person against whom the theft has been committed provided that they have done this by daylight and have not defended themselves with a weapon; slaves caught in the act of theft ..., shall be whipped with scourges and shall be thrown from the rock; but children below the age of puberty shall be scourged at the praetor's decision and the damage done by them shall be repaired.

Table XII. Supplementary Laws

2. If a slave shall have committed theft or done damage with his master's knowledge, the action for damages is in the slave's name.

Reference

From: Thatcher OJ (ed) (1901), *The Library of Original Sources*, Vol. III: *The Roman World*, pp. 9-11, Milwaukee: University Research Extension Co.

Scanned by: Arkenberg JS, Department of History, California State Fullerton. Prof. Arkenberg has modernized the text.

Collection: Halsall P (1996) 'Ancient History Sourcebook: The Twelve Tables c. 450 BCE', *Internet History Sourcebooks Project*, accessed 23 July 2022.

SOURCE 2

Diodorus Siculus, Books 34/35. 2. 1-13

1. When Sicily, after the Carthaginian collapse, had enjoyed sixty years of good fortune in all respects, the Servile War broke out for the following reason. The Sicilians, having shot up in prosperity and acquired great wealth, began to purchase a vast number of slaves, to whose bodies, as they were brought in droves from the slave markets, they at once applied marks and brands.
2. The young men they used as cowherds, the others in such ways as they happened to be useful. But they treated them with a heavy hand in their service, and granted them the most meagre care, the bare minimum for food and clothing. As a result most of them made their livelihood by brigandage, and there was bloodshed everywhere, since the brigands were like scattered bands of soldiers.
3. The governors (praetores) attempted to repress them, but since they did not dare to punish them because of the power and prestige of the gentry who owned the brigands, they were forced to connive at the pillaging of the province. For most of the landowners were Roman knights (equites), and since it was the knights who acted as judges when charges arising from provincial affairs were brought against the governors, the magistrates stood in awe of them.
4. The slaves, distressed by their hardships, and frequently outraged and beaten beyond all reason, could not endure their treatment. Getting together as opportunity offered, they discussed the possibility of revolt, until at last they put their plans into action.
5. There was a certain Syrian slave, belonging to Antigenes of Enna; he was an Apamean by birth and had an aptitude for magic and the working of wonders. He claimed to foretell the future, by divine command, through dreams, and because of his talent along these lines deceived many. Going on from there he not only gave oracles by means of dreams, but even made a pretence of having waking visions of the gods and of hearing the future from their own lips.
6. But, as it happened, his charlatanism did in fact result in kingship, and for the favours received in jest at the banquets he made a return of thanks in good earnest. The beginning of the whole revolt took place as follows.
7. There was a certain Damophilus of Enna, a man of great wealth but insolent of manner; he had abused his slaves to excess, and his wife Megallis vied even with her husband in punishing the slaves and in her general inhumanity towards them. The slaves, reduced by this degrading treatment to the level of brutes, conspired to revolt and to murder their masters. Going to

Eunus they asked him whether their resolve had the favour of the gods. He, resorting to his usual mummerly, promised them the favour of the gods, and soon persuaded them to act at once.

8. Immediately, therefore, they brought together four hundred of their fellow slaves and, having armed themselves in such ways as opportunity permitted, they fell upon the city of Enna, with Eunus at their head and working his miracle of the flames of fire for their benefit. When they found their way into the houses they shed much blood, sparing not even suckling babes.
9. They tore them from the breast and dashed them to the ground, while as for the women — and under their husbands' very eyes — but words cannot tell the extent of their outrages and acts of lewdness! By now a great multitude of slaves from the city had joined them, who, after first demonstrating against their own masters their utter ruthlessness, then turned to the slaughter of others.
10. When Eunus and his men learned that Damophilus and his wife were in the garden that lay near the city, they sent some of their band and dragged them off, both the man and his wife, fettered and with hands bound behind their backs, subjecting them to many outrages along the way. Only in the case of the couple's daughter were the slaves seen to show consideration throughout, and this was because of her kindly nature, in that to the extent of her power she was always compassionate and ready to succour the slaves. Thereby it was demonstrated that the others were treated as they were, not because of some "natural savagery of slaves," but rather in revenge for wrongs previously received.

Reference

Halsall P (1996) 'Ancient History Sourcebook: Sources for the Three Slave Revolts', *Internet History Sourcebooks Project*, accessed 23 July 2022.

Source 3

How to Manage Farm Slaves

[Davis Introduction]:

Cato the Elder passed as the incarnation of all worldly wisdom among Romans of the second century B.C. The precepts here given were undoubtedly put into effect on his own farms. During the early Republic, when the estates were small, there seems to have been a fair amount of kindly treatment awarded the slaves; as the farms grew larger the whole policy of the masters, by becoming more

impersonal, became more brutal. Cato does not advocate deliberate cruelty—he would simply treat the slaves according to cold regulations, like so many expensive cattle.

Excerpt from Cato the Elder, *Agriculture*, chapters 56-59

Country slaves ought to receive in the winter, when they are at work, four modii [Davis: One modius equals about a quarter bushel] of grain; and four modii and a half during the summer. The superintendent, the housekeeper, the watchman, and the shepherd get three modii; slaves in chains four pounds of bread in winter and five pounds from the time when the work of training the vines ought to begin until the figs have ripened.

Wine for the slaves. After the vintage let them drink from the sour wine for three months. The fourth month let them have a hemina [Davis: about half a pint] per day or two congii and a half [Davis: over seven quarts] per month. During the fifth, sixth, seventh, and eighth months let them have a sextarius [Davis: about a pint] per day or five congii per month. Finally, in the ninth, tenth, and the eleventh months, let them have three hemina [Davis: three-fourths of a quart] per day, or an amphora [Davis: about six gallons] per month. On the Saturnalia and on Compitalia each man should have a congius [Davis: something under three quarts].

To feed the slaves. Let the olives that drop of themselves be kept so far as possible. Keep too those harvested olives that do not yield much oil, and husband them, for they last a long time. When the olives have been consumed, give out the brine and vinegar. You should distribute to everyone a sextarius of oil per month. A modius of salt apiece is enough for a year.

As for clothes, give out a tunic of three feet and a half, and a cloak once in two years. When you give a tunic or cloak take back the old ones, to make cassocks out of. Once in two years, good shoes should be given.

Winter wine for the slaves. Put in a wooden cask ten parts of must (non-fermented wine) and two parts of very pungent vinegar, and add two parts of boiled wine and fifty of sweet water. With a paddle mix all these thrice per day for five days in succession. Add one forty-eighth of seawater drawn some time earlier. Place the lid on the cask and let it ferment for ten days. This wine will last until the solstice. If any remains after that time, it will make very sharp excellent vinegar.

Reference

From: Davis WS (ed) (1912-13) *Readings in Ancient History: Illustrative Extracts from the Sources*, 2 Vols., Vol. II: *Rome and the West*, pp. 90-97, Allyn and Bacon, Boston.

Scanned by: Arkenberg JS, Department of History, California State Fullerton. Prof. Arkenberg has modernized the text.

Collection: Halsall P (1996) 'Ancient History Sourcebook: Slavery In the Roman Republic', *Internet History Sourcebooks Project*, accessed 23 July 2022.

Source 4

The Conduct and Treatment of Slaves

[Davis Introduction]:

A Roman playwright, Plautus, writing about the time of the end of the Second Punic War (201 B.C.), gives this picture of an inconsiderate master, and the kind of treatment his slaves were likely to get. Very probably conditions grew worse rather than better for the average slave household, for at least two centuries. As the Romans grew in wealth and the show of culture they did not grow in humanity.

Plautus, *Pseudolus*, Act. I, Sc. 2.

[Ballio, a captious slave owner, is giving orders to his servants.]

Ballio: Get out, come, out with you, you rascals; kept at a loss, and bought at a loss. Not one of you dreams minding your business, or being a bit of use to me, unless I carry on thus! [He strikes his whip around on all of them.] Never did I see men more like asses than you! Why, your ribs are hardened with the stripes. If one flogs you, he hurts himself the most: [Aside.] Regular whipping posts are they all, and all they do is to pilfer, purloin, prig, plunder, drink, eat, and abscond! Oh! they look decent enough; but they're cheats in their conduct.

[Addressing the slaves again.] Now, unless you're all attention, unless you get that sloth and drowsiness out of your breasts and eyes, I'll have your sides so thoroughly marked with thongs that you'll outvie those Campanian coverlets in color, or a regular Alexandrian tapestry, purple-broidered all over with beasts. Yesterday I gave each of you his special job, but you're so worthless, neglectful, stubborn, that I must remind you with a good basting. So you think, I guess, you'll get the better of this whip and of me—by your stout hides! Zounds! But your hides won't prove harder than my good cowhide. [He flourishes it.] Look at this, please! Give heed to this! [He flogs one slave] Well? Does it hurt? . . . Now stand all of you here, you race born to be thrashed! Turn your ears this way! Give heed to what I say. You, fellow! that's got the pitcher, fetch the water. Take care the kettle's full instantan. You who's got the ax, look after chopping the wood.

Slave: But this ax's edge is blunted.

Ballio: Well; be it so! And so are you blunted with stripes, but is that any reason why you shouldn't work for me? I order that you clean up the house. You know your business; hurry indoors. [Exit first slave]. Now you [to another slave] smooth the couches. Clean the plate and put in proper order. Take care that when I'm back from the Forum I find things done—all swept, sprinkled, scoured, smoothed, cleaned and set in order. Today's my birthday. You should all set to and celebrate it. Take care—do you hear—to lay the salted bacon, the brawn, the collared neck, and the udder in water. I want to entertain some fine gentlemen in real style, to give the idea that I'm rich. Get indoors, and get these things ready, so there's no delay when the cook comes. I'm going to market to buy what fish is to be had. Boy, you go ahead [to a special valet], I've got to take care that no one cuts off my purse.

Reference

From: Davis WS (ed) (1912-13) *Readings in Ancient History: Illustrative Extracts from the Sources*, 2 Vols., Vol. II: *Rome and the West*, pp. 90-97, Allyn and Bacon, Boston.

Scanned by: Arkenberg JS, Department of History, California State Fullerton. Prof. Arkenberg has modernized the text.

Collection: Halsall P (1996) 'Ancient History Sourcebook: Slavery In the Roman Republic', *Internet History Sourcebooks*

Task 3:

Using your ideas from Task 2, write a short response (one paragraph) *evaluating* the reliability and usefulness of your primary source.

References

Department of Education and Training (DET) (2022) *Reading, interpreting and analysing History sources*, Literacy Teaching Toolkit, accessed 4 August 2022.

Facing History and Ourselves (n.d) *Big Paper: Remote Learning*, Resource Library: Teaching Strategies, Facing History and Ourselves, accessed 26 July 2022.

History Skills (n.d.) *How to analyse historical sources*, History Skills, accessed 25 July 2022.

QCAA (Queensland Curriculum and Assessment Authority) (2018) Ancient History 2019 v1.2: General Senior Syllabus, Queensland Government, QCAA.

8. Historical Argument Jigsaw (part 2): How were slaves treated in Ancient Rome?

Anna Griffiths



Jigsaw by Clker-Free-Vector-Images, Pixabay License

| | |
|-------------------------------|--|
| Curriculum context | Unit 1: Investigating the Ancient World (QCAA, 2018) |
| Historical thinking concept/s | Source analysis |
| Historical context | Roman society (753–133 BCE) |
| | Share analysis and evaluation of primary source from activity. |
| Learning intentions | Synthesise information from all four primary sources. |
| | Write a short response to communicate a historical argument supported by evidence. |

Activity

1. Gather your primary source and responses from the previous activity: How cause and consequence shaped Middle Kingdom Egypt and the Second Intermediate Period.
2. Form groups of four. Each student must have analysed and evaluated a **different** primary source in Activity 1.
3. In your groups, take turns to *explain* your analysis of your source. Take notes during other students' presentations so you can *discuss* the analysis and evaluation of **all four** sources.
4. As a group, *synthesise* the source information. You will need to consider:
 - How the sources corroborate and/or contradict each other? Why might the sources corroborate and/or contradict each other?
 - What representation of slavery in Ancient Rome is being presented? Is this representation through explicit or implied information? How do the sources' motives and intended audiences influence this representation?

- What information or perspectives are missing from this representation
5. Using **three** of the primary sources and your prior knowledge, develop a historical argument in a response to the question: How were slaves treated in Ancient Rome?

References

QCAA (Queensland Curriculum and Assessment Authority) (2018) Ancient History 2019 v1.2: General Senior Syllabus, Queensland Government, QCAA.

3.

EMPIRES ACTIVITIES

1. Interpreting Venetian art: Source analysis

Connor Beaumont



Doge Enrico Dandolo crowns Baldovino the first emperor of the Latin Empire of Constantinople 1204, The MET Museum, Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Empires Area of Study 2 (VCAA, 2020) |
| Historical thinking concept/s | Use sources as evidence |
| | Explore historical perspectives |
| Historical context | The Venetian Republic |
| | Use questions to practise source analysis |
| Learning intentions | Identify perspectives and social factors, values and representations in the source and evaluate their historical significance |

Activity

Historians utilise and examine a range of sources as articles of history, not just literature and documents, but artwork

from the period. Your task is to answer the questions below, using the two artworks provided and these guiding questions:

- When was the source made and by by who?
- Describe the content of the source.
- Who is represented in the source? How are they represented?
- What was happening socially/ politically at the time the source was made?
- What is the purpose of the source? Who is the target audience?
- What can be inferred about the socio-economic state of Venice at the time, based on the sources provided?
- What can be inferred about the socio-political state of Venice at the time, based on the sources provided?

Source A: ‘The Quack* Dentist,’ Plate 9 from Selection of Pictures from Venetian Collections, by Giacomo Leonardis, 1765. OA, The Metropolitan Museum of Art, Public Domain



Inscription:

“Now with his voice, now with his hand
Now money, now teeth extracts the Charlatan*.”

*the words *quack* and *charlatan* both describe a person considered dishonest and who cheats people by pretending they have special skills.

Source B: 'The Minuet,' Plate 10 from Selection of Pictures from Venetian Collections, by Giacomo Leonardis, 1765. OA, The Metropolitan Museum of Art, Public Domain

Inscription: "Various is the dress, but the desire is only one / They all seek to flee from sadness and grief."



References

Leonardis G, (1765) 'The Minuet,' "Plate 10 from Selection of Pictures from Venetian Collections," OA, The Metropolitan Museum of Art.

Leonardis G, (1765) 'The Quack Dentist,' "Plate 9 from Selection of Pictures from Venetian Collections," OA, The Metropolitan Museum of Art.

VCAA (Victorian Curriculum and Assessment Authority) (2020) *VCE History Study Design*, VCAA, Victorian Government, accessed 11 July 2022.

2. The fall of the Ming Dynasty: Analysing cause and consequence

Tang Pusen Liu



The Jiashen Incident or Battle of Beijing in 1644 (author unknown) via Wikimedia Commons, Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 1 Empires Area of Study 2 (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence |
| Historical context | The Outbreak of Peasant Uprising Movements: The decline of Ming dynasty |
| Learning intentions | <ul style="list-style-type: none"> Identify the impact of significant events on the downfall of the Ming Dynasty Categorise the types of causes and consequences e.g. intended consequences and unintended consequences |

Activity

Use the following sources and your own research to identify key events that led to the downfall of the Ming Dynasty and then categorise the causes and consequences:

Research prompts

Fall of the Ming Dynasty

An overview of Late Ming peasant campaign

Li Zicheng biography

Why did the Ming explode into chaos?

| Key event/ movement | Impact on Ming society | Impact on Ming political structure/ power | Categorise causes: Short-term? Long-term? Ideological, political, social, environmental, economic? | Categorise consequences: Short-term? Long-term? Ideological, political, social, environmental, economic? Intentional? Unintentional? |
|------------------------|------------------------------|--|---|---|
| | | | | |

Essay

Use this information to develop an essay plan and essay that addresses the question:

To what extent was the downfall of the Ming dynasty caused by peasant rebellions?

References

Boundless (n.d). Fall of the Ming Dynasty. *Boundless World History* CC BY-SA: Attribution-ShareAlike

Britannica (n.d.) *Li Zicheng Biography*, Britannica, accessed 11 July 2022.

Facts and details (2019) Decline of the Ming Dynasty. Facts and details, accessed 11 July 2022.

NZ History (n.d.) Cause and Consequence: Analysis, New Zealand History, accessed 8 September 2022.

NZ History (n.d.) Cause and Consequence: Analysis, New Zealand History, accessed 8 September 2022.

Social Streamers (2021) Why did the Ming explode into chaos? You Tube, accessed 7 September 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) *VCE History Study Design*, VCAA, Victorian Government, accessed 11 July 2022.

3. Investigating the trade-based economy of the Ming Dynasty

Harvey Costigan



Statue of Emperor Hongwu in Ming tombs by NhacNy2412, Wikimedia Commons (CC BY-SA 4.0)

| | |
|--------------------------------------|---|
| Curriculum context | Unit 1 Empires (VCAA, 2020) |
| Historical thinking concept/s | Ask and use historical questions |
| Historical context | International trade > The Ming Empire's thriving trade-based economy Identify the key features of the Ming Dynasty's economy that assisted the empire to become as big and powerful as it was. |
| Learning intentions | Answer and formulate literal, inferential and evaluative questions. |

Activity

For this activity you will answer questions about the Ming Dynasty's economy and the changes that were associated with it. In Part A of this activity you will learn how to answer literal, inferential and evaluative questions using the source material as a reference. For Part B of this activity you will swap your work with one of your peers and evaluate each other's answers, to find areas which you are able to improve on for next time. For the last part of this activity, you will then utilise your knowledge on the features of literal, inferential and evaluative questions to formulate your own questions about the Ming Dynasty economy.

Part A

Question types:

Literal Questions: These questions are identifiable within the text and draw on your understanding of explicit details talked about within the source. (DET 2021)

Inferential Questions: Synthesise an answer to the question by using and interpreting relevant text clues you have found whilst analysing your source. (DET 2021)

Evaluative questions: These questions get you to make a judgement call, using your own knowledge on the topic as well as evidence from the source material. (DET 2021)

Use the source The Role of Foreign Trade to answer the following questions.

Literal questions

1. Who was the first emperor of the Ming Dynasty?
2. From the mid 15th century onward what was the dominant currency in the Ming Dynasty?
3. What did the first emperor believe was basis of the Ming's economy?

Inferential questions

4. Why did Hongwu impose the 'haijin' onto the foreign trade industry?
5. Why did the population of China rise drastically during the Ming Dynasty period?

Evaluative questions

6. Why were China's relations with Spain considered more successful than their relations with the Portuguese and to what extent were they more successful?
7. Evaluate the accurateness and reliability of Mateo Ricci's Map and discuss the possible limitations of technology back then compared to now.

Part B

Find another person who has also completed the activity. With this partner compare your answers and give constructive feedback to each other on 3 different aspects.

Part C

Once again utilise the source material *The Role of Foreign Trade* to develop one literal question, one inferential question and one evaluative question that could be answered using the same resource.

References

DET (Victorian State Government Department of Education and Training) (2021) *Literacy Teaching Toolkit: Comprehension*, DET, accessed 1 August 2022.

Lumen Learning (n.d.) *The Role of Foreign Trade*, Lumen Learning, accessed 29 July 2022

VCAA (Victorian Curriculum and Assessment Authority) (2020) *VCE History Study Design*, VCAA, accessed 15 July 2022.

4. Upswing of Ming: Which trading goods gave the Ming dynasty its economical power?

Harvey Costigan



Golden canteen with dragon, Ming Dynasty, Wikimedia Commons (CC BY-SA 4.0)

| | |
|--------------------------------------|---|
| Curriculum context | Unit 1 Empires (VCAA, 2020) |
| Historical thinking concept/s | Ask and use historical questions |
| Historical context | International trade > The Ming Empire's thriving trade-based economy Identify features of the Ming Dynasty's economy, specifically looking into the most popular trade goods and inventions. |
| Learning intentions | Frame historical inquiry questions through the utilisation of one's own knowledge and questioning abilities. Construct an historical argument. |

Activity

The Ming Dynasty is a very significant period in Chinese history due to the many technological innovations and developments of this era. In this activity you will learn about some of the many different creations of the Ming Dynasty era and the export items at the time.

1. From these resources, you will choose either one of the popular types of traded items or a specific artefact from

this period. Now, you will imagine you are a time travelling merchant who has come from the Ming Dynasty period to the present day to sell this item. Create a 250-word infomercial about this specific item. Your job is to explain how this item was popularised, what its value was in the period, describe how these items have influenced household items that are in our houses today and the practicality of the item itself.

Some examples include: silk, pottery/porcelain, silver ingots

Utilise the following resources and your own research:

- Source 1: Ming and Qing Dynasties
- Source 2: The Art of the Ming Dynasty

Please do not feel as if you have to read all paragraphs and pages from these resources, flick through and choose relevant sections.

2. Present your infomercial to the class or a partner.

3. You will then develop 3 questions about someone else's infomercial item or artefact. See if you can find out the answers to the questions you receive.

References

Kemp M F, Vick A, Widener N, Toye D, Greenwood N & McCollum A (2021) *The Making of Early Modern World 1450-1700 CE*, OER Commons, accessed 29 July 2022.

smarthistory (n.d.) *The art of the Ming dynasty*, smarthistory, accessed 28 July 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) *VCE History Study Design*, VCAA, accessed 15 July 2022.

4.

