

# Year 10 History: The Causes and Course of the Second World War

**Achievement Standard:** By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

In this unit, students will investigate the possible causes for the Second World War, its consequences and the effects that it had on the world. Students will identify the social, political and economic changes in Europe that were the result of the First World War and how these changes during the inter-war years contributed to the radicalisation of groups within Germany. During the unit, students will be explicitly taught how to analyse the reliability and usefulness of historical sources, and use source information as evidence in an argument/explanation.

Students will demonstrate their understanding of content and skills through a series of tasks throughout the unit and one short response exam at the end of term 1.

## Assessment Details:

### Task 1

- Portfolio of Written Activities
- Due Week 8

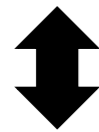
### Task 2

- Short Response Exam
- Due Week 10

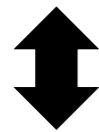


READING / VIEWING / LISTENING:  
Core Text 1: History Alive 10: Chapter 2

COMPREHENSION SKILL FOCUS:  
Determining Importance



THINKING:  
[Explaining, Analysing, Evaluating]



WRITTEN  
[Short response exam]

HIGHLY VALUED LANGUAGE FEATURE FOCUS:  
[Implication sequences, evaluative language]

|   | Source Analysis: Drawing conclusions about usefulness of sources   | Developing text:  |
|---|--|---|
| 4 | I can make in-depth inferences and applications that go beyond what was taught in class.   |   |
| 3 | When evaluating these sources, I can analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context  | I can develop texts, particularly explanations and discussions, incorporating historical argument   |
| 2 | <ul style="list-style-type: none"> <li>• Recall key vocabulary such as:                             <ul style="list-style-type: none"> <li>○ Consider</li> <li>○ Determine</li> <li>○ Conclusion</li> <li>○ Analyse</li> <li>○ Evaluate</li> <li>○ Explicit meanings</li> <li>○ Implicit meanings</li> <li>○ Origin</li> <li>○ Motive</li> <li>○ Perspective</li> <li>○ Audience</li> <li>○ Context</li> <li>○ Usefulness</li> <li>○ Reliability</li> <li>○ Concession</li> </ul> </li> <li>• perform basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Identify and explain the features of evidence including: explicit meanings, implicit meanings, origin, motive, perspective, audience, context;</li> <li>○ Find meaning and relationships between the features of evidence;</li> <li>○ Consider possible positive and negative implications for each feature of evidence;</li> <li>○ Investigate potential implications for the features of evidence;</li> <li>○ Draw conclusions about the <b>reliability</b> of historical sources by:                                     <ul style="list-style-type: none"> <li>▪ Determining the appropriate features of evidence that will support my conclusions,</li> <li>▪ Determining the appropriate features of evidence that I can use as concession to improve the credibility of my conclusion.</li> </ul> </li> <li>○ Draw conclusions about the <b>usefulness</b> of the historical source by:                                     <ul style="list-style-type: none"> <li>▪ Considering the extent to which the source provides insight into the question,</li> <li>▪ Considering the extent to which the source corroborates with other sources,</li> <li>▪ Determining the appropriate features of evidence to support conclusions,</li> <li>▪ Determining the appropriate features of evidence that I can use as concession to improve, the credibility of my conclusion.</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Recall key vocabulary such as:                             <ul style="list-style-type: none"> <li>○ Thesis</li> <li>○ Argument</li> <li>○ Supporting evidence</li> <li>○ Elaboration</li> <li>○ Phenomenon</li> <li>○ Implication sequence</li> <li>○ Factorial Explanation</li> <li>○ Consequential Explanation</li> <li>○ Elaborating clause</li> <li>○ Concession</li> </ul> </li> <li>• Perform basic processes, such as;                             <ul style="list-style-type: none"> <li>○ Deconstruct a historical question by;                                     <ul style="list-style-type: none"> <li>▪ Reading the question carefully and underlining the cognitive verbs and key phrases</li> <li>▪ Making a list of what you need to do to answer the question</li> <li>▪ Reading the stimulus and taking note of the parts that will help you answer the question</li> </ul> </li> <li>○ Create an effective thesis statement that responds to the question</li> <li>○ Organise evidence logically and cohesively</li> <li>○ Utilise key language features (such as connectives, elaborating clauses and implication sequences)</li> <li>○ Integrate source evidence through direct quotation and paraphrasing</li> <li>○ Integrate source evaluation into a text to strengthen an argument</li> <li>○ Reference information from sources using appropriate conventions</li> <li>○ Maintain a formal tone through the use of past tense and third person</li> <li>○ Avoid colloquialisms and contractions</li> </ul> </li> </ul> |
| 1 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes is demonstrated.  | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes is demonstrated.   |