MODERN HISTORY: CHANGE AND CONFLICT ACTIVITIES

1. Meiji Japan: Analysing historical perspectives and sources

Simon O'Rourke



Seated Women (Meiji era Japan), Kusakabe Kimbei, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Use sources as evidence |
| Historical context | Meiji Restoration Identify the causes of the Meiji Restoration. |
| Learning intentions | Analyse and infer the perspectives of Japan and the United States. Answer short-answer questions based on sources. |

Activity

Inquiry question: What were some of the perspectives on Commodore Matthew C. Perry's arrival in Japan?

A) Introductory activity

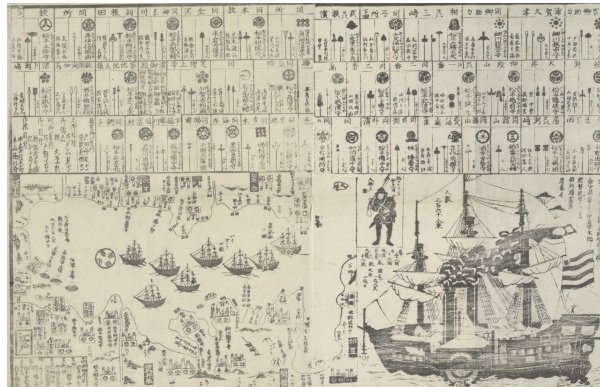
Watch Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34

1-Minute Writing Recap

- In one-minute, write down as many points as you can about the Meiji Restoration in relation to the concept of nationalism.
- Share with your table group.
- Take one more minute to write down the new ideas as fast as you can.
- Share your ideas with the class and add to your notes.

B) Group task: Analysing perspectives

Source 1



Japanese 1854 print relating Perry's visit, *Author Unknown*, Wikimedia Commons, Public Domain

Source 2



Commodore Matthew C. Perry's visit of Kanagawa, near the site of present-day Yokohama on March 8, 1854 by *Wilhelm Heine*, Wikimedia Commons, Public Domain

Discuss the contrast between the two sources using the following prompts:

- Describe the content of each image.
- What is the historical context? Describe the event represented.
- Describe the way the groups of people and individuals are represented in source 2.
- Whose perspective is represented in each source? What can you observe in the source that gives evidence of this?
- What differing points of view or historical perspectives are represented?
- Why do you think the sources were created?
- How does your knowledge of events change how you understand the images?

C) Individual activity: Source analysis

Source 1

Read the excerpts in this source: 'Excerpts from Shinron (New Theses): "The Barbarians' Nature" by Aizawa Seishisai', which was composed in 1825, 28 years prior to the arrival of Commodore Perry's fleet.



Portrait of Seishisai, Author Unknown, Wikimedia Commons, Public Domain

- From this excerpt, what is Aizawa's perspective on the West?
- What does he consider the biggest threat from the West?
- What language does he use to steer us to his viewpoint?

Source 2



The New fighting the Old in early Meiji Japan, author unknown, Printing Museum News N36, Wikimedia Commons, Public Domain

Source 3



Sumo wrestler throwing a foreigner at Yokohama, Ippōsai Yoshifuji, Wikimedia Commons, Public Domain

- What views may have remained consistent from Aizawa's time?
- How does source 1 challenge this view?

D) Small group activity: Source analysis

Source 1

President Millard Fillmore's letter to the Emperor of Japan

- What proposal is President Fillmore offering?
- How would you describe President Fillmore's intentions?
- How does this compare to Aizawa's warnings from decades earlier?

Source 2

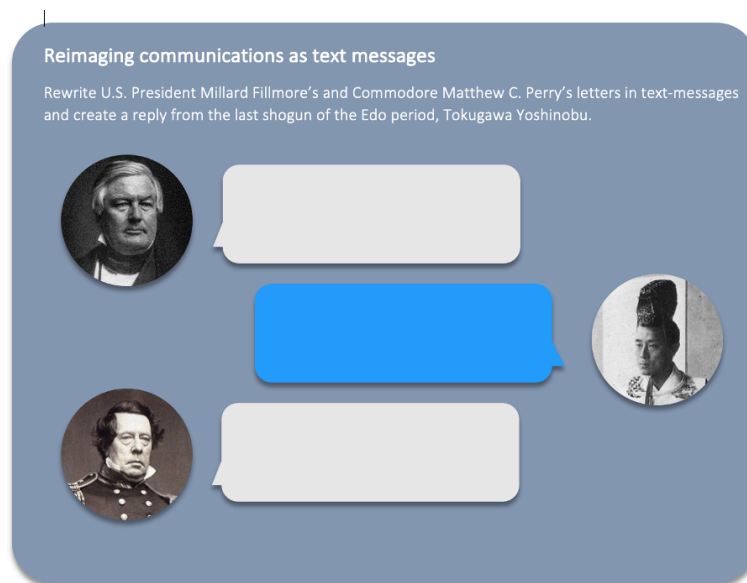
Translation of Japanese Reply to President Fillmore's Letter

- What was the 'imperative necessity' that Moriyama mentions?
- What concessions to the original letter does Moriyama give?
- What could be meant by the exclusion of points made by President Fillmore?

Source 3

Commodore Perry's letter to Senior Councillor Hayashi

- How does Commodore Perry react to the previous correspondence?
- What threat do you perceive from the letters?
- How would Emperor Tokugawa's perspective have changed that allowed the opening of Japan?

Texting activity

Portrait of Millard Fillmore, unknown photographer, Wikimedia Commons, , Public Domain (cropped from original image)

Yoshinobu in Osaka, The Japanese Book, Wikimedia Commons, Public Domain (cropped from original image)

Commodore Matthew Calbraith Perry, Metropolitan Museum of Art, Wikimedia Commons, , Public Domain (cropped from original image)

References

Asia for Educators (n.d.) Primary Source Document with Questions (DBQs) on Excerpts from Shinron

(New Theses): "The Barbarians' Nature," By Aizawa Seishisai, Weatherhead East Asian Institute, Columbia University, accessed 16 July 2022.

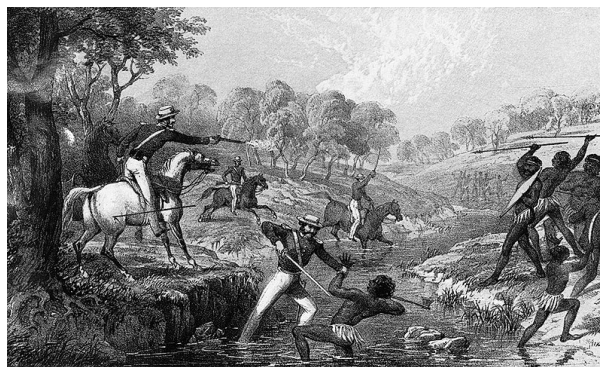
Crashcourse (2022)_'Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34', CrashCourse, YouTube, accessed 10 July 2022. Facing History and Ourselves (n.d.) S-I-T: Surprising, interesting, troubling, Facing History and Ourselves, accessed 10 July 2022.

Visualizing Cultures (n.d.) President Fillmore's letter to the Emperor of Japan, delivered July 14, 1853, MIT (Massachusetts Institute of Technology), accessed 16 July 2022. Green J (14 September 2012)

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 15 July 2022.

2. Reading between the lines: Frontier encounters in Australia

Chris Mayman



Tinted lithograph depicting the Waterloo Creek massacre by the New South Wales Military Mounted Police, by Godfrey Charles Mundy, Walton, W.L Bentley, Richard Hullmandel & Walton, Wikimedia Commons and AWM, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | Modern History Stage 1, South Australian Certificate of Education (SACE, n.d.) |
| Historical thinking concept/s | Ask and use historical questions |
| Historical context | Indigenous peoples > Colonial frontier massacres in Australia Identify key features in the ways settler society interacted with the Indigenous societies during the period of the colonial frontier. |
| Learning intentions | Develop, understand and answer inferential questions using a range of resources. Demonstrate the ability to develop their own texts and transfer learning to others. |

Activity

In this activity, you will analyse police patrol reports and historical documents from the early days of settlement in Australia with special regard to the experiences of the Indigenous Australian population and draw conclusions about what these reports may have been implying.

You will split into small groups and between yourselves allocate those responsible for analysing the separate police report texts provided, as well as texts from more recent times that provide contemporary historians' analysis of some of the terms and euphemisms used in the reports. The groups will use the two sources to develop an understanding of what may be inferred from these reports about the lives of the local Indigenous populations.

Each student in the group is to answer one of the questions below (150-200 words) and share their findings with the others in their group.

Sources

Source 1 Patrol of Stations in Timber Creek and Wave Hill Districts 1947

Source 2 Miscellaneous Reports 1946 – 1949

Source 3 Indexes to correspondence relating to Aborigines and Torres Strait Islanders in the records of the Colonial Secretary's Office and the Home Secretary's Office, 1859 – 1896

Source 4 Enforcing assimilation, dismantling Aboriginal families: a history of police violence in Australia

Source 5 Police interactions with Aboriginal people are scarred by Australia's violent frontier history

Questions

1. Using the information found in the patrol reports and historical documents, what reasonable inferences can be made about the attitudes of the settlers and the police toward Indigenous people?
2. What impact might this have had regarding the pursuit of justice for Indigenous people in the area?

3. What roles did Indigenous people play in the early settler societies of these regions? What influence do we think that could have on their ability to both integrate into settler society as well as achieve social mobility?
4. What can we learn from these texts about Indigenous perspectives on the settler societies of these areas?

References

Anthony, T. and Blagg, H. (2020). Enforcing assimilation, dismantling Aboriginal families: a history of police violence in Australia. *The Conversation*, accessed 16 August 2022.

Daley, P. (2022). Police interactions with Aboriginal people are scarred by Australia's violent frontier history, *The Guardian*, accessed 16 August 2022.

National Archives of Australia (2008) *Patrol of Stations in Timber Creek and Wave Hill Districts 1947*. Darwin: National Archives of Australia. Colonial Secretary's Office, 2017. *Indexes to correspondence relating to Aborigines and Torres Strait Islanders in the records of the Colonial Secretary's Office and the Home Secretary's Office, 1859 – 1896*. Colonial Secretary's Office Queensland, accessed 16 August 2022.

National Archives of Australia (2008) *Miscellaneous Reports 1946 – 1949*. Darwin: National Archives of Australia, accessed 16 August 2022.

SACE (n.d.) Modern History Stage 1 Indigenous peoples, South Australian Certificate of Education, accessed 16 August 2022.

3. The Sick Man of Europe: Using sources to explore the decline of the Ottoman Empire

Phillip O'Brien



Greek lithograph celebrating the Ottoman Constitution 1908, by Sotiris Christidis Wikimedia Commons, Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence Identify continuity and change |
| Historical context | The end of empires and the emergence of nation states > The decline of the Ottoman Empire Use questions to focus source analysis. |
| Learning intentions | Complete the provided questions and work with the linked sources. Identify internal and external forces that contributed to the decline of the Ottoman Empire. |

Activity

In this activity, you will explore the decline of the Ottoman Empire and the notion of ‘the Sick Man of Europe’ by using the provided framework to analyse a source. Once completed, you then have an opportunity to expand your understanding through further application.

Source Analysis

In order to use a source as evidence, historians must first conduct an evaluation of it, bearing in mind the following: What is the source? Who made it? When? Where? Why? It is vital to explore the

content and purpose of the source. It is necessary to link the source to its historical context: time, place and location (VCAA, 2020:6).

| | |
|--|--|
| What is the source? (Content) | What information can be determined? What meanings are evident? |
| Who made it? (Content) | Who is the author? What point of view is evident here? |
| When/Where? (Content) | Where does the source come from? When was it made? |
| What is its context? (Historical Context) | What else was happening at the time the source was made? |
| Why was it made? (Purpose) | Who is the source likely made for? What is its purpose? |

a) **Review Source 1 “Turkey Limited” to complete the following questions:**

Content:

1. How might you describe the gentleman pictured in the image? Use features from the source to support your description.
2. What clues suggest that the Ottoman Empire is declining?
3. Where was the source originally published?
4. Is the source providing a Turkish or an external view of the decline of the Ottoman Empire? Use evidence from the source to support your answer.

Historical Context

1. The Ottoman Empire of the late 19th Century was known by some as ‘the Sick Man of Europe’. Review the provided information and suggest three reasons why.

Purpose

1. For whom was the source created? Who were the intended audience?
2. What does the source suggest about the relationship between the Ottoman Empire and Britain, France & Russia?

b) The *Tanzimat* era was a period of reformation for the Ottoman Empire. Using the analysis framework, review Source 2: Greek Lithograph Celebrating the Ottoman Constitution.

References

Department of Education and Training (2022, March 17) Reading, interpreting and analysing History sources, accessed 25 July 2022.

Punch (1896/2019) Punch magazine – Turkey Ltd Wikimedia Foundation, accessed 5 July 2022.

Unknown (1908/2020) Greek Lithograph Celebrating the Ottoman Constitution, Wikipedia, Wikimedia Foundation, accessed 25 July 2022.

Wikipedia (2022) Sick Man of Europe, Wikimedia Foundation, accessed 5 July 2022.

VCAA [Victorian Curriculum and Assessment Authority] (2021) *VCE History Study Design*, accessed 5 July 2022.

4. Examining the Treaty of Versailles

Joni Stamatopoulos

change by VCAA (n.d.) found in the drop down menu under Unit 1 Change and Conflict AOS1 Ideology: detailed example.

Part B

Put yourself in the shoes of your significant figure and imagine you are writing a letter that will be read at the Peace Conference. Using the source below for assistance, discuss how you feel with the decisions being made in the treaty, what you want from the treaty and what should be done to re-stabilise your country.

Source: The Versailles Treaty June 28th, 1919.

References

Lambert K, (2019) *The Great War Evaluating the Treaty of Versailles*, accessed 1 August 2022.

VCAA (n.d.) 'Advice for Teachers History', Victorian Curriculum Assessment Authority, accessed 1 August 2022.

VCAA [Victorian Curriculum and Assessment Authority] (2021) *VCE History Study Design*, accessed 1 August 2022.

Yale Law School (2008), *The Versailles Treaty June 28, 1919*, The Avalon Project, accessed 1 August 2022.

5. Treaty of Versailles role play

Jett Mathews



A newspaper article after the Treaty of Versailles was signed, Kallen2021, Wikimedia Commons, CC BY-SA 4.0

| | |
|--------------------------------------|--|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives. |
| Historical context | The post-war treaties > The Treaty of Versailles Identify the various priorities and motives of the Treaty of Versailles. |
| Learning intentions | Evaluate how terms from the Treaty of Versailles affected other individuals and countries. |

Activity

In this activity, you will participate in a role play of the Treaty of Versailles Peace Conference. The class will be divided into four groups: Britain, France, Germany or the United States. For the purpose of the role play Germany will be given a say and dismissed, though it is important to note Germany was not invited to the conference.

1. The groups will be given two resources. The first resource is their country's profile that outlines their nation's current circumstance, their leader's stance on how World War I should be resolved and their main concerns going into the Treaty of Versailles.

Country profiles

FRANCE

Country's circumstance

- France had experienced major infrastructural and land damage as a large portion of the war had been fought on the Western Front (on French land).
- A huge loss of agricultural land and population had hurt their economy and increased their need to import resources from other countries.

Prime Minister: Georges Clemenceau

- Nicknamed 'The Tiger' for his relentless approach.
- He believed Germany should be punished for their actions in World War 1.
- He wanted Germany's military stripped of power to ensure France was not attacked again.

Priorities going into the Treaty of Versailles

- Germany must return the land of Alsace-Lorraine back to France which was taken from them in 1870.
- Germany to pay full reparations for the cost of the war.
- The Rhineland, which borders Germany and France, to be militarised with French troops protecting France from another German attack.

UNITED STATES

Country's circumstance

- As the United States joined the war later than Britain and France, they did not endure the infrastructural or man damage than their counterparts.
- The country was in a great economical position and wanted Europe to be well positioned for trade.

Prime Minister: Woodrow Wilson

- Wilson advocated for world scale reforms to avoid another war.
- He believed Germany should not be punished harshly for their involvement in the war.
- Wilson created his Fourteen Points to reshape international relations.

Priorities going into the Treaty of Versailles

- Wilson wanted to accomplish on as many of the Fourteen Points as possible.
- His main aim was to establish an "international peacekeeping organisation" (Slavicek, 2010:44).

-
1. Open diplomacy without secret treaties
 2. Economic free trade on the seas during war and peace
 3. Equal trade conditions
 4. Decrease armaments among all nations
 5. Adjust colonial claims
 6. Evacuation of all Central Powers from Russia and allow it to define its own independence
 7. Belgium to be evacuated and restored
 8. Return of Alsace-Lorraine region and all French territories
 9. Readjust Italian borders
 10. Austria-Hungary to be provided an opportunity for self-determination
 11. Redraw the borders of the Balkan region creating Romania, Serbia and Montenegro
 12. Creation of a Turkish state with guaranteed free trade in the Dardanelles
 13. Creation of an independent Polish state
 14. Creation of the League of Nations
-

GREAT BRITAIN

Country's circumstance

- Britain suffered a large number of military deaths in the war.
- Escaped major land damage due to the war being fought mostly on the Western Front.
- The country had acquired large debts due to the war.

Prime Minister Lloyd George

- Recently re-elected as Prime Minister of Great Britain.
- Lloyd George had promised the British public he would “squeeze the German lemon ‘til the pips squeak” (Slavicek, 2010:44).
- However, George also wanted Germany to be economically stable so the countries could continue to trade.

Priorities going into the Treaty of Versailles

- Britain's naval supremacy to be protected by reducing the military size of Germany.
- Britain to receive Germany's colonies.

GERMANY

Country's circumstance

- Germany had been defeated after four wars of fighting.
- Germany is nearing an economic and social breakdown due to the war.
- Political unrest on the home front causes Kaiser Wilhelm II to abdicate as Germany becomes a republic.

Newly elected government: The Weimer Republic

- People back home believe the proposed terms of the Treaty are unfair.
- Unfortunately, if you resist the changes the Allies will go to war again.

Priorities going into the Treaty of Versailles

- Ideally would like the treaty to be based off Wilson's 14 points.
- Unfortunately, they are at the hands of the Allies with no negotiation room.

2. The second resource is a “fill in the gap” speech, that the group will collectively finish and present to the other countries. Close analyse of the country profiles will allow the groups to complete their speech.

“Fill in the Gap” Speech

Good evening, my name is _____ and I am the _____ of _____.

Here with me are my council.

We believe **GERMANY / NO ONE** should be blamed for the war.

Here are my country's requests:

- In euros, Germany must pay a sum of €_____to make up for the cost of war.
This because_____.
- The German military **SHOULD / SHOULD NOT** be reduced because they

_____. The German army should be restricted to _____ men. The navy should only be allowed _____ ship/s.

- Alsace Lorraine should be assigned to _____ as _____.
- The Coalfields of Saar should be placed under the control of _____ for _____ years because _____.
- Germany **SHOULD / SHOULD NOT** keep their colonies due to _____.
These countries should be **INDEPENDENT / LED BY** _____.
- The Rhineland must be governed by _____ as _____.

We look forward to today's proceedings.

_____ (Unique farewell)

3. Once the groups have completed their “fill in the gap” speech, the class furniture will be arranged so that the four groups are facing each other with their countries place cards in front of them, replicating a conference. Germany's group must present their speech first, however, since they were not actually invited to the conference in Versailles, they will be told their concerns are irrelevant. Germany is included in this activity as it is important to understand their ambitions from the Treaty.

4. After the speeches, your teacher will question the you on how each country's main priorities affect their own. For example:

- What concerns do you share with France?
- Do you disagree with any of France's requests?
- Is reducing Germany's military fair?

5. At the end of the lesson, everyone will watch the video, 'The Treaty of Versailles, Terms of the Treaty 2/2' and discuss the actual terms agreed upon in the Treaty of Versailles in 1918. Compare/contrast these terms with the decisions made during the role play.

References

Department of Education and Training (2022) *Advice for Teachers – History*, accessed 27 July 2022.

Mr. McDonald (n.d) *Year 9 Simulation The Treaty of Versailles*, School History, accessed 19 July 2022.

Simple History (2016) 'The Treaty of Versailles, What Did the Big Three Want? 1/2' YouTube, accessed 19 July 2022.

Simple History (2016) 'The Treaty of Versailles, Terms of the Treaty 2/2' YouTube, accessed 19 July 2022.

Slavicek, L (2010) *Treaty of Versailles*, Inforbase Learning, New York.

The National WW1 Museum and Memorial (2022) The Fourteen Points – Woodrow Wilson and the U.S Rejection of the Treaty of Versailles, accessed 30 July 2022.

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 15 July 2022.

6. Create your own political cartoon

Jett Mathews



Awaiting the decision from Paris 1919, author unknown, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Use sources as evidence Explore historical perspectives |
| Historical context | The post-war treaties > The Treaty of Versailles Interpret and explain history-specific details of political cartoons. Identify and explain visual codes used in Treaty of Versailles cartoons. |
| Learning intentions | Understand why illustrators use different visual codes to convey their opinion. Create a Treaty of Versailles political cartoon that incorporates visual codes. |

Activity

In this activity, you will work in pairs to research three political cartoons on the Treaty of Versailles. You will then analyse your selected political cartoons with a set of questions, which will challenge you to interpret how the images and text promote a political point of view/historical perspective.

After this activity, you will then create your own Treaty of Versailles cartoon. Finally, pairs are to swap cartoons and answer the set of questions again with another pair's cartoon.

Political Cartoon Visual Codes

Caricature: “A picture, description, or imitation of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect” (Oxford Languages 2022).

Symbolism: “Cartoonists use simple objects, or symbols, that the general public would be familiar with. These symbols are used to represent important concepts or ideas” (History Skills, 2022). E.g., Cupid/Love, Skull/Death, Puppet/Being Controlled.

Stereotypes: Oversimplified characteristics which represent a person, race, or community (History Skills, 2022).

Captioning: Including information via an explanation in the cartoon (History Skills, 2022).

1. Find three political cartoons on the Treaty of Versailles but try to find sources that have differing points of view and illustrations.
2. Answer these questions for all three political cartoons.
 1. What individuals or groups are being displayed in the source?
 2. Identify two visual codes that are used in this cartoon and explain why are they included?
 3. What is the purpose of this cartoon?
3. Now create your own Treaty of Versailles cartoon using various visual codes.
4. Swap cartoons with a partner and answer questions above.

References

Department of Education and Training (2022) *Advice for Teachers – History*, accessed 27 July 2022.

Department of Education and Training (17 March 2022) *Reading, interpreting and analysing History sources*, accessed 27 July 2022.

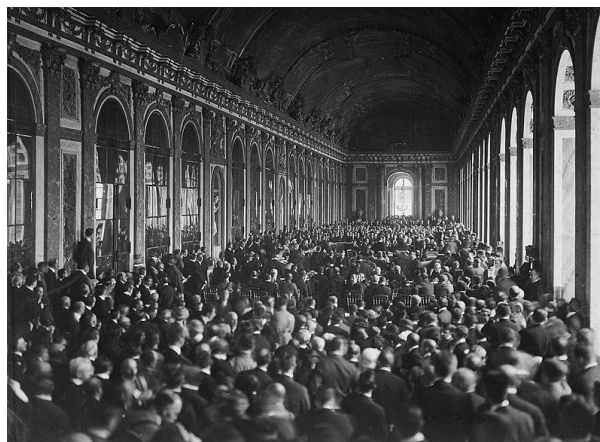
History Skills (2022) *How to interpret the meaning of political cartoons*, accessed 21 July 2022.

Oxford Languages (2022) *Caricature*, accessed 21 July 2022.

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 15 July 2022.

7. The Treaty of Versailles: Using sources to explore the aims and outcomes of different leaders at the Paris Peace conference

Chloe Morrison



The delegations signing the Treaty of Versailles in the Hall of Mirrors, Helen Johns Kirtland and Lucian Swift Kirtland, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) Use sources as evidence |
| Historical thinking concept/s | Ask and use historical questions |
| Historical context | Political and economic power, change and conflict > The Treaty of Versailles Use questions to focus source analysis. |
| Learning intentions | Use questions to contextualise historical sources. |

Activity

In this activity you will explore and interpret some of the aims and outcomes of the Treaty of Versailles. In groups of two or three, using the framework provided as a guide, you will evaluate and analyse three political cartoons published in 1919 to explore the content and purpose of the sources in their historical context.

Source Analysis Framework

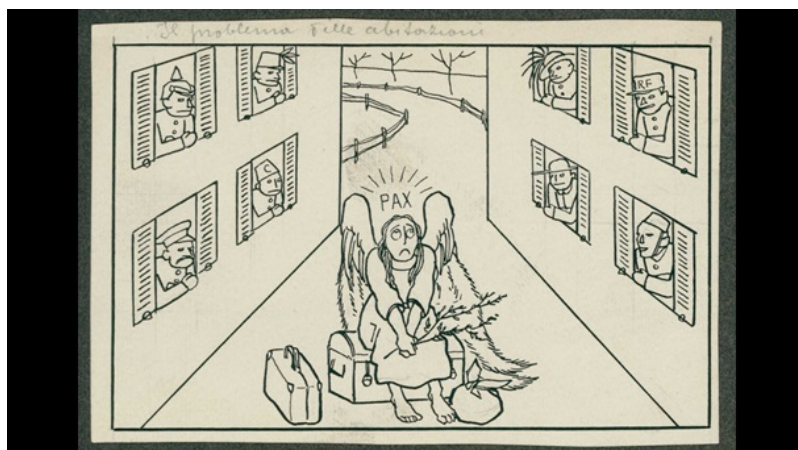
A source must be evaluated in its historical context to be used as evidence. Historians must question what, who, when, where and why the source was created to interpret its meaning, purpose and authenticity as evidence.

| | |
|---------|---|
| What | What is the source? What meanings are evident? |
| Who | Who is the author/artist? What do we know about them? What point of view is evidenced in this source? |
| When | When was this source made? When/was this source published? |
| Where | Where was this source published or produced? |
| Context | What was happening at the time this source was made? |
| Why | What audience was this source created for? What was the purpose of this source? |

To assist your analysis you should consider:

- Who or what is represented in this cartoon?
- the use of caricature, symbolism, stereotype, analogy, captions and, labelling in cartoons
- the use of colour or shading
- details in the setting or background
- initial or immediate impression – Is this source a clear statement? An argument? A question or prompt?

1. **Review Source 1 and complete the following questions using the analysis framework as a guide.**



Source 1: 'Peace' 1918 British Library Public Domain

Content:

1. Who are the people in the cartoon? How might you describe the people in this image – what does body language and facial expressions suggest?
2. What clues tell you who or what is represented in this image?
3. What story or narrative does the setting or background suggest?

Historical Context:

1. 32 countries were represented at the Paris Peace Conferences. Why were these 8 people/countries represented in this image?
2. List five reasons for the positioning of each character/representative in relation to the others. (e.g., Who is on the same side? Where are they looking? Are there any signs of unison in goals or are all parties represented as individually motivated – in which case, what seems to be the motivation?)

Purpose:

1. What was the purpose of this source? Where do you think it may have been published?
2. What does the source suggest of the aims of the victors for a post war world?

2. **Review Source 2 and complete a source analysis using the guide and your previous analyses.**



Source 2 'Peace and future cannon fodder', Will Dyson, Wikimedia Commons, Public Domain

'Peace and future cannon fodder' is one of the best known and analysed cartoons from the immediate post war

period. It is rich with material for analysis, including the wording in the caption, the title and images. Ensure you include links between the image and written analysis in your three to five paragraph response.

Optional Extension Questions:

“The great international expectation in 1919 was that after the ‘war to end all wars it might prove possible to construct a new world order based on the liberal outlook of the winners.” (Overy 2010:4)

1. What does the timeline of the production or publication of these three sources tell you about popular and/or shifting opinion of the Peace Treaties?
2. Write a two to three paragraph response, discussing your analysis of the three sources. Considering the historical context, what signs of an international view of optimism or pessimism are there during this period of time?
3. The following webpages and websites provide further assistance and guidance to support your analysis of primary sources and cartoons.

For further advice/assistance in your analysis, access and explore the following websites:

- Heritage of the Great War
- History Skills
- Spartacus Educational
- State Library of Victoria
- HTAV: Art reveals how Weimar and Nazi Cultures Diverged

References

British Library, All World War One Collection Items, accessed 31 July 2022.

Johnclare.net (n.d) Germany and the Treaty, UBRAT, accessed 19 July 2022.

National Museum of Australia (n.d) ‘Peace and future cannon fodder’ cartoon, by Will Dyson, May 1919

Australia’s defining moments, digital classroom, accessed 26 July 2022.

Victorian Curriculum and Assessment Authority 2020, *VCE Study Design – History*, VCAA, Melbourne

Department of Education and Training (2022) Reading, Interpreting and analysing History Sources, accessed 29 July 2022.

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 15 July 2022.

8. The Treaty of Versailles: Role play

Chloe Morrison



Prime Minister Billy Hughes 1919, Fairfax Corporation, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| | Explore historical perspectives |
| Historical thinking concept/s | Construct historical arguments |
| | Identify continuity and change |
| Historical context | Change and Conflict, power and international relations > The Treaty of Versailles |
| | Identify and contextualise key ideas and features of significant events, individuals and movements. |
| Learning intentions | Synthesise knowledge and questioning skills to identify and explore perspectives from different points of view. |

Activity

On June 28, 1919, 66 representatives from 32 different countries met in Paris to sign the Treaty of Versailles. The five Principal Allied and Associated powers of Britain, France, Italy, Japan and the United States made all of the major decisions in the creation of the treaty. Two delegates from each country met to define the peace terms of the treaty in what was known as the “Council of Ten” (later replaced by the “Council of Five”, made up of the respective foreign ministers).

(O’Neill A 2022, Statista)

In this role play activity you will start by drawing a role from from a hat. You will either be a representative of one of the five principal powers, an adjudicator, a minute taker, or scribe for the debate.

In groups of three or four, you will have time to research the position that your country was in at the end of the Great War and prepare to work with other world leaders to achieve a mutually beneficial outcome for your country. You will need to elect a Head of State in your group. The Head of State is the only team member allowed to vote. Other group members are delegates and civil servants.

Preparing for the role play

Your team will discuss and decide what outcomes you want from this settlement. You are limited to six motions that you may present to the delegation.

In your teams, you will prepare a series of motions that you wish to carry at the conference. In preparation you will need to consider:

- The systems of alliances and conditions which existed between European countries and throughout the world in 1914.
- Changes, costs, outcomes for your country resulting from the war.
- Changes, costs, outcomes for the other countries, in order to consider their likely goals and aims – are they likely to support your motion?

- Each motion must be seconded (supported) by another country before it can be passed to vote – some collaboration between heads of state is expected prior to the conference. There is no point wasting a motion if it has no secondary support.
- Any reparations or consequences you concede or expect from other countries.
- Racial, political, social attitudes and beliefs conditions of your country and internationally at the time. *

***Important note:** This is an exercise requiring you to develop your historical skills in researching and the concepts of historical consciousness and empathy **in context**. You need to prepare and research deeply to ‘become’ the person or country you represent **in 1919**. Your challenge is to create a treaty without the benefit of 110 years hindsight, but from the position that your country or state was in **at the time**. (Why don’t you dress in costume appropriate to the times and person you represent to really immerse yourselves in character?)

The role play

There will be a world map projected on one white board that the scribe can annotate and refer to throughout the conference. A second large whiteboard will mirror the motions, minutes and results as they are taken by the minute taker. Each team will sit at a table for the proceedings. Motions will be passed to the chairman (teacher) and read in turn.

Any motion that assumes knowledge unavailable to the original participants you represent at the time, or assumes an attitude of mind inconsistent with the participants will be nullified. See debate rules.

Some websites to get you started:

- 40 Maps that explain World War 1
- A century later: The treaty of Versailles and its rejection of racial equality
- The Paris Peace Conference of 1919-1920 – A Yugoslav Perspective
- Exerts from Count Brockdorff-Rantzau’s Speech, May 7 1919
- National Archives: What did the different leaders want from the Treaty of Versailles?
- Signatories per country of the Treaty of Versailles
- Synopsis of obligations, including war aims of major powers

Watch:

- BBC Documentary: *The Peacemakers: The Treaty of Versailles*

References

Department of Education and Training (2022) Reading, Interpreting and analysing History Sources, accessed 29 July 2022.

National Archives (2022) Exerts from Count Brockdorff-Rantzau's Speech, May 7 1919, accessed 29 July 2022.

National Archives (2022) What did the different leaders want from the Treaty of Versailles?, accessed 29 July 2022.

NPR (2019) A century later: The Treaty of Versailles and its rejection of racial equality, accessed 29 July 2022.

O'Neill A (2022) Treaty of Versailles: Signatories of the treaty, Statista, accessed 29 July 2022.

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 15 July 2022.

Vox (n.d.) 40 Maps that explain World War 1, accessed 29 July 2022.

9. Consequences of World War 1: The Treaty of Versailles

Nicholas Panagopoulos



A Peace Conference at the Quai d'Orsay by Sir William Newenham Montague Orpen, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|--|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives |
| Historical context | Inter-war years > Treaty of Versailles 1919 |
| Learning intentions | Identify the purpose and significance of one of the major causes of World War 2. Consider the similarities in differences in perspectives of influential political figures. |

Activity

The Treaty of Versailles in 1919 was significant as it ended the state of war between Germany and the Allied Powers, however, not all delegates at the treaty saw eye-to-eye. Whilst the ‘Big Three’, Prime Minister of France Georges Clemenceau, President of America Woodrow Wilson, and Prime Minister of England David Lloyd George agreed war must never take place again, they did not agree on how this may take place and wanted different things from the peace treaty.

Individual Task

This activity encourages you to practise your skills in exploring historical perspectives by imagining you are one of the ‘Big Three’ at the Treaty of Versailles in 1919. For the purpose of this activity, you will each be assigned one of the ‘Big Three’ and your job is to write a **500 to 600 word** journal entry in the weeks leading up to the peace treaty.

In your journal entry, you may take into consideration the following questions:

1. What should happen to the entire Germany Army, including the air force and navy?
2. How much should Germany pay in reparations (in damage done) for the war?
3. Should Germany lose any territory? If so, how much?
4. Should the treaty conclude that Germany is completely to blame for the war?
5. How can we ensure a war such as this never takes place again?

As with every journal entry, please ensure it is written in first person and appropriately dated.

The following resources are good starting points to help you research the detail you need to write your journal entry:

1. The Treaty of Versailles
2. The Treaty of Versailles,
3. Versailles Treaty
4. Treaty of Versailles Explained – End of WWI 1919,

This activity also challenges you to use the internet to conduct your own investigation and research.

Optional Extension: You may look to extend your research and include the perspectives of the other leaders and/or the anticipated German response to the treaty in your journal.

Group Activity

Once your journal entries are complete, split into groups of three with each group having one of each of the 'Big Three'. Discuss the similarities in historical perspectives and differences from your own analysis.

References

Boundless World History (n.d.) The Treaty of Versailles, History of Western Civilization (OER Services), accessed 25 July 2022.

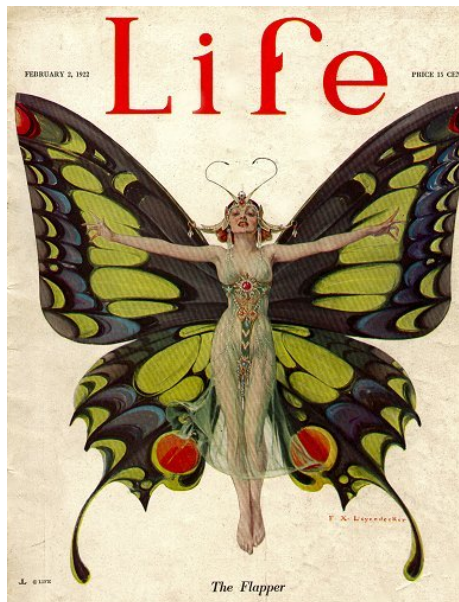
Llewellyn, J & Thompson, S. (2017) The Treaty of Versailles, Alpha History, accessed 25 July 2022.

History Simplified (2021) Treaty of Versailles Explained – End of WWI 1919, You Tube, accessed 25 July 2022.

Spartacus Educational (2020) Versailles Treaty, Spartacus Educational, accessed 25 July 2022.

10. Analysing and evaluating sources from the roaring 20s

Monica Sheehan



Life Flapper 1922, Cover by F. A. Leyendecker, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| | Use sources as evidence |
| Historical thinking concept/s | Explore historical perspectives Construct historical arguments |
| Historical context | Between the world wars Analyse and evaluate different sources using the <i>What? Who? When? Where? And Why?</i> method described in the VCE History Study Design |
| Learning intentions | Understand how evaluated sources can be used as evidence for historical arguments. Construct an argument relating to continuity and change within the 1920s. |

Activity

From the four sources below that were created in the 1920s, your task is to analyse and evaluate TWO of these sources relating to women's lives in the 1920s. Then you will construct a historical argument containing your sources.

- The Flapper, cover of *Life Magazine* by Frank Xavier Leyendecker in 1922
- Otto Dix's painting *Metropolis* painted in 1927
- Image of Peggy Petite a cabaret performer in 1927
- Image of La Folie du jour in 1927

Answer the following questions in relation to each source (Remember you only need to analyse two sources):

| | |
|---|---|
| Is this a primary or secondary source? Why? | What is the source? |
| Who made the source? | Who does the source portray? |
| When was the source made? | The historical context (time, place and location) |
| Where is the source portrayed? | Why was the source created? (VCAA 2020:6) |
| Is this source reliable? | |

Once you have analysed and evaluated your two chosen sources you need to compare the two sources and think about these questions:

- How do these sources differ?
- Why do they have different historical perspectives?
- Do they have many similarities?
- How did the life and experiences of the main subjects of the sources change in the 1920s compared to each other? For example, Women? Men? Race?

These questions allow you to explore historical perspectives; remember to keep in mind the actions, beliefs, values and attitudes of people in the past as this is a major aspect of historical perspectives (VCAA 2020:6).

Using these questions and your sources, write two paragraphs to construct a historical argument addressing one of the following prompts in relation to your sources:

1. To what extent did life for women change during the 1920s?
2. World War I had a significant impact on all aspects of life for women. To what extent do you agree?

References

- VCAA (Victorian Curriculum and Assessment Authority) (2020) VCE History Study Design, VCAA, Victorian Government, accessed 17 July 2022
- Wiki Art (2020) Metropolis, WikiArt, accessed 20 July 2022.
- Wikimedia Commons (2021) The Flapper, Media Wiki, accessed 20 July 2022.
- Wikimedia Commons (2020) Cabaret artist Peggy Petite, Media Wiki, accessed 20 July 2022
- Wikimedia Commons (2022) La Folie du jour, Media Wiki, accessed 20 July 2022

11. Source analysis activity: Women in the 1920s USA

Jessie Smith



Beauty Show 1922, National Photo Company, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Ask and use historical questions Explore historical perspectives |
| Historical context | Women in the 1920s in the United States Identify key events and themes relevant to women and their lives in the U.S.A in the 1920s. |
| Learning intentions | Analyse the different perspectives and opinions about the social and cultural change experienced by women in the USA in the 1920s. Ask and answer substantive and procedural questions in relation to different sources. |

Activity

You will work in small groups to discover more about the context of women in the United States of America during the 1920s through primary source analysis. Firstly, you will read Source 1 and answer first order questions that will help build your knowledge on the modern woman and various movements/events that occurred in this era that contributed to a change for women in society.

You will then need to evaluate one of the additional three sources and answer both substantive knowledge (facts

about the content being analysed, ‘what we know’ e.g., dates, names, quotes etc.) and procedural knowledge questions (concepts and skills, how do we know what we know? e.g., how, why, impacts of events etc) (Sharp et al. 2021:32). You will then present your findings to the class and the class will ask you additional substantive knowledge and procedural knowledge questions on a shared Google Doc.

You will need to research the answers to these, record in the Google Doc and present back to the class.

Part 1

Use Source 1 to answer the below substantive knowledge questions.

1. What was the ‘modern woman’ referred to as and what were the characteristics of this type of woman?
2. Who is Margaret Sanger and what is her significance to women in the 1920s?
3. What was the Nineteenth Amendment and what is its significance?

Part 2

Pick one of the below sources and answer the following questions – you may conduct additional research if you wish.

A Flapper’s Appeal to Parents

- According to the newspaper entry, what are the characteristics of a flapper? Are there different types?
- How does this article and the way it is written suggest different attitudes towards the modern woman movement in the United States during the 1920s? Use quotes to support your answers.
- How did WWI contribute to this modern movement?

Adoption

- What/who is Lowe referring to when she writes ‘illegitimate children’?
- Read the recommendations stated by Lowe, what does this suggest about the way women were viewed in society at the time?
- How do you think the Modern Woman movement would have responded to such recommendations?

Feminism – New Style

- What is Bromley’s opinion of modern young women? Use quotes to support your answer.
- How does Bromley describe the ‘Feminism – New Style’ movement and how does this differ from the modern

woman she is describing?

- Why do you think Bromley has these opinions?

Part 3

Each group will present their findings/answers from their source analysis. Using the Google Doc, formulate first and second order questions for the other groups in the class. Each group will research the answers to the questions asked of them and formulate responses in the Google Doc.

References

Bromley DD (October 1927) 'Feminist – New Style', *Harper's*, The Ohio State University, accessed 26 July 2022.

Lowe C (October 1927) 'Intelligence and Social Background of the Unmarried Mother', *Mental Hygiene*, accessed 26 July 2022.

Open Stax College (n.d) The Jazz Age: Redefining the Nation, 1919-1929, Press Books, accessed 26 July 2022.

Page EW (6 December 1922) 'A Flapper's Appeal to Parents', *The Outlook*, Old Magazine Articles, accessed 26 July 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) VCE History Study Design, VCAA, Victorian Government, accessed 19 July 2022.

12. Flappers on Fakebook

Jessie Smith

fakebook

Fakebook by Sean MacEntee 2010. (CC BY 2.0)

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Historical perspectives |
| Historical context | Women in the 1920s in the United States Use prior knowledge to articulate the perspective of a person in the 1920s in the USA. |
| Learning intentions | Demonstrate how the perspective, activities, values etc of American society may have changed over the 1920s. |

Activity

In this activity you are going to apply historical perspectives to a contemporary communication tool. Your task is firstly to create a Fakebook (Class Tools n.d.) profile from the perspective of a person in the 1920s and create posts to be displayed on their timeline. Secondly, you will also need to create comments on your posts from different characters and include different perspectives. You may conduct additional research to assist you and revisit the themes observed over the unit and from the previous activity.

Examples of 'characters' you could create:

- Flapper woman
- Conservative person
- Parent of a flapper
- Partner of flapper

Requirements:

- The posts need to span over a minimum of a year, with a minimum of five posts.
- The posts can be text and can include copyright compliant pictures.
- Your posts need to address the changes experienced in the U.S.A at the time and the relevance of these changes to the individual making the posts.
- You will also need to demonstrate different perspectives by posting comments on your character's posts..