| Guaranteed Vocabulary:  |  | Design Question Four Strategy  | Design Question Five Strategy   | 21 <sup>st</sup> Century Skill:   |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>Treaty</li> <li>Reparations</li> <li>Economic Depression</li> <li>Ideology</li> <li>Totalitarianism</li> <li>Democracy</li> <li>Dictatorship</li> <li>Fascism</li> <li>Nazism</li> <li>Holocaust</li> <li>Appeasement</li> <li>Propaganda</li> </ul>   | <ul style="list-style-type: none"> <li>Origin</li> <li>Motive</li> <li>Perspective</li> <li>Usefulness</li> <li>Reliability</li> <li>Implicit Meaning</li> <li>Explicit Meaning</li> <li>Implications</li> </ul> | <p><b>Design Question 4, Element 9, Using Structured Practice Sessions (New ASOT p.38)</b></p> <p>Each lesson, students will be provided an opportunity to practice the genre and skills that they require to write an effective exposition. Over the course of the term, teachers will use exemplars and co-constructions to model effective writing, before allowing students to construct paragraphs in small groups and independently as per the gradual release of responsibility model of instruction.</p> | <p><b>Design Question 5, Element 14: Generating and Defending Claims (New ASOT p.50)</b></p> <p>Students will be taught how to support claims in an historical argument. Students will focus on how evidence can be used to support and reach a strong and valid conclusion through the use of grounds (sub-arguments), backing (evidence) and qualifiers (concession).</p>   | <p><b>Critical Thinking Reasoning</b></p> <p>Students to create an extended and connected written text which includes logical explanation, evidence and a central thesis. Students will be explicitly taught to use clear reasoning through grounds (sub-arguments), backing (evidence) and qualifiers (concession) to support their arguments.</p> |
| Guaranteed Skills/Language Features:  |  | Reading Comprehension Skill and Strategy   | Cognitive Verbs   | ICT to Enhance Learning:  |
| <ul style="list-style-type: none"> <li>Students will be taught how to apply the structure of a factorial explanation and consequential explanation to form an effective argument:                             <ul style="list-style-type: none"> <li>Thesis</li> <li>Arguments</li> <li>Reiteration</li> </ul> </li> <li>Students will be taught how to use implication sequences to demonstrate an understanding of cause and effect and provide detail in the complexity of events</li> <li>Students will be taught how to use elaborating clauses                             <ul style="list-style-type: none"> <li>To specify and provide additional historical knowledge</li> <li>To exemplify and use evidence from sources</li> </ul> </li> </ul> |  | <p><b>Determining Importance</b></p> <p>Students will be shown how to sort key ideas and concepts from background information, focusing on the purpose of the author and the main idea of the text.</p> <p><b>Suggested Strategies:</b></p> <p>Structured Note-Taking p.201</p> <p><i>Doug Buehl (2014) Classroom Strategies for Interactive Learning</i></p>  | <p><b>Argue</b><br/>To give reasons for or against something. Challenge or debate an issue or idea; persuade, prove by giving reasons.</p> <p><b>Explain</b><br/>To make (an idea or situation) clear to by describing it in more detail or revealing relevant facts.</p> <p><b>Analyse</b><br/>examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences</p> <p><b>Evaluate</b><br/>make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria</p> | <p>Student will have the opportunity experience a virtual tour of Auschwitz.<br/><a href="http://panorama.auschwitz.org/tour1,en.html">http://panorama.auschwitz.org/tour1,en.html</a></p>  |