Prompts to Assist You:

- Consider what year you will begin posting in – what was happening for women in society at that time and in society in general?
- What changes happened over this time period?
- How would these changes be reflected and experienced in different people's lives?
- How do you think your characters would be reacting or behaving in response to societal changes or movements?
- When considering one person's perspective, also consider the opposite perspective? How can you demonstrate these differences in your posts?
- Use images to tell the story.

References

Class Tools (n.d.) Fakebook, Class Tools, accessed 25 July 2022

VCAA (Victorian Curriculum and Assessment Authority) (2020) VCE History Study Design, VCAA, Victorian Government, accessed 15 July 2022.

13. Social change and women in the USA: Exploring historical perspectives

Sarah Jaeschke



Promotional photo for motion picture Dancing Mother's(1926) Clara Bow as Catherine "Kittens" Westcourt, Famous Players-Lasky, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives |
| Historical context | The end of World War One and the Roaring Twenties, focus on Western Society (USA and Australia). Actively draw on historical primary sources in a critical way. |
| Learning intentions | Develop a level of understanding of the sources and how they relate to the changes in society for women in the context of 1920s America. Compare and contrast two sources and gain an understanding of the changes in society. |

Remembering the skills used and applied in understanding source analysis, students are to undertake a comparative analysis utilising the website Clash of Cultures. This site will help students understand and make comparisons and connections about the changing roles of women in the 1920s American context. Students can observe image and document analysis, keeping in mind the following when gaining an understanding;

- What is being presented in the document/image?
- Whose perspective is represented?
- Is there a message/motive/argument being presented?

Step 1: From the Clash of Cultures database, select two images or documents (or one of each). Try and aim for two opposing sources!

Step 2: Identify the title, date, and category of these sources in the table below.

Step 3: Fill in the table provided, this will help you in drawing similarities and comparisons from the two sources. The table will help you draw deeper connections between the experiences of women in the 1920s and the changes in society.

| | Source 1 | Source 2 |
|--|----------|----------|
| <i>Title & Date</i> | | |
| <i>Category (as stated on website)</i> | | |
| Image of the source | | |
| <i>Provide a description of the source</i> | | |
| <i>What is the message of the source? What is the source saying?</i> | | |
| <i>Whose perspective is represented?</i> | | |
| <i>What can be understood about the context? What are the suggestions?</i> | | |

Step 4: Based on your findings, what do Source 1 and Source 2 depict about the lives of women in 1920s American society? In your response, compare the two sources while thinking about the shifts and changes in society.

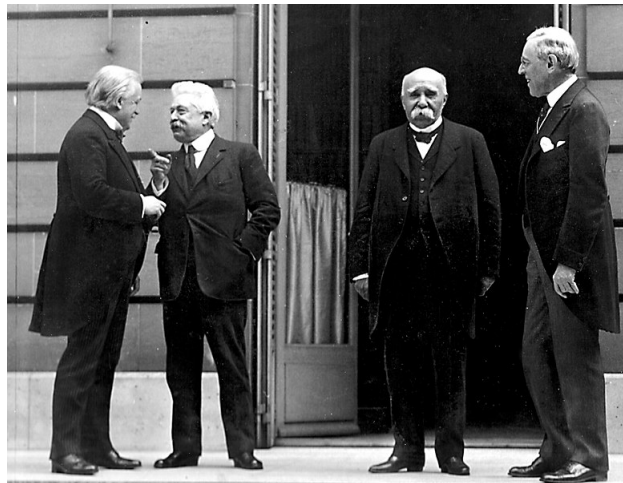
References

e History (n.d.) Clash of Cultures in the 1910s and 1920s Ohio State University, accessed 25 July 2022

VCAA (Victorian Curriculum and Assessment Authority) (2020) VCE History Study Design, VCAA, Victorian Government, accessed 15 July 2022.

14. League of Nations: Gathering information and analysing a source

Abby Kampl



Big Four Paris, Edward N. Jackson (US Army Signal Corps), Wikimedia Commons, Public Domain

| | |
|--------------------------------------|--|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Analyse sources as evidence |
| Historical context | After the ending of the first World War > League of Nations |
| Learning intentions | Analyse the source by using the focus questions provided. Explore the concept and context of the League of Nations. |

Activity

Information Gathering Activity

This activity is setting you up to create a poster based on the League of Nations. You will use the information collected here to create your poster. Within this activity there are questions that will guide you. There is also a source analysis to help further your analysis of the League of Nations. Sources have been provided for you to use during your activity, but you are free to expand your research and find information on your own.

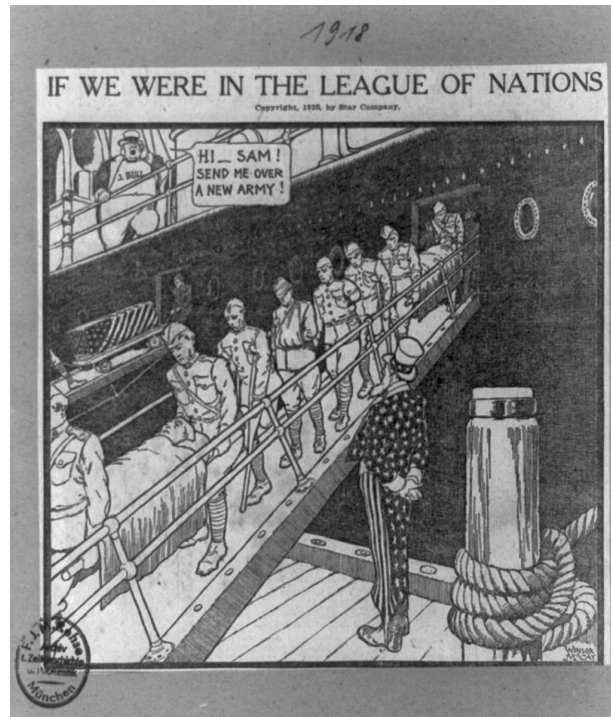
Links to website for you to use:

- Britannica
- National Library of Australia
- Office of the Historian
- Alpha History
- Alpha History
- Parliament of Australia
- ABC News

Guiding Questions

1. Identify the countries who were involved within the League of Nations. Identify the major countries, as well as influential individuals that were a part of the League of Nations.
2. Describe the League of Nations.
3. Explain the influence the League of Nations had on post-war life.
4. How did the League of Nations affect the countries who were involved within it?
5. Describe the effectiveness of the League of Nations.
6. What did the League of Nations do that was significant?
7. What topics did the League of Nations discuss and have a say in?
8. How was Australia involved within the League of Nations and how was Australia impacted?

Source Analysis



If we were the League of Nations, author unknown, Library of Congress, Wikimedia Commons, Public Domain

1. Who are these figures and what country do they represent?
2. How does the League of Nations seem to be affecting the countries represented?
3. What does the positioning of these two figures suggest about who is in power?
4. What event is the source portraying?
5. This source is dated 1920, what was happening within the League of Nations at this time?
6. What was happening within the post-war period when this cartoon was created?

References

ABC News (24 November 2018) *How the League of Nations inspired Australia to raise its voice on foreign policy*, ABC News, accessed 2 July 2022.

Alpha History (n.d.) *Henry Cabot Lodge opposes the League of Nations (1919)*, AH, accessed 27 July 2022.

Alpha History (n.d.) *Woodrow Wilson Supports the League of Nations (1919)*, AH, accessed 27 July 2022.

Britannica (3 March 2020) *League of Nations*, Britannica, accessed 27 July 2022.

Library of Congress (n.d.) *If we were in the League of Nations*, LOC, accessed 22 July 2022.

National Library of Australia (n.d.) *League of Nations Documents*, NLA, accessed 27 July 2022.

Office of the Historian (n.d.) *League of Nations, 1920*, OH, accessed 27 July 2022.

Parliament of Australia (21 December 2018) *Australia in the League of Nations: A centenary view*, Parliament of Australia, accessed 27 July 2022.

PBS (n.d.) *The League of Nations*, PBS, accessed 4 August 2022.

Victorian Curriculum and Assessment Authority [VCAA] (2020) *Victorian Certificate of Education History Study Design*, VCAA, accessed 22 July 2022.

15. League of Nations: Informational slides

Abby Kampl



Australian Prime Minister, Stanley Bruce, at the League of Nations, Commonwealth of Australia, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Establish historical significance |
| Historical context | After the ending of the First World War > League of Nations Choose a question and map out your poster. |
| Learning intentions | Use your existing information to start creating your poster. Do some further research in order to fill in your poster. |

Activity

For this activity, you will use the information you have gathered from the last activity (see previous) to create informational slides based on one of the following questions. If you require more information, you can do some further research. The slides will be created on Google Slides; head to the slide that has your name. This way everyone can see each other's slides in the end.

- What is the significance of the League of Nations?
- What were the consequences of the League of Nations?
- Using the source provided in the previous activity, use this as a starting point and explore the ideas it proposes about the League of Nations.
- Different countries had different views on the League of Nations. Explore the different views.
- Evaluate the effectiveness of the League of Nations.
- Choose a country that was a part of the League of Nations. What was their involvement and how did the League of Nations affect their country?
- Look at the first five years after the league of nations was formed and explore how political and economic conditions changed.
- Explore how Australia was involved within the League of Nations and the impact it had on Australian Citizens.

References

ABC News (24 November 2018) *How the League of Nations inspired Australia to raise its voice on foreign policy*, ABC News, accessed 2 July 2022.

Victorian Curriculum and Assessment Authority [VCAA] (2020) *Victorian Certificate of Education History Study Design*, VCAA, accessed 22 July 2022.

16. Analysing the successes and failures of the League of Nations using political cartoons

Chloe Goodie



‘Here is your Olive Branch. Now get Busy’, (Punch Magazine 1919, author unknown, Wikimedia Commons, Public Domain)

| | |
|--------------------------------------|--|
| Curriculum context | Unit 1: Change and Conflict, Modern History (VCAA, 2020) |
| Historical thinking concept/s | Use sources as evidence Explore historical perspectives |
| Historical context | The consequences of World War One – successes and failures of the League of Nations. Answer historical questions in relation to sources. |
| Learning intentions | Analyse chosen political cartoon using the question sheet. Describe and evaluate why and/or how the League of Nations successes and failures contributed to the ‘causes of World War Two’ and was a ‘consequence of World War One’ (VCAA 2022b:19). |

Activity

In the discipline of history, historians evaluate drawings, images and political cartoons created in the past. Historical source evaluation involves ‘student[s] [undertaking] a process of source identification, attribution, contextualisation and close analysis’ (VCAA n.d.:Evaluation of historical sources). Analysing primary sources, provides historians a gateway into understanding the attitudes, perceptions, and values of the past (History Skills n.d.: para.1).

In this activity, in groups of three to four you will analyse one political cartoon to explore and evaluate the successes and failures of the League of Nations and how this event contributed to the development of World War Two.

1. I do: Your teacher will select a source to analyse with the students, modelling the key skills of analysing the image using the analysis questions.

Source Analysis Questions

| | |
|--|---|
| Origin | <ul style="list-style-type: none"> When was the source created? Who created the source? Where was the source created? |
| Content | <ul style="list-style-type: none"> Name and describe the three features in the source. What is happening in the source? Who is depicted? |
| Context | <ul style="list-style-type: none"> What was happening during the time this source was created? |
| Motive (Llewellyn, Doone and Thompson 2017:para.5-7) | <ul style="list-style-type: none"> Why was the source created? What does this source say about the League of Nations actions and/or creation? |

2. We do: The whole class analyses a source together.

- Write down first initial thoughts about the image, stating what you first notice about the image.
- Using the question sheet, work through the questions together.
- Share points of view on the image and the the teacher will share own analysis and support this with evidence. (FHAO n.d.:Procedure).

3. You do: In groups of 3-4 choose an image from the recommended images below. Using the guide questions, analyse and evaluate the source’s context, content, origin, and motive regarding its depiction of the League of Nations successes and failures in contributing to the cause of World War Two (FHAO n.d.Procedure).

4. Share: Groups will then share with the class their findings about their chosen source, highlighting how the image depicts the League of Nations successes and failures and showcases the attitudes of those from the period.

Example political cartoons

1: ‘The Gap in the Bridge’

2: ‘Here is your Olive Branch. Now get Busy’

3: ‘USA resists League of Nations 1919’

References

Facing History and Ourselves (FHO)(n.d.) *Analyzing Images*, FHO, accessed 27 July 2022.

History Skills (n.d.) *Primary and Secondary Sources Explained*, History Skills, accessed 27 July 2022.

Llewellyn J, Doone B and Thompson S (2017) *Analysing Images*, Alpha History, accessed 20 July 2022.

Victorian Curriculum and Assessment Authority (VCAA)(n.d.)(a) *Advice for Teachers – History: Sample Approaches to developing an assessment task*, VCAA, State Government of Victoria, accessed 20 July 2022.

—(2022)(b) *Victorian Certificate of Education: History Study Design – Accelerated Period 2022-2026*, VCAA, State Government of Victoria, accessed 20 July 2022.

Wikimedia Commons (2010)(a) *File: Punch dove and branch.png*, Wikimedia Commons, accessed 27 2022.

— (2013)(b) *The Gap in the Bridge*, Wikimedia Commons, accessed 27 July 2022.

—(2022) *File:USA resists League of Nations 1919.jpg*, Wikimedia Commons, accessed 27 2022.

17. Researching and evaluating the credibility of digital secondary resources (websites)

Chloe Goodie

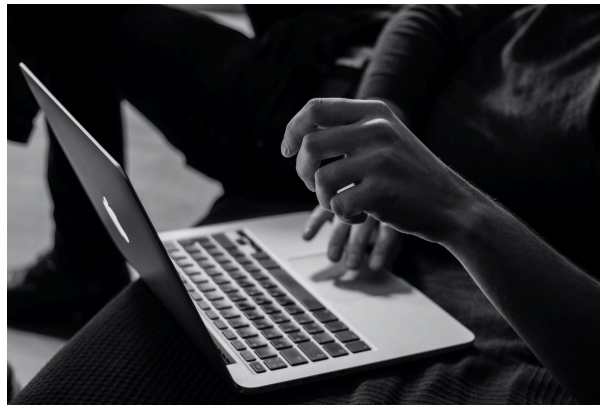


Photo by Sergey Zolkin Unsplash

| | |
|--------------------------------------|---|
| Curriculum context | Unit 1: Change and Conflict, Modern History (VCAA, 2020) |
| Historical thinking concept/s | Using sources as evidence Ask historical questions |
| Historical context | The consequences of World War One – successes and failures of the League of Nations Search for five digital resources. |
| Learning intentions | Use the acronym ‘RIGHT’ to judge whether the digital secondary source is relevant and credible (UWA 2022b). Analyse the source’s information and check whether it is considered credible and relevant. Order chosen sources from most credible to least credible. |

Activity

Doing history, you encounter multiple types of sources both digital and print and primary and secondary. However, not all sources are credible and accurate. Historians must ensure they are using sources that are both relevant and accurate to help evaluate and analyse events, peoples, groups, and attitudes of the past.

Using credible online resources helps further support historical claims and helps academics avoid ‘reaching the wrong conclusions’ due to misinformed and inaccurate resources (UWA 2022b). As students of history it is important we use the ‘RIGHT’ sources and not ‘CRAAP ones’ (UWA 2022b).

In this activity you will search the internet and find five digital secondary sources (websites) about the League of Nations. After finding five sources, you will use acronym ‘RIGHT’ and questions provided to question the reliability and validity of the source (UWA 2022b).

RIGHT?

The University of Western Australia outlines (2022b), using the acronym 'RIGHT' helps students identify whether a source is reliable and worth using for research purposes.

R – 'Relevant to your topic' (UWA 2022b).

I – 'Irreproachable* in a way that they are accurate and not flawed' (UWA 2022b).

G – 'Good quality resources that are authoritative and/or peer reviewed' (UWA 2022b)

H – 'Help to support the purpose of your research' (UWA2022b).

T – 'Timely relevance to your research' (UWA 2022b).

* this means faultless

Evaluation Questions

- Who created the website? Are they an expert in the field? Are there any Bias?
- Is the source relevant to the topic of interest?
- Is the source published by a government agency, museum, library, universities, or archival institution?
- Can the website be edited by outside users?

1. Find five secondary sources (at random) online concerning the successes and failures of the League of Nations.
2. Using the acronym 'RIGHT' and questions above, analyse the credibility and relevance of information in the five chosen sources.
3. After evaluating the five sources against the 'RIGHT' criteria acronym, rank the sources from most credible to least credible.
4. Combine sources with a partner and rank them again.

References

History Skills (n.d.) *Primary and Secondary Sources Explained*, History Skills, accessed 27 July 2022.

University of Western Australia (UWA) (2022)(a) *Sources for Historical Research: Secondary*, UWA, accessed 27 July 2022.

—(2022)(b) *Evaluating information and Fake News: Welcome*, UWA, accessed 27 July 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) *VCE History Study Design*, VCAA, accessed 27 July 2022.

18. The rise of Nazism: Constructing an historical argument with evidence

Joel Lindeman-Collins



Adolf Hitler at Prague Castle, author unknown, Wikimedia Commons, German Federal Archives CC BY-SA3.0 DE

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) Construct historical arguments |
| Historical thinking concept/s | Use sources as evidence Identify continuity and change Analyse cause and consequence |
| Historical context | The Rise of Nazism in Germany (1930s) Understand the political, economic and social changes throughout Nazi Germany (1930s). |
| Learning intentions | Understand how to analyse and use evidence in essay-style writing. Understand how to structure an history essay. |

Activity

Part 1

Complete the different steps of essay writing using the essay structure provided. Make sure to include the evidence sourced in other learning where necessary.

Task: Using the essay prompt below, complete the questions.

To what extent was Hitler's rise to power supported by the political, social and economic changes that occurred within Nazi Germany?

1. **Write a contention responding to the essay prompt.** (Tip: Your contention will be your overarching argument and response to the prompt and should underpin your entire essay.)
2. **Think of three key ideas that support your contention and write them below.** (Tip: Your key ideas will each be explored in the body paragraphs of your essay. For this piece you could dedicate one idea to each aspect of Nazi Germany society (political, social & economic)).
3. **Using your evidence, select one piece of evidence that supports each key idea chosen** (Tip: You do not have to copy the entire piece of information. Only write down the key words that you may be able to use in your essay)
4. **Write a body paragraph focusing on one of your key ideas.** (Tip: Follow the TEEL structure provided to ensure your paragraph flows correctly. Your writing should be in full sentences.)

T: Topic Sentence (restate your key idea)

E: Evidence (provide a piece of evidence that supports this key idea)

E: Explanation (explain the evidence and how it supports your key idea)

L: Link to Contention (explain how this idea supports your overall contention – link to next paragraph where possible)

5. Write a conclusion summarising your ideas and contention. (Tip: Do not introduce new ideas. Write three to four sentences explaining how your key ideas help to justify your contention.)

Part 2

Find another student and swap essays. Use the weather gauge model to provide each other with **warm and cool constructive feedback**.

Warm comments can be framed as statements that describe what your partner has done well and cool feedback can be framed as questions to prompt thinking about how the essay can be improved.

E.g. Warm feedback: “You have done a good job identifying a clear contention in your introduction.”

Cool feedback: “I wonder, how could you strengthen the argument in paragraph three by using supporting evidence?”

References

Victorian Curriculum and Assessment Authority (2020) *Victorian Certificate of Education History Study Design*, VCAA, accessed 22 July 2022.

NSW Govt. (2021). Strategies for student peer assessment. NSW Government – Education, accessed 7 October 2022.

19. Fascism: Annotated timeline activity (part 1)

Kristiana Markovski



NSDAP Burg Propaganda Nazi Party Nuremberg Rally Postcard by Uncredited Illustrator, Wikimedia Commons (CC BY-SA 4.0)

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequences Establish historical significance |
| Historical context | Fascism: Italy, Germany and Japan Identify and examine the significance of research concerning fascist ideology in Germany, Italy, and Japan. |
| Learning intentions | Create an annotated timeline of propaganda in one of these nation states. Explain the causes and consequences of events, ideas and individuals contributing to fascist ideology in the inter-war period. |

Activity

You will be engaging in a Jigsaw-style task, where each student will be allocated one of three expert groups investigating fascism in either Germany, Italy, or Japan. Groups will be required to investigate and find examples of propaganda that were used during the inter-war period to promote fascist ideology. Groups will create an annotated timeline detailing the causes and consequences of events, individuals, and ideas present in their nation state.

Once the expert groups have completed their timelines, new groups will be formed with a mix of ‘expert’ students representing each nation, who will present their findings to the new group. These groups will discuss their findings and discuss the similarities and differences found in fascist propaganda between the nation states.

Students can use the following sources to help create their annotated timeline and are strongly encouraged to conduct their own investigative research:

Facing History & Ourselves – Germany

Libraries Exhibits – Italy

Chapman University – Digital Commons – Japan

References

Digital Commons (n.d.) *Japanese Propaganda Posters*, Chapman University, accessed 28 July 2022, https://digitalcommons.chapman.edu/japanese_propaganda_posters/

Facing History & Ourselves (n.d.) *Gallery*, Facing History & Ourselves, accessed 28 July 2022, <https://www.facinghistory.org/resource-library/gallery/propaganda-posters>

Libraries Exhibits (n.d.) *Fascist Propaganda*, University of Wisconsin-Madison, accessed 28 July 2022, <https://exhibits.library.wisc.edu/special-collections/italian-life-under-fascism-selections-from-the-fry-collection/fascist-propaganda/>

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 15 July 2022.

20. Create your own propaganda poster (part 2)

Kristiana Markovski



Propaganda poster of Manchukuo. The caption: “With the cooperation of Japan, China, and Manchukuo the world can be in peace.” Manchukuo State Council of Emperor Kang-de Puyi. Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Use sources as evidence Explore historical perspectives |
| Historical context | Fascism: Italy, Germany and Japan. Apply the fascist ideology research to create a propaganda poster for Germany, Italy, or Japan during the interwar period. |
| Learning intentions | Analyse the significance and importance of propaganda during this time. Apply features of propaganda specific to these nation states to the creation of the propaganda poster. |

Activity

Utilise your knowledge of fascist propaganda from the previous activity to create your own propaganda poster. Identify and apply the specific features of propaganda found used by your group's nation state. You could have a go at translating a slogan as well.

This site compares the use of imagery by different nation states: [World War Propaganda Posters](#)

Once complete, come together as a class, present your poster and have a go at analysing each other's posters.

References

Wargaming.net (2022) World War Propaganda Posters, accessed 7 October 2022.

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 15 July 2022.

21. Social media 'influencers' in the lead up to World War II

Mason Camanzi



Iosif Stalin author unknown, Wikimedia Commons CC0 1.0

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Use sources as evidence |
| Historical context | Individuals who influenced political change leading into World War 2: Australia, Germany, Russia/USSR, Britain, and USA |
| Learning intentions | Create an “influencer” profile by engaging with primary and secondary sources of the individual. Analyse sources for their significance. |

Activity

(**Teachers Note:** it may be beneficial to brainstorm names at the beginning of the task so students have a list of individuals they can choose from or, provide a list of individuals that you have studied throughout the area of study.)

You are to create a social media profile and post based on one of the significant individuals studied. Think about how these individuals could use social media to push their views, arguments and influence change.

The profile can look any way you wish and presented any way you wish. Think about what your favourite social media apps look like. You may like to use the provided template to guide your work.

In the social media profile, you will need to include:

1. Two images found using reputable sources (from sources that are reliable). Explain the significance of these

images (what does it tell us?)

- Two quotes from the significant individual that you can use as text posts. These can be written (letters, documents, etc.) or from a speech.

In making your profile, consider:

- Who they were, what did they do, when were they their most influential, where are they from?
- Why are the sources you selected significant?
- Counsell's 5 Rs of historical significance (Counsell 2004:32):
 - Remarkable
 - Remembered
 - Resulted in Change
 - Resonant (Ripples)
 - Revealing
- How do these sources show evidence of political change?

'INFLUENCER' Template

| 'INFLUENCER' Template | |
|------------------------------|---------------------------------|
| [Profile photo] | [insert individual's name here] |
| | [Who, What, When, Where] |
| | |
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| | |

References

Counsell C (2004) 'Looking through a Josephine-Butler-shaped window: focusing pupils' thinking on historical significance', *Teaching History*, 114: 30-33.

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 18 July 2022.

22. Source analysis group task: Pre-World War II Europe and the USA

Mason Camanzi



Depression: Breadlines, long line of people waiting to be fed: New York City, author unknown, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|--|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Use sources as evidence Construct historical arguments |
| Historical context | Pre-WWII Europe and USA, including ideologies, individuals, and causes of WWII Collaborate with peers to brainstorm ideas for exam style questions. |
| Learning intentions | Answer exam style questions. Peer-assess to allow for the sharing of ideas and feedback on how to improve moving forward. |

Activity

In answering the questions, think of different aspects of the Area of Study, including:

- Consequences of WWI
- Significant ideologies that strengthened, challenged or weakened empires and/or nation states, such as:
 - Self-determination
 - Nationalism
 - Militarism
 - Nazism
 - Isolationism
- Significant individuals who contributed to change
- Significant causes of WWII

Source 1: Long queue for food at a grocery store, Berlin, 1923, adapted from the German Government



Bundesarchiv, Schlange vor Lebensmittelgeschäft (Queue in front of grocery store), author unknown, Wikimedia Commons, CC BY-SA 3.0 DE

1. Using Source 1 and your own knowledge, explain three significant causes of World War II in 1939. (5 marks)

2. Using Source 1 and your own knowledge, demonstrate how the consequences of the Treaty of Versailles led to World War II. (5 marks)
3. Discuss the historical significance of Source 1, and analyse how it depicts political and economic change pre-1939. (10 marks)

Source 2: Cartoon depicting Uncle Sam, who “Should have stayed home” from World War 1, 1919



Uncle Sam should have stayed home, *Dart, H G, June 26 1919*, Wikimedia Commons, Public Domain

1. Identify and describe the ideology depicted in Source 2 and analyse its impact moving into World War II. (5 marks)
2. Using your own knowledge and Source 2, evaluate how ideologies challenged, strengthened and/or weakened political systems. (5 marks)
3. Compare and contrast the USA New Deal and the Third Reich of Germany. In doing so, consider what the new political structures were aiming to achieve. Use Source 2 and your own knowledge (10 marks)

Source 3: British Prime Minister Neville Chamberlain’s “Peace in Our Time” Speech, 1938.

“We, the German Führer and Chancellor, and the British Prime Minister, have had a further meeting today and are agreed in recognizing that the question of Anglo-German relations is of the first importance for two countries and for Europe. “We regard the agreement signed last night and the Anglo-German Naval Agreement as symbolic of the desire of our two peoples never to go to war with one another again... My good friends this is the second time in our history that there has come back from Germany to Downing Street peace with honour. I believe it is peace in our time”

Source: Modern History Sourcebook: Neville Chamberlain: “Peace in our time”, 1938

1. Using Source 3 and your own knowledge, explain the impact of the Munich Agreement and how it was a help or hinderance to “peace in our time”. (5 marks)
2. There were many significant individuals who contributed to political change. Compare and contrast Neville Chamberlain and one other individual in how they made contributed to change, using Source 3 and your own knowledge (5 marks)
3. Many peace treaties were signed post-World War I and pre-World War II. Using your own knowledge and Source 3, analyse the effectiveness of these treaties in maintain peace in Europe, including the Treaty of Versailles. (10 marks).

References

Chamberlain N (1938) ‘Peace in our time’, Modern History Sourcebook, accessed 2 August 2022

VCAA 2022 ‘Advice for Teachers- History’, Department of Education and Training, accessed 2 August 2022

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 1 August 2022.

23. Understanding ideology

Mia Treacey



Puyi (last emperor of China) at the Zhang Garden in Tianjin or Japanese Legation Beijing Author unknown, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History, AOS1 (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives |
| Historical context | WWI & WWII: France, Germany, Italy, Japan, Russia/USSR, Ottoman Empire/Turkey, the British Empire/United Kingdom, and the USA |
| | Define and explain ideology |
| | Understand the difference between an ideology and a political system |
| Learning intentions | Identify ideologies relevant to the study of WWI and WWII |
| | Compare the ideological and political systems of key nations involved in WWI and WWII |

Activity

Essential question: What is an ideology, and what role did ideologies play in WWI and WWII?

PART 1: IDEOLOGIES

1. Provide a definition of each term listed in the table below.
2. Evaluate and indicate which terms are an example of an ideology.

| Term | Step 1: Definition | Step 2: Is it an ideology? |
|-----------------------|--------------------|----------------------------|
| 1. Ideology | | N/A |
| 2. Political Systems | | N/A |
| 3. Authoritarianism | | |
| 4. Capitalism | | |
| 5. Civil Rights | | |
| 6. Colonialism | | |
| 7. Communism | | |
| 8. Consumerism | | |
| 9. Decolonisation | | |
| 10. Democracy | | |
| 11. Dictatorship | | |
| 12. Fascism | | |
| 13. Imperialism | | |
| 14. Industrialisation | | |
| 15. Isolationism | | |
| 16. Liberalism | | |
| 17. Marxist-Leninism | | |
| 18. Monarchy | | |
| 19. Nation | | |
| 20. Nationalism | | |
| 21. Neoliberalism | | |
| 22. Oligarchy | | |
| 23. Plutocracy | | |
| 24. Socialism | | |
| 25. Stratocracy | | |
| 26. Technocracy | | |
| 27. Theocracy | | |
| 28. Totalitarianism | | |

PART 2: COUNTRIES, POLITICAL SYSTEMS & IDEOLOGIES – WWI vs. WWII

1 WWI: For each nation – at the time of WWI – indicate what its ruling ideology and political system was and what its alliance was during the war.

2 WWII: For each nation – at the time of WWII – indicate what its ruling ideology and political system was and what its alliance was during the war.

Warning: some countries – change sides during a war, and others may not exist during a war!

| | WWI | | | WWII | | |
|-----------------|----------|------------------|--------------------------------------|----------|------------------|----------------------------|
| Country | Ideology | Political system | Alliance (Central Powers vs. Allies) | Ideology | Political system | Alliance (Axis vs. Allies) |
| France | | | | | | |
| Germany | | | | | | |
| Russia/USSR | | | | | | |
| Italy | | | | | | |
| USA | | | | | | |
| Great Britain | | | | | | |
| Japan | | | | | | |
| China | | | | | | |
| Turkey | | | | | | |
| Australia | | | | | | |
| New Zealand | | | | | | |
| Austria-Hungary | | | | | | |

References

Victorian Curriculum and Assessment Authority [VCAA] (2020) *VCE History Study Design*, accessed 15 July 2022

24. Hexagon mind-map: Understanding inclusion and/or exclusion of groups from society

Monica Sheehan



A Jewish boy surrenders in Warsaw, unknown author, Wikimedia Commons,
Public Domain

| | |
|--------------------------------------|--|
| Curriculum context | VCE Unit 1 Modern History |
| Historical thinking concept/s | Establish historical significance Construct historical arguments |
| Historical context | Between the world wars Understand how to break down essay prompts |
| Learning intentions | Be able to identify important events, dates, themes and evidence that are relevant to the prompt. Construct an argument about the significance of particular events |

Activity

This activity will allow you to shape your thoughts and ideas surrounding key methods and consequences of inclusion or exclusion of particular groups in society, particularly surrounding Germany and the Holocaust OR Stalinist Russia.

Step 1: You will receive pages of hexagon shapes. Inside these hexagon shapes, you are to write the key events, key themes, key dates and key evidence (you need to find these in your notes).

Examples of things you might like to put in your hexagons: Nuremberg Laws, Germany, Stalinist Russia, roles of women, inclusion, exclusion, Fascism, anti-Semitism, The Great Purge, communism, famine, The Holocaust, 1935, 1936-1938, Historical and/or Historian quotes.

You should use a highlighter to colour code your hexagons, for example, yellow for key events, blue for key dates, pink for key themes and green for key evidence



Step 2: Then you need to cut out your hexagons. This might take up a bit of time, but this exercise can be used repeatedly for different purposes. **YOU WILL NEED A PLASTIC POCKET TO STORE THE HEXAGONS SO THEY DO NOT GET LOST.**

Move the hexagons around to make a honeycomb pattern by discussing the connections/relationships between them. See how many different honeycomb configurations you can make by identifying different connections.



Step 3: Once you have done this, you can use the hexagons to map out an essay plan for one of the following topics:

- How did Stalin maintain and reinforce his power in the 1930s? Did this have an impact on particular groups? Discuss.
- What impact did the Nuremberg Laws have on antisemitic views in Germany?
- Discuss how women were perceived by the Nazis and incorporated into Nazi society. Did German women respond to Hitler and his program for them positively?
- Antisemitism underpinned many Nazi actions and policies during the 1930s. Explain how the Nazi regime attempted to extract German Jews from positions of influence. Use specific examples.
- Referring to specific examples, explain how propaganda promoted Nazi ideas about society, family and gender and how this impacted specific groups of people in the 1930s.

Start with a major theme or event hexagon and connect to all the hexagons with relevant details. Then discuss why you made those decisions with the people around you.

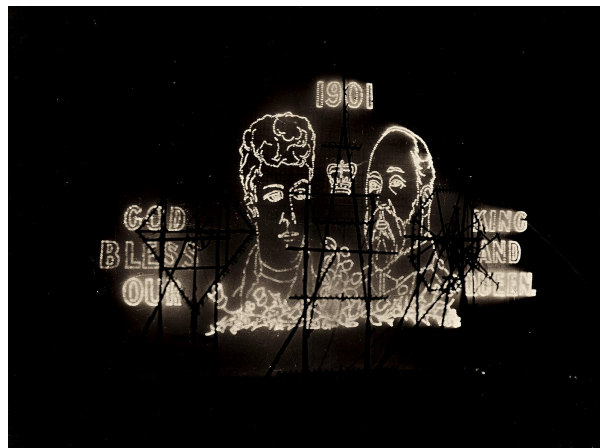
Using this plan, write the essay.

References

VCAA (Victorian Curriculum and Assessment Authority) (2020) VCE History Study Design, VCAA, Victorian Government, accessed 17 July 2022.

25. Ideology timeline

Jemima Stafford



1901 Federation Celebrations in Brisbane – illumination of King Edward VII and Queen Alexandra, Aussie Mobs, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Identify continuity and change |
| Historical context | How significant ideologies change in the Twentieth Century Apply knowledge of ideologies |
| Learning intentions | Work as a team Identify when dominant ideologies changed over time |

Activity

This activity will get you working in groups to map the dominant ideologies of various nation states at various times.

- A variation of countries will be written on the board; running horizontally across the board. These will include all nations mentioned in the curriculum: Britain, Australia, Germany, Italy, Russia, Turkey, Japan, India, America, China. Running vertically to the left of the countries will be years that you must use in order to place the given cards.

Board layout:

| | Britain | Australia | Germany | Italy | Russia | Turkey | Japan | India | America | China |
|---------|---------|-----------|---------|-------|--------|--------|-------|-------|---------|-------|
| 1890-99 | | | | | | | | | | |
| 1900-09 | | | | | | | | | | |
| 1910-19 | | | | | | | | | | |
| 1920-29 | | | | | | | | | | |
| 1930-39 | | | | | | | | | | |
| 1940-49 | | | | | | | | | | |
| 1950-59 | | | | | | | | | | |

- The ideology cards will have different colour coordinated ideologies on them (ranging of shades between red and blue to represent the ideas of right and left-wing ideology). They include:
 - Socialism
 - Communism
 - Republic
 - Democray
 - Capitalism
 - Dynastic
 - Tsarism
 - Totalitarianism
 - Nazism
- The ideology cards must be placed on the board where your group believes each country went from one ideology to the next; for example, Russia moving from Tsarism to Socialism and so on.

Board layout:

| | Britain | Australia | Germany | Italy | Russia | Turkey | Japan | India | America | China |
|---------|---------|-----------|---------|-------|--------|--------|-------|-------|---------|-------|
| 1890-99 | | | | | | | | | | |
| 1900-09 | | | | | | | | | | |
| 1910-19 | | | | | | | | | | |
| 1920-29 | | | | | | | | | | |
| 1930-39 | | | | | | | | | | |
| 1940-49 | | | | | | | | | | |
| 1950-59 | | | | | | | | | | |

Here are some examples of what it might look like at some stage during the activity.

| | Britain | Australia | Germany | Italy | Russia | Turkey | Japan | India | America | China |
|---------|-----------|-----------|-----------------|---------|-----------------|--------|-----------|-------|-----------|----------|
| 1890-99 | Democracy | | | | Tsarism | | | | Democracy | Dynastic |
| 1900-09 | | | | | | | | | | |
| 1910-19 | | | | Fascism | Socialism | | | | | Republic |
| 1920-29 | | | | | Totalitarianism | | | | | |
| 1930-39 | | | Totalitarianism | | | | | | | |
| 1940-49 | | | | | | | | | | |
| 1950-59 | | | | | | | Democracy | | | |

References

SparkNotes (2022) 'Political Ideologies and Styles', accessed 2 August 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) VCE History Study Design, VCAA, Victorian Government, accessed 2 August 2022.

26. Germany and Italy cropped

Jemima Stafford



Ballilla-Italian Fascist Children's Organisation, Author unknown, Wikimedia Commons, CC0 1.0

| | |
|--------------------------------------|--|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Evaluation of historical sources |
| Historical context | Germany and Italy: unification, fascism and Nazism |
| Learning intentions | Analyse the visual components of an image with peers, using the crop technique |

Materials Provided:

Four enlarged primary source images split in two or four parts (depending on the image layout).

Directions:

- You will be allocated a group and given one section of a propaganda image (the whole images may be presented on the board for them to provide adequate context as well as the relevant information applicable to it OR your group can have a doing its section without seeing the other section).
- One student should be allocated as a scribe and another as a spokesperson for later in the activity.
- Students should consider imagery, connotations, language, other text, colour, symbolism, context of time,

place and creator and how this all comes together within the source.

- Students that were allocated as spokesperson will present the different findings and these will be brought together with the other sections of the same source to provide a holistic analysis of the source.
- Group discussion prompt: What persuasive elements have been used within this piece of propaganda? What would make it successful? What was its intended message and purpose?

Source 1: ‘Behind the enemy lines: the Jew’, circa 1942 courtesy of Helmut Eschwege United States Holocaust Memorial Museum, Public Domain

Images provided to groups 1 and 2:



Source 2: “Remember the Maine! And Don’t Forget the Starving Cubans!”, American cartoon published in 1898 by Victor Gillam, Wikimedia Commons, Public Domain

Images provided to groups 3 and 4:



Source 3: L'Entente Cordiale: Alliance signed between United Kingdom and France, Library of Congress, Public Domain. Images provided for groups 5 and 6:



Source 4: , "The Attack", propaganda against the Russification of Finland, 1899, by Edvard Isto, Wikimedia Commons, Public Domain.

Images provided for groups 7 and 8:



References

Facing History & Ourselves (2022), 'Crop It', accessed 28 July 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) VCE History Study Design, VCAA, Victorian Government, accessed 28 July 2022.

27. Fishbone diagram: Causes of WWII

Steph Cahill



Photo of Adolf Hitler, Gregor Strasser, Rudolf Hess, Heinrich Himmler and at the Right the SA at the Nazi Party Rally Bundesarchiv, Bild 146-1969-054-53A, unknown author, Wikimedia Commons & German Federal Archive
CC BY-SA 3.0 DE

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence |
| Historical context | Emergence of Nazism and causes of WW2 Understand cause and effect |
| Learning intentions | Identify key political and economic changes Identify the main causes of World War 2. |

Activity

This activity explores the factors that contributed to World War 2. Focusing on what we have discovered about the emergence of Nazism and how it swept over Germany, you will build a fishbone diagram which is also sometimes called a root cause diagram, in which you will be adding specific events accompanied by sources you believe to be directly linked to a key event or ideology that contributed toward World War 2.

In this activity you will be gathering your own research on the political and economic climate that contributed to major changes in relationships between nations and ideologies spread through states. This should be presented in the form of a journal of historical questioning that can be referred back to when needed.

To help us better understand cause and effect, utilise the following Historical Thinking website.

Whilst researching your cause-and-effect fishbone diagram, answer the following questions:

1. What is the historical significance of this event/ideology?
2. Who was involved?
3. What do we know about this?
4. What evidence do you have to support its significance?
5. Does the chronology of the event/ideology have significance?
6. What historical sources relate to this event/ideology?

References

The Historical Thinking Project (n.d.) *Cause and Consequence*, accessed on 3rd August 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) VCE History Study Design, VCAA, Victorian Government, accessed 2 August 2022.

28. Causes and consequences of exclusion in the USA

Phoebe Thomas



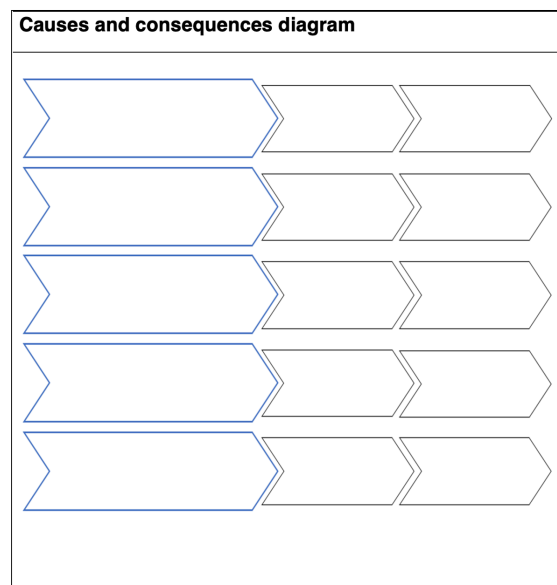
African American primary school classroom 1930s, author unknown, Wikimedia Commons and Flickr Commons

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Cause and consequence |
| Historical context | Social life and cultural expression in the late nineteenth century and the first half of the twentieth century > Causes and consequences of exclusion in the USA. |
| Learning intentions | Collaboratively identify the causes and consequences of exclusion in the USA. Collaboratively analyse the causes of the causes and the consequences of the consequences. |

Activity

Part A

In small groups of three or four, research the causes and the consequences of exclusion of African Americans in the USA during the first half of the Twentieth Century. Use your findings to create a consequences wheel or use the cause and consequences diagram template below to that maps the cause and consequences of key events, ideas and policies. For example, you could start with a key cause in the middle of your wheel, such as Jim Crow laws.



Part B

Pair up with someone in another group and use your both your wheels or diagrams to create a larger, more complex wheel or diagram.

References

QCAA (2018) Consequences Wheel, Queensland Government, accessed 16 July 2022

VCAA (2020) *VCE History Study Design*, Victorian Curriculum and Assessment Authority, accessed 16 July 2022

29. The Great Purge: Source analysis

Samantha Babic



Pianist Khadija Gayibova, executed in 1938. Author unknown, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|---|
| Curriculum context | VCE Unit 1 Modern History |
| | Use sources as evidence |
| Historical thinking concept/s | Explore historical perspectives |
| | Use historical interpretations |
| Historical context | The Great Purge in Stalinist Russia |
| Learning intentions | Identify different elements of both written and visual sources to analyse and determine if they could be useful as historical evidence. |

Activity

Instructions

- Explore the different types of sources and their importance or how they can be used and analysed.
- Look at each source and annotate them with anything that stands out to you or that you notice as important or interesting
- Answer the below questions
- After answering the questions complete the similarities and differences table using the colour coding to determine which sources are being referred to.

Source 1: Leon Trotsky, The Trial of Seventeen (22nd January 1937), Spartacus Educational

“How could these old Bolsheviks who went through the jails and exiles of Czarism, who were the heroes of the civil war, the leaders of industry, the builders of the party, diplomats, turn out at the moment of “the complete victory of socialism” to be saboteurs, allies of fascism, organizer of espionage, agents of capitalist restoration? Who can believe such accusations? How can anyone be made to believe them. And why is Stalin compelled to tie up the fate of his personal rule with these monstrous, impossible, nightmarish juridical trials?

First and foremost, I must reaffirm the conclusion I had previously drawn that the ruling tops feel themselves more and more shaky. The degree of repression is always in proportion to the magnitude of the danger. The omnipotence of the soviet bureaucracy, its privileges, its lavish mode of life, are not cloaked by any tradition, any ideology, any legal norms.

The ruling caste is unable, however, to punish the opposition for its real thoughts and actions. The unrelenting repressions are precisely for the purpose of preventing the masses from the real program of Trotskyism, which demands first of all more equality and more freedom for the masses.”

– Leon Trotsky, The Trial of Seventeen (22nd January 1937)

Source 2: Lenin's General Staff of 1917: Stalin the executioner alone remains from Socialist Appeal October 1941

Source 3: The Great Terror by Lewis Siegelbaum, *Seventeen Moments in Soviet History* ** historical interpretation/secondary source**

"What had begun as bloody retribution against the defeated political opposition developed as a self-induced pathology within the body politic. Its psychic consequences among the survivors were long-lasting and incalculable." – Lewis Siegelbaum

Source 4: Choose a primary source from The Great Terror Images.

Guiding questions

Identify the type, origin and content of the sources

- Who made it? (who is the author? What is their link to the topic? What is their perspective?)
- What type of source is it? (visual or written)
- When and where? (When was it made? Where did it come from? Outside or inside perspective?)

Describe the context of the sources and explain the purpose, using additional and supporting historical knowledge

- What is its historical context? (What else do you know about what was happening at the time it was made?)
- What was the purpose of this source?

Evaluate the usefulness of the source in understanding continuity and change or causes and/or consequences and/or significance.

- Is this source useful as historical evidence, why or why not?

(VCAA n.d.: 'Evaluation of historical sources')

References

Spartacus Educational (2021) The Great Purge, accessed 29 July 2022.

VCAA (2020) *VCE History Study Design*, Victorian Curriculum and Assessment Authority, accessed 29 July 2022.

Socialist Appeal (1941) Lenin's general staff of 1917: Stalin the executioner alone remains, FLIPHTML5, accessed 29 July 2022.

Seventeen Moments in Soviet History (n.d.) The Great Terror , accessed 29 July 2022.

5.

MODERN HISTORY: COLD WAR ACTIVITIES

1. Competing Ideologies: Communism vs. liberal democracy and capitalism

Victoria Smart



Is this tomorrow? by Catechetical Guild, Wikimedia Commons, Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Continuity and change |
| Historical context | Causes of the Cold War > Ideological Differences Understand and be able to describe communism, liberal democracy and capitalism. |
| Learning intentions | Identify and explain the differences between ideologies and why they might appeal to people. Understand the differing ideological positioning of the West (USA and Western Europe) and the East (USSR and Eastern Europe). |

Activity

In this activity you will work in groups of three and each of you will be given one of these ideologies to research. Your task is to create a poster, either digitally or by hand, which you will present to your group members to teach them about your ideology and how it contributed to causing the Cold War.

a) Research your ideology

Negotiate with your group the ideology you will research and present to one another: communism, capitalism, or liberal democracy. Undertake independent research to find out about your ideology and as you do so ask yourself if the information you are accessing is from a reliable source. As you research your ideology ensure you consider the following:

- Economic characteristics
- Political characteristics
- Social characteristics
- The world leaders who endorsed the ideology

Here are a few suggested websites to get you started:

- Ideological Conflict in the Cold War
- Communism: Karl Marx to Joseph Stalin
- Theory of Capitalism
- Liberal Democracy

b) Create a poster outlining the significant details of this ideology

You have creative freedom when creating your poster and may do so digitally or by hand.

c) Present your poster to your peers

Each person will present their poster to the group and in doing so teach their group members about the ideology they have researched.

d) In your group discuss the three ideologies considering following questions:

- Do they have any similarities?
- What are their main differences?
- How and why do these ideologies conflict with one another?

- What benefits and disadvantages are there to each ideology?
- Do you agree with each ideology? Why/why not?

References

Australian Politics (2021) *Liberal Democracy*, accessed 2 August 2022.

Beck E (5 March 2022) *Ideological Conflict in Cold War*, History Crunch, accessed 2 August 2022.

Columbia University (n.d.) *Theory of Capitalism*, The Centre on Capitalism and Society, accessed 2 August 2022.

University of North Carolina at Chapel Hill (2022) *Communism: Karl Marx to Joseph Stalin*, CES at UNC, accessed 2 August 2022.

2. Causes of the Cold War: Concept mapping ideologies

Bella Swanick



Stop Communism 1951 by The U.S. National Archives on: Picryl, Public Domain

| | |
|-------------------------------|--|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives |
| Historical context | 1945-1991 Cold War conflict between the USA and the USSR |
| Learning intentions | <ul style="list-style-type: none"> • Understand the significance of the ideologies present during the Cold War era (communism and capitalism) • Work collaboratively with peers to gain insight into other perspectives. • Demonstrate knowledge of key events/people/movements during 1945-1991 in relation to the USA and USSR. |

Activity

In this activity you will be working in groups to compare the characteristics of the Cold War ideologies: communism and liberal democracy/capitalism. Each group will create a concept map on the ideology they are given.

Start by looking at this video [The Cold War: Ideological Differences – Capitalism vs Communism](#)

Step One: As individuals, write down a list of things you associate with the ideology your group has been given. Write down whatever comes to mind, the more the better!

Step Two: Now discuss with your group what you have all come up with, see if there are any differences or similarities. What questions do you both still have?

Step Three: On the paper provided write your ideology in the middle of the page. This will be the centre of your concept map

Step Four: Sort the ideas for everyone's lists and organise them on the paper in a way that makes sense to the entire group. For example, you may decide to put the terms that were in the most lists close to the middle of the page, or organise the terms by categories (economic, political, social, significant people etc). Then look at the questions you still have.

Step Five: In your groups you need research the characteristics of your ideology and add detail to your concept map. Check the group's initial ideas are correct.

Step Six: Explain your concept map to a group that did a different ideology.

Step Seven: Working with the two concept maps, create a venn diagram to compare the two ideologies. Also use this video *Ideology of the Cold War: Capitalism vs Communism*.

References

I'm stuck (2017) The Cold War: Ideological Differences – Capitalism vs Communism, accessed 18 September 2022

The Cold War (2019) *Ideology of the Cold War: Capitalism vs Communism*. The Cold War, You Tube, accessed 18 September 2022

3. Analysing Churchill's Sinews of Peace (Iron Curtain) Speech

Alistair McCann



Winston Churchill – Parkeston Quay by Harwich & Dovercourt, CC BY-SA 2.0.

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence |
| Historical context | The changing world order > Causes, course, and consequences of the Cold War Analyse Churchill's Iron Curtain speech. |
| Learning intentions | Evaluate the significance of Churchill's Iron Curtain speech. Develop a historical argument and present in the form of a debate. |

Activity

Part 1: Source analysis

Read and watch some of Winston Churchill's Sinews of Peace (Iron Curtain) speech and answer the following questions:

1. What does Churchill mean when he says that an 'Iron Curtain has descended across the continent (Europe)'?
2. Identify reasons why Churchill may have made the speech. What was he attempting to achieve by this?
3. Why did the United States and Western Europe oppose communism?

Using this source answer the following questions:

1. Whose perspective is represented by the cartoon and how do you know?
2. Why is important to understand which party created the cartoon?
3. Identify which countries were at the most risk of adopting communism and why?
4. How does this political cartoon relate to Winston Churchill's 'Iron Curtain' speech? What is being represented by the boundary marked with the symbol of communism (hammer and sickle)?
5. Evaluate the potential for the Cold War to develop into a 'hot war' if communism was not restricted.

Part 2: Debate

You will be separated into two groups either for or against the topic statement: 'The United States and Western Europe were accurate in their suspicions of the spread of communism and therefore their actions to prevent the spread of communism was justified'. Prepare your group's arguments and evidence.

References

Fitzpatrick D (2022) 'Russia: Imperialism', *The New Imperialism*, 1951, accessed 28 July 2022.

The National Archives (n.d) '*Iron curtain*' speech, The National Archives, accessed 1 August 2022.

Westminster College (5 March 2016) 'Sir Winston Churchill – Sinews of Peace (Iron Curtain) Speech', Westminster College, YouTube, accessed 28 July 2022.

VCAA (Victorian Curriculum and Assessment Authority) (2020) *VCE History Study Design*, VCAA, accessed 28 July 2022.

4. Comparing the Yalta and Potsdam Conferences

Victoria Smart



The Yalta Conference, February 1945 by Imperial War Museum, Picryl Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Identify Continuity and Change |
| Historical context | Causes of the Cold War>Yalta and Potsdam Conferences Identify key features of both the Yalta and Potsdam conference and compare the similarities and differences. |
| Learning intentions | Identify different priorities of the States involved in the conferences, in particular the USA and USSR. Condense information from different sources into a comparative table. |

Activity

In this activity you will learn about and consider the Yalta and Potsdam Conferences, the changing of perspectives of the parties and States involved over time (or how they did not change), and how these events contributed to causing the Cold War. Analyse the sources provided and then compare key features of both conferences using the table provided. You will determine what information you believe is important to record on your table. Once completed you will compare your table with a peer and justify why you thought key features you included were important and, noting any differences with your peer, justify why you omitted certain features from your table.

a) Read/view the following sources taking notes of any information you deem important:

The Yalta Conference

The Potsdam Conference

The Big Three Conferences | Tehran, Yalta, Potsdam | WW2 Ends, Cold War Begins– (View from 3:05

b) Organise your notes into a table as the one below.

You have been provided with a few suggestions of key features to take note of, however, you must determine what other information is important. You are not limited to the five of rows provided, again, it is up to you to determine how much or little information to include to create a thorough yet succinct overview of each conference. As you decide which features to include consider the following questions:

- What was important about these conferences?
- Why or why not did certain individuals and states attend?
- Who were the conferences to benefit and disadvantage?
- Who agreed/disagreed on certain issues?
- Was there consistency or discrepancy between what was discussed at the conference and what actually occurred following the conference?

*Note that these questions should not be used as key feature headings but are to help guide you as you create your table.

| Key feature | Yalta | Potsda |
|---|-------|--------|
| Dates of conference | | |
| Attendees (Important individuals, states, those who notably did not attend) | | |
| Occurrence in relation to WWII (Europe and the Pacific) | | |

c) Compare your table with a peer

There are a few purposes of sharing your table with a peer. You will:

- Practice justifying why you believe certain information is or is not important
- Observe that in the study of history people can disagree about what information is important
- Add to your own table any information you now believe is key after discussion with your peer.

References

DET (Department of Education and Training) (2021) *Note-taking and summarising texts*, Victorian Government, accessed 25 July 2022.

History Blast (7 July 2020) *The Big Three Conferences | Tehran, Yalta, Potsdam | WW2 Ends, Cold War Begins* History Blast, YouTube, accessed 1 August 2022.

University of Luxembourg (2022) *The Potsdam Conference*, CCVE.EU, accessed 1 August 2022.

University of Luxembourg (2022) *The Yalta Conference*, CCVE.EU, accessed 1 August 2022.

VCAA (Victorian Curriculum and Assessment Authority) (n.d.) *Teaching and Learning Activities*, accessed 25 July 2022

5. The Big Three's perspectives

Tahlia Webb



The Big Three 1943 by US Army, Public Domain

| | |
|-------------------------------|--|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Identify Continuity and Change |
| Historical context | Causes of the Cold War>Yalta and Potsdam Conferences Identify key features of both the Yalta and Potsdam conferences. |
| Learning intentions | Compare different historical perspectives of the key leaders. Condense information from different sources into a comparative table. |

Activity

Part 1

We are beginning our investigation into the many causes of the Cold War focusing on the Yalta and Potsdam conferences that occurred in 1945. In groups of three you will pick one of the concerns listed below that were discussed by Stalin, Roosevelt, and Churchill at these conferences. You will then research the stances of the Big Three on one of these issues and fill out the table on this work sheet. Next you will script and present a re-enactment of the world leaders discussing this matter. Each group must focus on a different issue.

ISSUES:

- Reparations
- Democracy
- Atomic Bomb
- Poland
- The United Nations

RE

FOR/AGAINST

STALIN

ROOSEVELT

CHURCHILL

Part 2

During classmates' presentations, you are required to fill out the table below.

| ISSUE | ROOSEVELT | CHURCHILL | STALIN |
|---|---|---|---|
| 1. The Big Three met at Yalta in February 1945 to discuss the post-war world. | 1. Roosevelt was the President of the United States. | 1. Churchill was the Prime Minister of the United Kingdom. | 1. Stalin was the Premier of the Soviet Union. |
| 2. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 2. Roosevelt was the President of the United States. | 2. Churchill was the Prime Minister of the United Kingdom. | 2. Stalin was the Premier of the Soviet Union. |
| 3. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 3. Roosevelt was the President of the United States. | 3. Churchill was the Prime Minister of the United Kingdom. | 3. Stalin was the Premier of the Soviet Union. |
| 4. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 4. Roosevelt was the President of the United States. | 4. Churchill was the Prime Minister of the United Kingdom. | 4. Stalin was the Premier of the Soviet Union. |
| 5. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 5. Roosevelt was the President of the United States. | 5. Churchill was the Prime Minister of the United Kingdom. | 5. Stalin was the Premier of the Soviet Union. |
| 6. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 6. Roosevelt was the President of the United States. | 6. Churchill was the Prime Minister of the United Kingdom. | 6. Stalin was the Premier of the Soviet Union. |
| 7. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 7. Roosevelt was the President of the United States. | 7. Churchill was the Prime Minister of the United Kingdom. | 7. Stalin was the Premier of the Soviet Union. |
| 8. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 8. Roosevelt was the President of the United States. | 8. Churchill was the Prime Minister of the United Kingdom. | 8. Stalin was the Premier of the Soviet Union. |
| 9. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 9. Roosevelt was the President of the United States. | 9. Churchill was the Prime Minister of the United Kingdom. | 9. Stalin was the Premier of the Soviet Union. |
| 10. The Big Three agreed on the 'Four Big Powers' to maintain world peace. | 10. Roosevelt was the President of the United States. | 10. Churchill was the Prime Minister of the United Kingdom. | 10. Stalin was the Premier of the Soviet Union. |

References

VCAA (Victorian Curriculum and Assessment Authority) (2020) *VCE History Study Design*, VCAA, accessed 28 July 2022

6. Where to from WWII? The Yalta and Potsdam Conferences

Brett Fletcher



Winston Churchill, President Truman and Stalin at the Potsdam conference, 23 July 1945, by Lockyear (Capt), No 5 Army Film & Photographic Unit, Wikimedia Commons, Public Domain

| | |
|--------------------------------------|--|
| Curriculum context | Unit 2 Modern History (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives Analyse cause and consequence |
| Historical context | The beginning of the Cold War > The Yalta and Potsdam Conferences |
| Learning intentions | Revise circumstances of the post WW2 political climate. Explore the links and answer the relevant questions about the Yalata and Potsdam conferences. |

Activity

At the conclusion of the following activities, you will be asked to assume the role of an advisor to the leader of the USA or the USSR, who is tasked with conveying your suspicions and concerns regarding your new ideological adversary. You will first complete the table below to assist in recalling key knowledge and circumstances faced by key stakeholders at the conclusion of WWII. The activity then requires you to analyse the below sources to help answer questions about the Yalta and Potsdam Conferences.

Part 1

Table: Global political situation at the conclusion of WWII

| | Leader at time of victory/defeat | Alliances | Mistrusts | Political system | Territory lost or gained | Casualties from the war | Notes: |
|---------------|----------------------------------|-----------|-----------|------------------|--------------------------|-------------------------|--------|
| Great Britain | | | | | | | |
| USA | | | | | | | |
| USSR | | | | | | | |
| Germany | | | | | | | |
| Japan | | | | | | | |

1. Read this article, and answer the following questions about the Yalta Conference:
 - a) Who was present at the Yalta Conference? And who was significantly absent?
 - b) List and describe four matters addressed at the Yalta Conference, in order of most to least significant.
 - c) Which matters were agreed upon? How was this viewed by each representative?
 - d) Using terms found in the previous questions, conduct an online search and identify the context of the image found at Source 1. Then, complete a who, what, when, where and why report on your findings.

2. Read this article and answer the below questions about the Potsdam Conference:
 - a) What changes in state representation occurred between the Yalta and Potsdam Conferences?
 - b) What significant changes had occurred in relation to the ongoing war since the Yalta Conference?
 - c) What concerns had started to rise for the allies between the two conferences?

3. Now you have analysed both conferences, sort yourselves into small groups of 3-4 learners and create a Venn diagram comparing and contrasting the Yalta and Potsdam Conferences. Consider:
 - Attendees/absences
 - Stage of war (Europe & Pacific)
 - Matters at hand
 - Agreements reached
 - Tensions between parties
 - Outlook

Part 2

1. Using an online source/s of your own choosing, research and provide a succinct response to the below questions:
 - a) Why was the change in American presidents between the two conferences significant? How did this make the Potsdam Conference more polarising than the Yalta Conference?
 - b) Analyse the significance of the USA's successful detonation of the A-Bomb during the Potsdam Conference. How did this impact the proceedings?
 - c) If there was doubt about Stalin's intent to hold free elections in the USSR's occupied territories, why were the allies willing to accept this promise as part of negotiations?

2. Your final task is to assume the role of a senior advisor to the leader of either the USA or the USSR. Using your knowledge and understanding of the post WW2 global political climate, you will compose a memo to your leader, outlining your suspicions towards your adversary. Ensure you avoid 'time-travel', you may not use events of the future as evidence to strengthen your argument. You may, however, use the benefit of hindsight to advise your leader of what you think *may* happen in this future 'cold war' so long as these suspicions are grounded in evidence available at the time of writing. You may consider in your research:
 - Free elections in Poland and other Soviet satellite states

- Territory gained during WW2
- The USA's detonation of the A-Bomb

References

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Office of the Historian (n.d.) *The Potsdam Conference, 1945*, Department of State, United States of America, accessed 21 July 2022.

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7. Cuban Missile Crisis: Film and source analysis

Kevin Liew



Cuban Crisis Map Missile Range by CIA Wikimedia Commons, Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Using sources as evidence |
| | Use historical interpretations |
| Historical context | The Cuban Missile Crisis |
| Learning intentions | Identify primary and secondary sources and determine their effectiveness for explaining the Cuban Missile Crisis. |
| | Utilise primary and secondary sources to identify the causes and consequences of the Cuban Missile Crisis. |
| | Synthesise knowledge and demonstrate historical thinking concepts through a source analysis. |

Activity

In this activity, you will investigate the Cuban Missile Crisis by examining a series of primary and secondary sources. By critically analysing these sources to formulate and answer questions on the causes and consequences of the Cuban Missile Crisis, you will also evaluate its significance in influencing the Cold War and the relationship between the two superpowers: the United States of America and the Soviet Union.

Sources

Source 1: Historical interpretation of the Bay of Pigs invasion

Source 2: Kennedy's address to the nation (0:36 – 3:11)

Source 3: A map of the missile range in Cuba

Source 4: Scene from the film *Thirteen Days* on the discovery of missiles (13:14-16:29)

Source 5: Cold War Arm Wrestling: A Cartoon of the Cuban Missile Crisis by Leslie Gilbert Illingworth

Source 6: Scenes from *Thirteen Days* : (1:03:33-1:04:01), (1:16:53-1:18:13), (1:32:45-1:33:06), (1:43:19-1:44:53), (1:47:26- 1:51:36)

Source 7: A historical interpretation of the U-2 incident over Cuba

...U.S. Air Force Major Rudolph Anderson Jr., took off... in a Strategic Air Command (SAC) U-2 on his sixth mission over Castro's Cuba since the beginning of the Cuban Missile Crisis..."

(Whitten, 2016, p. 144)

"...he was shot down without warning by a Soviet SAM shortly before he was to exit Cuban airspace. He became the lone combat casualty of the crisis that took the U.S. to the brink of a nuclear war with the Soviet Union..."

(Whitten, 2016, p. 144)

Source 8: A historical interpretation from historian, Thomas Blanton, describing the height of the Cuban Missile Crisis

Source 9: An excerpt from Khrushchev's first letter to President Kennedy 26th October 1962

"Let us therefore show statesmanlike wisdom. I propose: We, for our part, will declare that our ships, bound for Cuba, will not carry any kind of armaments. You would declare that the United States will not invade Cuba with its forces and will not support any sort of forces which might intend to carry out an invasion of Cuba. Then the necessity for the presence of our military specialists in Cuba would disappear.... These thoughts are dictated by a sincere desire to relieve the situation, to remove the threat of war."

(Alpha History, n.d.)

Source 10: Kennedy's response to Khrushchev's letter

1. "You would agree to remove these weapons systems from Cuba under appropriate United Nations observation and supervision... to halt the further introduction of such weapons systems into Cuba.
2. We, on our part, would agree – upon the establishment of adequate arrangements through the United Nations to ensure the carrying out and continuation of these commitments –
 1. to remove promptly the quarantine measures now in effect and
 2. to give assurances against an invasion of Cuba."

(University of Groningen, n.d.)

“...I would like to say again that the United States is very much interested in reducing tension and halt the arms race...”

(University of Groningen, n.d)

Questions

1. To what extent did the failed Bay of Pigs invasion contribute to the armament of Cuba? Use your knowledge of the Bay of Pigs invasion and the U.S. policy on containment to formulate your response.
2. Using Sources 2 and 3, does the presence of nuclear missiles in Cuba signify a threat to the Western Hemisphere? Why or why not?
3. How does the presence of missiles in Cuba shift the balance of power in the Cold War? Use Sources 3 and 4 and your knowledge of the arms race and MAD to answer the question.
4. Source 8 mentions the word, “brinkmanship.” In your own words, define brinkmanship and explain how the word relates to the Cuban Missile Crisis and the Cold War as a whole.
5. Analyse Sources 5, 6 and 7. How do these sources depict the tension between the USA and the Soviet Union?
6. Summarise the main messages of Source 9 and 10. How are the attitudes of both President Kennedy and Khrushchev in the letters different to the tense moments of the Cuban Missile Crisis? Use the relevant sources above to make your comparisons.
7. Evaluate the consequences of the Cuban Missile Crisis in influencing the Cold War and relations between the USA and the Soviet Union. Use the relevant sources and your own knowledge to answer the question.

References

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AP Archive (2016) *JFK on the Cuban Missile Crisis – 1962/Today in History/22 Oct 16*, 2016, YouTube, accessed 4 August 2022.

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Donaldson, R. (2000) *Thirteen Days*, New Line Cinema.

The National Library of Wales (n.d.) *Cold War Arm Wrestling*, The National Library of Wales, accessed 4 August 2022.

University of Groningen (n.d.) *President Kennedy to Chairman Khrushchev, 27 October 1962*, University of Groningen, accessed 4 August 2022.

Whitten, H. W. (2016) 'Without a Warning: The Story of the Shoot Down of a U-2 Spy Plane During the Cuban Missile Crisis', *American Intelligence Journal*, vol. 33, no. 2, p. 144.

VCAA (2020), *VCE History Study Design*, VCAA, accessed 4 August 2022.

8. John F. Kennedy goes to the moon

Brandon Tilley



Wernher von Braun and President John F. Kennedy JFK Library, CC01.0

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Identify continuity and change |
| | Establish historical significance |
| Historical context | The Cold War |
| | Use guiding questions to analyse primary sources. |
| Learning intentions | Develop understanding of how political ideologies drive social, economic and cultural change. |
| | Develop understanding of Cold War ideologies. |

Activity

In this activity you will study John F. Kennedy's Address before the 18th General Assembly of the United Nations. You will develop an understanding of how ideology, technology, competition and even cooperation helped shape the dynamics of the Cold War by analysing his ideas and of the historical context of this speech and the space programme it helped launch.

Explore historical perspectives

'Comprehending the past involves consideration of how historical actors understood their world. Historical thinking involves making judgments by analysing, within their context, the actions, beliefs, values and attitudes of people in the past. Identifying and comparing different historical perspectives develops an understanding that perspectives were different in the past and that these mindsets may differ from those of the present. Historical perspectives are often found in primary sources. In order to make use of primary sources as evidence, they must be critically evaluated' (VCAA 2021:6).

Historical context

1. Begin by watching Matthew Jordan's TED-Ed presentation on The History of the Cuban Missile Crisis, the series of events that transpired in October, 1962, after a U-2 spy plane discovered that USSR Premier Nikita Khrushchev had positioned Soviet missiles in Cuba, just 100 miles from US shores. What is President Kennedy's overall message to the American people? Take some notes on key statements he makes in this speech.

Content

2. Print this transcript of the UN Address, and have it on your desk as you watch John F. Kennedy's Address before the 18th General Assembly of the United Nations.
 1. As you listen to the speech, mark the major "pivot points" in Kennedy's speech. What is the main topic in each section of the speech. Using different colour highlighters, mark where each new topic begins, and make a brief note in the margin of the transcript to indicate each new topic.
 2. What role does Kennedy think the United Nations should play in global politics?
 3. What opportunities for cooperation between the US and the USSR does Kennedy propose in this speech?

Reflection

3. In small group, discuss any similarities you see between the ideas in President Kennedy's speech and the present.

References

Jordan, M (2016) The history of the Cuban Missile Crisis, TED-Ed, accessed 11 August 2022.

Kennedy, JF (1963) Address before the 18th Assembly of the United Nations, accessed 11 August 2022.

Kennedy, JF (1963) Address before the 18th Assembly of the United Nations transcript, accessed 11 August 2022.

VCAA [Victorian Curriculum and Assessment Authority] (2020) *VCE History Study Design*, accessed 5 August 2022.

9. Causes of the Vietnam War

Nicholas Bridges



The Geneva Conference Wikimedia Commons, Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives |
| Historical context | Causes of the Vietnam War Identify causes of the beginning of the Vietnam War. |
| Learning intentions | Decipher and discuss the decisions of major players in the war. Demonstrate lower and higher order thinking. Use sources to find, summarise and explain relevant information. |

Activity

Provide short answer responses to these questions. Everyone should begin by answering the three ‘mild’ questions to get an overarching view of the causes of the Vietnam War. Following this, choose either the ‘medium’ questions or the ‘hot’ questions if you would like more of a challenge. Some sources of information have been provided for each question.

| Question One | Question Two | Question Three |
|---|--|--|
| Q1 Summarise the rise of communism in North Vietnam through the 1950s and early 1960s. What were the main events? Who were the main players? | Q2 Provide a timeline of major United States policy decisions relating to Vietnam prior to August 1964. | Q3 Why was the National Liberation Front (NLF) formed, and what methods did they use to try and achieve their goals? |
| ‘Mild’ | | |
| Source: Vietnam War timeline: 1955 to 1959 (Alpha History 2018) and Vietnam War timeline: 1960-1964 (Alpha History 2018) | Source: Vietnam War timeline: 1955 to 1959 (Alpha History 2018) and Vietnam War timeline: 1960-1964 (Alpha History 2018) | Source: The Viet Cong (Alpha History 2019)- from ‘The National Liberation Front’ onwards |
| | | |
| Q1 Analyse JFK’s comments in this 1956 Speech – how do they foreshadow his subsequent presidential decisions in relation to Vietnam? | Q2 Compare and contrast the views and decisions of LBJ with those of JFK in relation to Vietnam. | |
| ‘Medium’ | | |
| Source: JFK Speech: America’s Stake in Vietnam (State Historical Society of Iowa n.d.) and John F. Kennedy: Vietnam War (Alpha History 2018) | Source: Lyndon Johnson: Vietnam War (Alpha History 2019) | |
| | | |
| Q1 Evaluate the success of the Geneva Accords of 1954. What were they intended to achieve? Did they have any chance of success? Why or why not? | Q2 Could the Vietnam War have been avoided? Or did the circumstances render it inevitable? | |
| ‘Hot’ | | |
| Source: The Geneva Accords of 1954 (Alpha History 2019) | Source: Historians and the Vietnam War (Hopkins 2000) | |

References

- Alpha History (2018) ‘John F. Kennedy: Vietnam War’, Alpha History, accessed 20 July 2022.
- Alpha History (2018) ‘Vietnam War timeline: 1955 to 1959’, Alpha History, accessed 19 July 2022.
- Alpha History (2018) ‘Vietnam War timeline: 1960-1964’, Alpha History, accessed 19 July 2022.

Alpha History (2019) 'Lyndon Johnson: Vietnam War', Alpha History, accessed 20 July 2022

Alpha History (2019) 'The Geneva Accords of 1954', Alpha History, accessed 22 July 2022

Alpha History (2019) 'The Viet Cong', Alpha History, accessed 29 July 2022.

Hopkins GW (2000) 'Historians and the Vietnam War: The Conflict Over Interpretations Continues', *Studies in Popular Culture*, 23(2):99-108.

State Historical Society of Iowa (n.d.) Transcribed Excerpts from "America's Stake in Vietnam" Speech by U.S. Senator John F. Kennedy, June 1, 1956, accessed 21 July 2022

Victorian Curriculum Assessment Authority (2020) *VCE History Study Design*, accessed 20 July 2022.

10. The Gulf of Tonkin Incident: Understanding the causality of events in the Cold War context

Nick Frawley



USS Hornet (CVS-12) underway in the Gulf of Tonkin on 5 September 1967 by United States Navy, Wikimedia Commons, Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence |
| Historical context | The Cold War > Proxy wars and conflicts that reflected the consequences and divisions > The Vietnam War |
| Learning intentions | <ul style="list-style-type: none"> • Understand the tensions prevalent at the beginning of the Vietnam War. • Be introduced to the combatants of the war and their ideologies. • Represent events and dates visually to formulate an idea of how the Cold War contributed to the conflict. |

Activity

In this activity you will collect information about the Tonkin Incident while viewing a video and then analyse it using this cause and consequence chart template.

a) Watch this video, *The Gulf of Tonkin Incident (1964)* detailing the events at the Gulf of Tonkin that preceded America's active involvement in the Vietnam War

Whilst watching the video, answer these questions:

1. What countries were involved in the Gulf of Tonkin incident?
2. Why was the United States concerned with aggression in the area of the incident?
3. What miscommunication added to the expansion of the conflict?
4. What was the reason given for the US Navy potentially misreading the events?
5. Based off of the events depicted in the video, do you think this is enough motive to enter into a war?

b) Using this cause and consequence chart template, show how Americans firing on the North Vietnamese led to sequential events leading into the Vietnam War.

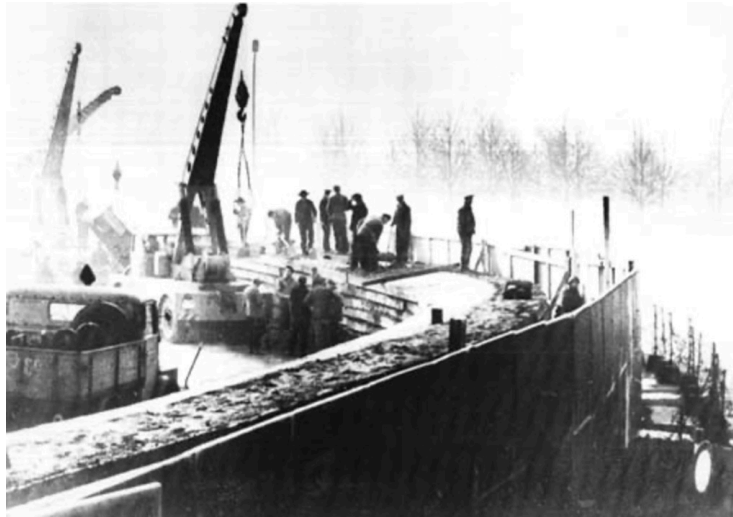
References

Global Education (2012) Consequences Chart. Commonwealth of Australia. Accessed 10 August 2022.

Simple History (2017) *The Gulf of Tonkin Incident (1964)*. Simple History, You Tube. Accessed 10 August 2022.

11. The Berlin Wall: Jigsaw activity and concept map

Annaliese Magee



East German construction workers building the Berlin Wall, 20 November 1961 by National Archives Wikimedia Commons, Public Domain

| | |
|-------------------------------|--|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Cause and consequence |
| | Change and continuity |
| Historical context | The Cold War and division of Germany and Berlin |
| | Become an expert in one of the five topics and explain it to peers. |
| Learning intentions | Communicate the causes and consequences in regard to the rise and fall of the Berlin Wall. |
| | Explain how social and cultural conditions changed and/or stayed the same. |

Activity

Part 1: Jigsaw activity

In this jigsaw activity you will start in a home group, then become an expert on a certain topic relating to the Berlin Wall and then return to teach your home group about what you found out.

- Watch *The rise and fall of the Berlin Wall* to get an overview and view this pictorial timeline In pictures: 25 years since the fall of the Berlin Wall
- You are to choose a home group of five then number yourselves 1-5. From there you will be assigned one of the

five groups below. Go to a table with the other students with the same number. Then you and the group become an expert group on that topic number:

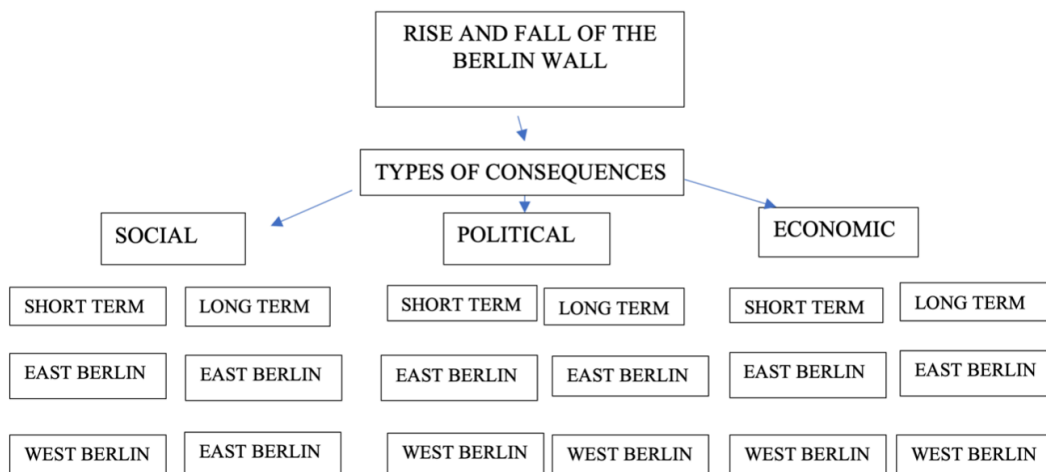
1. The long-term causes of the division of Germany and Berlin
2. Reasons/causes for the construction of the Berlin Wall
3. Consequences for those who lived in West Germany (FRG) in 1945-1989
4. Consequences for those who lived in East Germany (GDR) in 1945-1989
5. The cause and consequence of the fall of the Berlin Wall in 1989

c) Research together, gathering information and references for the sources you use. Create a short set of slides you can each use to teach your home group.

d) Go back to their original home group and each present your slides.

Part 2: Concept map

This activity builds on from the previous activity by categorising the types of consequences of the construction and destruction of the Berlin Wall using a concept map. Create a concept map based on the example below and identify at least three examples of short and long term social, political and economic consequences for both sides of the Wall. You could draw your concept map more creatively by drawing a wall.



References

Jaraus, K. H (2017) The rise and fall of the Berlin Wall. TED-Ed Your Tube. Accessed 13 September 2022.

ABC (2014) 25 years since the Fall of the Berlin Wall. ABC News. Accessed 13 September 2022.

12. Vietnam War song analysis and record cover activity

Hannah McArdle



Record player by Jace & Afsoon on Unsplash

| | |
|-------------------------------|---|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Use primary source evidence Explore historical perspectives |
| Historical context | Vietnam War Analyse anti-war movement historical sources. |
| Learning intentions | Utilise knowledge of two anti-war movement sources to produce an album cover and song review. |

Activity

In this activity you will analyse two sources– an image relating to anti-war protest and a song relating to the Vietnam War. You will present your analysis in the form of an album cover and song review.

1. Choose a song from the list below; this will be the record you make the album cover art for. Listen to the song, find out when it was recorded and read the lyrics. What messages and images are evident in the lyrics? Use the questions below to guide your analysis.

- What's going on – Marvin Gaye
- We gotta get out of this place – The Animals
- Khe sanh – Cold Chisel
- I was only 19 – Redgum and The Herd
- Saigon Bride – John Baez
- Eve of Destruction – Barry McGuire
- Born in the USA – Bruce Springsteen
- Singing in the Vietnam blues – Johnny Cash
- Backlash Blues – Nina Simone

2. Choose an anti-war movement image from the sources listed below; this will be a part of the cover art for your album cover. Be as creative as you like when creating your front cover art but make sure the image you choose is copyright compliant—it must be in the public domain or have a Creative Commons licence. Chose an Australian image for an Australian song and an image related to the US for an American song.

Sources of copyright compliant images:

Picryl

Openverse

Wikimedia Commons

Australian War Memorial Vietnam photos (check copyright status of each image before using)

Search Google images using the Creative Commons search tool

3. Analyse the photo and song by completing a review on the back of the album cover. Use the questions below to guide your analysis.

Questions to guide your song and image analysis:

The VCAA has created this source analysis framework to help us evaluate sources (VCAA, 2021:6).

| | |
|---|--|
| What is the source? (Content) | What information can be determined? What meanings are evident? |
| Who made it? (Content) | Who is the author? What point of view is evident here? |
| When/Where? (Content) | Where does the source come from? When was it made? |
| What is its context? (Historical Context) | What else was happening at the time the source was made? |
| Why was it made? (Purpose) | Who is the source likely made for? What is its purpose? |

References

VCAA (2022) Advice for Teachers. Victorian Curriculum and Assessment Authority. Accessed 1 August 2022

13. Key moments in the Cold War: Peer teaching activity

Kostantinos Georgiou



South Vietnam, 1967. An American medical evacuation 'dustoff' helicopter takes aboard a casualty Australian War Memorial, Public Domain

| | |
|-------------------------------|--|
| Curriculum context | Unit 2 Modern History, Area of Study 1 (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence Establish historical significance |
| Historical context | The Cold War |
| Learning intentions | Research and answer questions in a presentation format. Develop an understanding of their group's historical context and other groups' historical contexts. |

Activity

For this group activity, you will break up into five different groups and each group will be assigned one historical context/key event of the Cold War:

- 1) The Berlin Blockade
- 2) The Korean War
- 3) The Cuban Missile Crisis
- 4) The Vietnam War
- 5) The Chernobyl Disaster

Your task is to become experts on your event and create a presentation that you will use to teach your peers about it. The presentation will answer several general questions about the event. All sources of information and images must be referenced using the Harvard system.

Questions

- 1) Discuss what took place in the lead up to your group's event. What triggered it?
- 2) Outline the events that took place in your group's key event.
- 3) Consider perspectives:
 - a) How did the West (United States/NATO) handle the situation, and if they were not directly involved how did they respond to it?
 - b) How did the East (Soviet Union) handle the situation, and if they were not directly involved how did they respond to it?
- 4) How was the event resolved, and if it was not, then what was done to try resolve it and why did it fail?
- 5) How did the key event contribute to the Cold War immediately and over the course of the Cold War?

Source to get started:

- Encyclopedia Britannica: Berlin Blockade
- Alphahistory: The Berlin Blockade
- Encyclopedia Britannica: Korean War
- Alphahistory: The Korean War
- Encyclopedia Britannica: Cuban Missile Crisis
- Alphahistory: The Cuban Missile Crisis
- Encyclopedia Britannica: Vietnam War
- Alphahistory: The Vietnam War
- Encyclopedia Britannica: Chernobyl Disaster
- Alphahistory: Stagnation in the Soviet Union – see Chernobyl

References

Encyclopedia Britannica (2022) Chernobyl Disaster Encyclopedia Britannica Inc, accessed 4 August 2022.

Encyclopedia Britannica (2022) Berlin Blockade Encyclopedia Britannica Inc, accessed 4 August 2022.

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Encyclopedia Britannica (2022) Vietnam War Encyclopedia Britannica Inc, accessed 4 August 2022.

Encyclopedia Britannica (2022) Korean War Encyclopedia Britannica Inc, accessed 4 August 2022.

Llewellyn J. & Thomson, S (2020) The Berlin Blockade *Alphahistory*, accessed 4 August 2022.

Llewellyn J. & Thomson, S (2020) The Cuban Missile Crisis *Alphahistory*, accessed 4 August 2022.

Llewellyn J. & Thomson, S (2020) The Korean War *Alphahistory*, accessed 4 August 2022.

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Llewellyn J. & Thomson, S (2020) The Vietnam War *Alphahistory*, accessed 4 August 2022.

6.

MODERN HISTORY: THE CHANGING WORLD ORDER ACTIVITIES

1. The rise of digital activism: Can clicks create change?

Tayla Hilton



Photo by Hamideddine Boual via Baripedia (CC BY SA 4.0)

| | |
|-------------------------------|--|
| Curriculum context | Unit 2 Modern History, Area of Study 2 (VCAA, 2020) |
| Historical thinking concept/s | Identify continuity and change |
| Historical context | Social and Political Movements > the Lord's Resistance Army (KONY2012), Boko Haram (#Bringbackourgirls), Black Lives Matter and Arab Spring |
| Learning intentions | Identify the goal of a social and political movement campaign that uses digital technologies. Analyse the extent to which the campaign was effective in initiating and implementing change. |

Activity

This activity challenges you to unpack one of four digital social movements to understand why these movements came about and what, if any, change occurred in society. More specifically, by the end of this activity you will be able to identify the intended purpose of a social and political movement campaign that uses digital technologies. Understanding this type of change in our society helps us address the Unit 2 curriculum requirements and also gives you tools for analysing the world around you now and in the future.

The four digital social movements, KONY2012, #BringBackOurGirls, Black Lives Matter and the Arab Spring all relied on social media to progress their message, which, in the early and mid 2000s was a lot less common than the number of viral tiktoks today!

Part 1

Your job is to first work independently to research the digital social movement you have been allocated. During this time, you should use the table to frame your thinking and learning. Don't forget, there are a variety of perspectives to consider historical events from. The work goal for this time is to populate at least the first 4 rows (left side) of the table. The table can be a draft that you add to and edit over time as you uncover more about your movement.

Here are some resources to get you started, however you are free to use whatever resources you find during your research. Use your previous knowledge of primary and secondary sources to ensure you use a variety of high-quality sources. You can also use YouTube, podcasts, articles, websites etc.

KONY2012

Kony 2012: What's the real story?

Who is Kony?

#BringBackOurGirls

Boko Haram's kidnapping of 276 girls and its aftermath, explained

Bring Back Our Girls

Black Lives Matter

NY Times

LA Museum

Arab Spring

Britannica

The Guardian

Part 2

Now you will join your peers that have been researching the same digital movement as you. During this time you will work through the questions in the table below to compare your research and learning with the others in the group. There are additional questions at the bottom of this table to help with the discussion. The goal of this part of the lesson is to find out what perspectives your peers have on the event. You should add any new knowledge or perspectives to your notes.

Attachment A - The rise of *Digital Activism*: can clicks create change? |

| Questions | Your notes | Team notes |
|--|------------|-------------------|
| Key details/facts (I.e. When and where) | | Similarities: |
| How was social media used during this movement? | | |
| What was the overall goal? | | |
| Where were you able to find information? Does the organisation have a website? Are there articles or other commentary about it? | | Differences: |
| Who is credited for bringing the movement? What was/is their connection to the movement? | | |
| What, if any, change occurred at the time of the event? | | |
| What, if any, change occurred since the event? | | Questions I have: |
| Group Questions - What was successful about the campaign? - What does success look like for a social movement? - Were there any barriers during the movement? - What sort of change did the movement want? - Were the impacted persons involved in the movement? - Is the movement still relevant today? Why yes or no? - Who started the movement? - What was their connection to the cause/movement? - If it isn't clear, why not? - Would you have used the same social platform for this movement today? - Have you engaged with any social media based social movements? If so what and why? | | |

References

ABC (2012) Who is Kony? *Behind the News*, accessed 25 July 2022.

BBC (n.d.) Arab uprising: country by country, BBC News, accessed 25 July 2022.

#BringBackOurGirls (2022) Bring Back Our Girls accessed 25 July 2022.

Curtis, P & McCarthy, T. (2012). Kony 2012: what's the real story? accessed 25 July 2022.

Houissa, L. (2022) *Arab Spring: A research and study guide*, Cornell University, accessed 25 July 2022.

Museum of Social Justice (2021) Black Lives Matter for Kids, accessed 25 July 2022.

Proulx, N. & Schulten, K. (n.d.) Teaching Ideas and Resources to Help Students Make Sense of the George Floyd Protests, *The New York Times*, accessed 25 July 2022.

VCAA [Victorian Curriculum and Assessment Authority] (2020) *VCE History Study Design*, accessed 27 July 2022.

Vox (2015). Boko Haram's kidnapping of 276 girls and its aftermath, explained accessed 25 July 2022.

2. Women's movements in the 20th century: Timeline

Merjem Colan



Suffrage postcard 1916, Wikimedia Commons, Public Domain

| | |
|-------------------------------|--|
| Curriculum context | Unit 2: Movements for Change in the 20th century, Australian Curriculum Version 8.4 (ACARA, n.d) |
| Historical thinking concept/s | Sequencing chronology Using historical sources as evidence |
| Historical context | Women's movements 20th century |
| Learning intentions | Identify and sequence key events in chronological order. Develop the historical skills to judge the reliability and usefulness of a source. |

Activity

In the 20th Century, women's movements were happening simultaneously across the globe. Your group's task is to create a timeline that identifies key moments in the development of these movements. Each group will take a period of time and will then combine their section of the timeline to the other sections to create a whole class timeline. See these examples from the ABC and the United Nations.

The class needs to decide on the format of the timeline and all use the same format, so the timeline sections can be combined. For example, digital tools such as Canva (see timeline infographic templates), XMind, Tikitoki or Office Timeline templates in PowerPoint.

Find at least one historical source for each key event (see examples below). This timeline will become *a working document* for us to continue to add key events, individuals, and dates as we learn about women's movements of the 20th Century.

Historical periods:

- First-wave feminism and suffrage movement (late 19th – early 20th century)
- The world wars (1914-1945)
- Post-war period (1946-1959)
- Second-wave feminism (1960-1989)
- The millennium (1990-2010)

Your timeline should include examples of:

- Legislation that helped secure changes for women and legal and political entitlements of women (e.g. right to vote)
- Key events
- Key contributors (groups and leaders) to the women's movement
- Key social, political, legal and technological developments

Sources that can be used include, but are not limited to:

- Photographs

- Newspaper articles
- Diary entries
- Interviews
- Recordings
- Songs
- Cartoons
- Political posters
- Quotes

References

ABC (2012) Timeline: the women's movement accessed on 12 September 2022.

ACARA (n.d) Unit 2: Movements for change in the 20th Century accessed on 12 September 2022.

UN Women (n.d) Women of the world unite! accessed on 12 September 2022.

3. Women's movements in the 20th Century: Diary entries

Merjem Colan



The Female Eunuch (1970) by Germaine Greer, Wikimedia Commons, Public Domain

| | |
|-------------------------------|---|
| Curriculum context | Unit 2: Movements for Change in the 20th Century, Australian Curriculum Version 8.4 (ACARA, n.d) |
| Historical thinking concept/s | Using historical sources as evidence Determining historical significance |
| Historical context | Women's movements in western societies in the 20th Century |
| Learning intentions | Use historical sources to construct a narrative/argument. Identify key events that led to major events in the Women's movements of the 20th Century. |

Activity

Using the events and sources identified in the timeline activity above, pick an event you think is historically significant to the women's movement during the 20th Century and imagine what it was like experience it.

For example:

- You could be a personal friend of Jane Roe, the plaintiff of the Roe vs Wade (1973) case. Your diary entries will include key events that were happening surrounding that trial and reflections on the social attitudes and beliefs in this context.
- You could have just read Germaine Greer's *Female Eunuch* (1970). Write the dialogue for a conversation that show different perspectives about women's liberation in the early 1970s.

Write a 500-word letter, diary entries, dialogue for a conversation or short article for a woman's magazine sharing a historical perspective as a fictional character (any gender). Use *time-specific vocabulary* and write as though you are

living in the 20th Century during a period of social change. Show that you have drawn on a few historical sources and real events, groups, individuals and/or ideas.

References

ACARA (n.d) Unit 2: Movements for change in the 20th Century accessed on 12 September 2022.

4. Investigating the role of the media in civil rights movements

Tamsyn Pentland



SAFA protesters standing alongside bus [Left to right:] Gerry Mason, Pat Healy, Sue Reeves, Charles Perkins, Ray Leppik, Bob Gallagher, Ann Curthoys, John Butterworth, Norm McKay, Alan Outhred, [unidentified], Colin Bradford, Louise Higham. 1965, Unknown author, Wikimedia Commons and Mitchell Library, State Library of New South Wales, Public Domain

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| Curriculum context | Unit 2 Modern History, Area of Study 2 (VCAA, 2020) |
| | Ask and use historical questions |
| Historical thinking concept/s | Analyse cause and consequence |
| Historical context | Civil rights movements in Australia and the United States |
| | Evaluate the role of the media in influencing social and political movements and to understand how different movements influence change. |
| Learning intentions | Ask and use historical questions surrounding the Freedom Rides movements. |
| | Understand the motivation for civil rights change in Australia. |

Activity

To begin with, everyone is to listen to this 1965 recording, Freedom Rides Bus Tour Through Rural NSW with Charles Perkins and discuss:

- What historical perspectives are expressed in this recording?
- What evidence is there of racial segregation in the town of Moree?
- How might these tensions have been reported in the local paper in 1965?

In this activity you will access primary sources and determine the value of different media sources for influencing social change in different civil rights movements. For Part A of the activity you need to answer and create literal, inferential and evaluation questions to develop your historical thinking (Whitehouse JA 2019:61). Use these questions to compare the historical contexts of the Freedom Rides in the USA and New South Wales (NSW) and consider the role of media coverage of the American Freedom Rides in influencing the Australian Freedom Rides movement.

Part A

Media sources can be located using the National Library of Australia's Trove.

Here are some examples:

Freedom Riders Change Tactics 1961 (USA)

Segregation 1962 (Australian perspective on USA)

Freedom riders pose problem for the South 1961 (USA)

The other side of the creek 1965 (NSW)

Aboriginal Leader: A militant champion of equality 1965 (NSW)

Heroic Story of Freedom Ride 1965 (NSW)

If you would like to challenge yourself to find your own newspaper article to analyse you can use these key search terms:

- Freedom Riders
- Segregation Boycott movement
- Freedom rides America
- Freedom rides 1965

And these key filters:

- Newspaper and Gazette articles
- 1960-1969
- NSW and Canberra newspapers

Literal questions

1. Where is the news source from?
2. How are the Freedom Rides described?

Inferential questions

1. Who was Charles Perkins and what was his role in the Australian Freedom rides?
2. How were the political and social climates in America and Australia similar and different?

Evaluation questions

1. How significant was the Australian Freedom rides in inspiring both immediate and long-term change to the treatment of First Nations Australians?
2. How important was the media in inspiring movements and change in the 1960s?

Part B

After you have completed these questions, create three of your own questions about your source using the literal, inferential or evaluation format. Then exchange your questions and source with another student in the class and complete their set of questions.

References

ABC (2019) Freedom Rides Bus Tour Through Rural NSW accessed 27 July 2022.

NLA (n.d) Trove. National Library of Australia, accessed 27 July 2022.

VCAA [Victorian Curriculum and Assessment Authority] (2020) *VCE History Study Design*, accessed 27 July 2022.

5. Key events in the lead up to the Rwandan Genocide

Tyson Coverdale



Children living through the Rwandan Genocide by Gil Serpereau, Flickr (CC BY-NC-SA 2.0)

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| Curriculum context | Unit 2 Modern History, Area of Study 2 (VCAA, 2020) |
| Historical thinking concept/s | Analyse cause and consequence |
| Historical context | Regional Conflict > The Rwandan Genocide Identify the key events that led up to the Rwandan Genocide. |
| Learning intentions | Formulate links between each event and how they triggered the genocide. Create a timeline to apply context to the events predating the Rwandan Genocide. |

Activity

In this activity you will work in pairs or small groups to investigate one of the defining events that led up to the

Rwandan Genocide. Using the source provided and your own research you will create a poster on one event before the 7th of April 1994. Your group will give a short explanation of your event and its significance in terms of cause and consequence. The posters will be displayed in the classroom in chronological order to create a timeline for all students to be able to see and utilise. We will then use the timeline to analyse the combined causes and consequences of these key events and evaluate which were the most significant.

1. Using this timeline resource, Outreach Programme on the 1994 Genocide Against the Tutsi in Rwanda and the United Nations, select a significant event or development predating the 7th of April 1994 to be the basis of your poster. Make sure no other groups are doing this event.
2. As a group read through the section of the source regarding your topic and note down the date that the event occurred and who was involved in the event. You will need to do your own research into the event and print off some images for your poster/timeline section. Within your group discuss the significance of your chosen event when it comes to the genocide that followed.
3. All groups need to line up with their posters in chronological order and explain how their event contributed to the development of the conditions that caused the genocide in Rwanda. Display the posters around the room and watch this video *How could the Rwandan genocide happen? – BBC Africa*
4. Download the Cause and Consequence template from The Historical Think Project website and complete it using the information from the timeline and the video.

References

BBC (2019) *How could the Rwandan genocide happen? – BBC Africa* accessed on 25 July, 2022.

Historical Thinking Project (n.d) *Historical thinking concept templates* accessed on 25 July, 2022.

The United Nations (2022), *'Outreach Programme on the 1994 Genocide Against the Tutsi in Rwanda and the United Nations'* accessed on 25 July, 2022.

VCAA [Victorian Curriculum and Assessment Authority] (2020) *VCE History Study Design*, accessed 25 July 2022.

6. Asking questions about the Bandung African-Asian Conference

Rebecca Cairns



Bandung Poster Bandung Bulletin, picryl, Public Domain

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| Curriculum context | Unit 2 Modern History, Area of Study 2 (VCAA, 2020) |
| Historical thinking concept/s | Ask and use historical questions |
| Historical context | Decolonisation and self-determination movements > Bandung Asian-African Conference, 1955 Identify key features of the Bandung Conference and the sorts of ideas it promoted regarding challenging established structure of power within decolonising nations. |
| Learning intentions | Answer and formulate literal, inferential and evaluative questions. Synthesise knowledge and questioning skills to frame historical questions about a decolonisation/self-determination movement in a specific nation. |

Activity

In this activity you will work in pairs or small groups to find out about the Bandung Asian-African Conference in 1955 to answer three types of questions using source 1. Then you will apply these question types to formulate a set of questions about either source 2 or source 3. Once your group has developed a set of questions, swap them with a group that developed questions about a different source and answer the questions.

Question types

Literal questions: also called understanding or surface level questions, these questions require you to gather facts and information explicit in the source (DET, 2022, 2021)

Inferential questions: also called analysing questions, these questions require you to analyse and interpret different parts of the source by reading between the lines to examine what is not explicitly stated (DET, 2022, 2021)

Evaluative questions: also called evaluating questions, these bigger picture questions require you integrate your own knowledge and experiences with your evaluation of the source (DET, 2022, 2021)

a) Use Source 1 Explainer: History of the Asian-African Conference lives on **to answer these questions**

Literal questions

1. What anniversary did Indonesia celebrate in 2015?
2. How many countries were represented at the conference? Name some of them.
3. Who was Indonesia's president at the time?

Inferential questions

1. Why would the conference be calling for peaceful co-existence at this particular moment in time?
2. The conference introduced the term 'third world' – why might this term have been replaced with 'developing countries'?
3. Why has the conference been described as a turning point for decolonisation movements?

Evaluative questions

1. Considering where this source is published and who it is authored by, is it likely to be an accurate and reliable interpretation?
2. What is your initial evaluation of the significance of this event in relation to the development of decolonising movements in Africa and Asia?

b) Choose Source 2 or 3 and develop your own set of eight questions using the different types of questions

Source 2 Revisiting the 1955 Bandung Asian-African Conference and its legacy

Source 3 The History of the Asian-African Conference

c) Swap your group's questions with another group's and answer them.

d) In your groups, develop at least three historical questions that could be used to guide further research about decolonisation in Asia and Africa.

References

Choiruzzad, S. A. B. (2015, April 20) Explainer: History of the Asian-African Conference lives on. *The Conversation*, accessed 10 July 2022.

Department of Education and Training (2022) Reading, interpreting and analysing History sources. Victorian Government, accessed 10 July 2022.

Department of Education and Training (2021, July 27) Comprehension, Victorian Government, accessed 10 July 2022.

Museum of the Asian-African Conference (2022). The History of the Asian-African Conference, accessed 10 July 2022.

The South Centre (2015) Revisiting the 1955 Bandung Asian-African Conference and its legacy, accessed 10 July 2022.

VCAA [Victorian Curriculum and Assessment Authority] (2020) *VCE History Study Design*, accessed 10 July 2022.

7. Reporting from Bandung: Surkano's opening address

Rebecca Cairns



Delegates at the opening meeting of the Bandung Conference by Foreign Ministry of the Republic of Indonesia, Wikimedia Commons, Public Domain

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| Curriculum context | Unit 2 Modern History, Area of Study 2 (VCAA, 2020) |
| Historical thinking concept/s | Explore historical perspectives |
| Historical context | Decolonisation and self-determination movements > Bandung Asian-African Conference, 1955 Understand the ideas and perspectives expressed by President Surkano in his opening address. |
| Learning intentions | Understand Surkano's role in the decolonisation of Indonesia. Appreciate the historical perspective of a nation represented at Bandung. |

Activity

This activity challenges you to use your historical imagination by taking on the perspective of a journalist from one of the invited countries at the opening session of the Bandung Conference on April 18, 1955. In his address President Surkano, says, “colonialism is not dead.” Why does he believe this? What does he think can be done about to help decolonise African and Asian countries? Why is he hopeful?

Your job is to report back to your home nation about the sort of perspectives President Surkano expresses about colonialism in his opening address. You will need to select the Asian or African nation you are representing and choose one of the following formats to report back to your fellow citizens:

- Write a 500-word report for radio about Surkano's perspective on colonialism and record your report (approximately four minutes) using a voice memo or recording app. If you prefer you can work in pairs and record the radio report as an interview. Select a few powerful direct quotes from the address to include in the report.

OR

- Write a 500-word newspaper article about Surkano's perspective on colonialism. Present it as a newspaper article may have looked in an English language newspaper in that country in 1955 (see example below). Select at least one image (from the public domain/with a Creative Commons) to go with the report. Select a few powerful direct quotes from the address to include in the report.

Use the following resources to help write your report:

- Watch the first two minutes of the address on You Tube.
- Read the Opening Address given by Sukarno (Bandung, 18 April 1955)

It is not necessary to read the whole address, skim over the start and focus on the following sections:

- page 4: what he says about colonialism
- page 5: where he asks "What can we do?"
- Page 8: his reasons to be hopeful

Find some other sources of information about President Surkano's role in Indonesian independence prior to 1955, so you can include some background information about him in your report.

Example of a 1955 newspaper article: To see an example of a real newspaper article from the time, scroll down to the article from the *West African Pilot* on this page.

Optional: You could also include some comparison about the perspectives the leaders in your selected countries have about colonialism and decolonisation. Consider if they would be likely to embrace Surkano's perspective.

Whole class activity: Read and listen to the reports from the other 'journalists' in your class. Discuss how and why their interpretations are similar or different to your own analysis of the source.

References

CVCE (2022) Opening address given by Sukarno (Bandung, 18 April 1955), accessed 10 July 2022.

McCann, G. (2018) Ghana's Bandung moment: Jim Markham's Asian sojourn, 1953–55, *Afro-Asian Visions*, accessed 10 July 2022.

Timescape Indonesia (2013). President Sukarno Opening Speech at, the Bandung Conference, 1955, Indonesia, You Tube, accessed 10 July 2022.

VCAA [Victorian Curriculum and Assessment Authority] (2020) *VCE History Study Design*, accessed 10 July 2022.

8. Indigenous rights and the world stage: How international civil rights movements are reflected in Australia

Chris Mayman



Center protester detail with sign from Student Action for Aborigines protest outside Moree Artesian Baths 1965 – *The Tribune*, Wikimedia Commons licenced by Flickr the Commons, Public Domain

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| Curriculum context | Modern History Stage 1, SACE |
| Historical thinking concept/s | Ask and use historical questions |
| Historical context | Indigenous Peoples > Indigenous Civil Rights Movement Identify key features in the indigenous rights movements in Australia and connect them to global civil rights movements, particularly in commonwealth countries. |
| Learning intentions | Develop an understanding of why some forms of political action are more effective than others in Australia as compared to the rest of the world. Demonstrate their ability to draw connection between separate but parallel events |

Activity

In this activity, you will be researching and developing your ability to draw connections between separate events. You will analyse and describe the relationships between the Australian indigenous rights movement and other racially defined rights movements such as the civil rights movement of America, indigenous rights campaigns of New Zealand and Canada, the end of Apartheid in South Africa, etc. This includes examining what forms of political activism were being used, to what effect and developing your own ideas of why some forms of activism and protest have been more or less effective in different times, movements and places.

You are to use this research to create a presentation of the differences, similarities and relationships between Australia's and another racially defined civil rights movements of the modern era from around the world as well as the relationship between European settler societies and the racial minorities. Each student is to choose a different country and discuss how and why the relationship between the dominant cultures and the racial minority cultures may be different by looking at the civil rights activism in these nations.

Resource 1 The Freedom Riders: Australian and American Civil Rights

Resource 2 Indigenous Affairs in Australia, New Zealand, Canada, United States of America, Norway and Sweden

Resource 3 COLLABORATING FOR INDIGENOUS RIGHTS 1957–1973: The fights for Civil Rights

Resource 4 The Protection of Indigenous Rights: Contemporary Canadian Comparisons

References

Behrendt, L. (2000). *The Protection of Indigenous Rights: Contemporary Canadian Comparisons*. Consultant, Law and Bills Digest Group, accessed 16 August 2022.

ClickView (2015). " data-url="https://www.clickview.com.au/curriculum-libraries/video-details/?id=3716863&library=secondary#:~:text=The%20USA%20Civil%20Rights%20Movement,segregation%20in%20businesses%20and%20communities.>">The Freedom Riders: Australian and American Civil Rights, accessed 16 August 2022.

Dow, C. and Gardiner-Garden, J. (2022) *Indigenous Affairs in Australia, New Zealand, Canada, United States of America, Norway and Sweden*. Social Policy Group, accessed 16 August 2022.

NMA (2022) *Collaborating for Indigenous Rights 1957–1973: Civil Rights*, National Museum of Australia, accessed 16 August 2022].

SACE (n.d.) Modern History Stage 1 Indigenous peoples, South Australian Certificate of Education, accessed 16 August 2022.