| Strands & Sub-Strands                  | Australian Curriculum Content Descriptors  | Kirwan High Learning Goals   |
|--|--|--|
| Historical Knowledge and Understanding | <ul style="list-style-type: none"> <li>The inter-war years between First World War and Second World War, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018 - Scootle)</li> <li>Examination of significant events of Second World War, including the Holocaust and use of the atomic bomb (ACDSEH107 - Scootle)</li> <li>Continuing efforts post-Second World War to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021 - Scootle)</li> <li>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189 - Scootle)</li> </ul> | <ul style="list-style-type: none"> <li>Explain the fall-out from The First World War, including the Treaty of Versailles, the establishment of Democracy in Germany, the Roaring Twenties, followed by the Stock Market Crash of 1929 and the subsequent Great Depression</li> <li>Understand how the weaknesses of the Weimar Republic, the impact of the Great Depression, resentment towards the Treaty of Versailles and propaganda contributed to the rise of Hitler</li> <li>Understand the key features of Nazi Ideology and explain why they appealed to the German public</li> <li>Explain how key events leading to Hitler's rise to power in Germany, including the Munich putsch, the Reichstag fire, the Enabling Act, the Night of Long Knives and the death of President Hindenburg</li> <li>Describe how propaganda was used by the Nazi Party to gain popularity in Germany</li> <li>Understand the policy appeasement and explain how it contributed to the outbreak of the Second World War rather than prevent conflict</li> <li>Understand the outcomes of the Holocaust</li> <li>Understand the reasons why the United Nations was founded in 1945</li> <li>Evaluate the reliability and usefulness of a source by taking into account its origin, purpose and context</li> <li>Use information within a source to develop an understanding of historical events</li> <li>Use information within a source to develop an understanding of people's motives</li> </ul> |
| Communication                          | <ul style="list-style-type: none"> <li>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192 - Scootle)</li> <li>Use historical terms and concepts (ACHHS183 - Scootle)</li> </ul>  | <ul style="list-style-type: none"> <li>Communicate clearly and purposefully using the structure of a consequential explanation and a factorial explanation</li> <li>Use a range for relevant historical terms and concepts (as listed in guaranteed vocabulary table; see above)</li> <li>Integrate direct and indirect evidence from sources in extended written texts</li> <li>Use implication sequences to demonstrate historical knowledge of cause and effect</li> <li>Use elaborating clauses to specify and exemplify in a written text</li> </ul>  |

**Possible Habit of Mind: Applying Past Knowledge to New Situations**

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>Exploring Meaning of the HOM</b><br/>Students will be able to define and explain the purpose of this habit of mind.</p> | <p><b>Expanding Capacity for using the HOM</b><br/>Students will be able to explain in which situations this habit of mind may be applied</p> | <p><b>Increasing Alertness for the HOM</b><br/>Students will be able to draw links between the historical understanding they have gained from this unit relates to their experiences in the 21<sup>st</sup> century, in particularly Australia’s relationships with the USA, UK and Asian nations</p> | <p><b>Extending Values of the HOM</b><br/>Students will be able to reach a point of view about how the historical events investigated in this unit impact Australia’s current international relationships, and will be able to use evidence to support that point of view</p> | <p><b>Building Commitment towards the HOM</b><br/>Students will be able to discuss how knowledge obtained in History can be used outside of the historical context, to understand the world in which they live in</p> |
|---|---|---|---|---|

**General Capabilities:** This unit provides opportunities for students to engage in following capabilities:

|   |   |  |
|---|---|--|
| <p><b>Literacy</b><br/> <b>X Comprehending texts through listening, reading and viewing</b><br/> <input type="checkbox"/> Composing texts through speaking, writing and creating<br/> <b>X Text knowledge</b><br/> <input type="checkbox"/> Grammar knowledge<br/> <b>X Word knowledge</b><br/> <input type="checkbox"/> Visual knowledge<br/> <b>Numeracy</b><br/> <input type="checkbox"/> Estimating and calculating with whole numbers<br/> <input type="checkbox"/> Recognising and using patterns and relationships<br/> <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates<br/> <input type="checkbox"/> Using spatial reasoning<br/> <input type="checkbox"/> Interpreting statistical information<br/> <b>X Using measurement</b></p> | <p><b>ICT</b><br/> <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT<br/> <input type="checkbox"/> Investigating with ICT<br/> <input type="checkbox"/> Creating with ICT<br/> <input type="checkbox"/> Communicating with ICT<br/> <input type="checkbox"/> Managing and operating ICT<br/> <b>Critical and creative thinking</b><br/> <input type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas<br/> <b>X Generating ideas, possibilities and actions</b><br/> <input type="checkbox"/> Reflecting on thinking and processes<br/> <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures</p> | <p><b>Personal and social capability</b><br/> <input type="checkbox"/> Self-awareness<br/> <input type="checkbox"/> Self-management<br/> <b>X Social awareness</b><br/> <input type="checkbox"/> Social management<br/> <b>Ethical understanding</b><br/> <input type="checkbox"/> Understanding ethical concepts and issues<br/> <input type="checkbox"/> Reasoning in decision making and actions<br/> <b>X Exploring values, rights and responsibilities</b><br/> <b>Intercultural understanding</b><br/> <b>X Recognising culture and developing respect</b><br/> <b>X Interacting and empathising with others</b><br/> <input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility</p> |
|---|---|--|

**Cross Curriculum Priorities:**

|   |
|---|
| <p><b>X Asia and Australia’s engagement with Asia</b></p> |
|---|

**Differentiation [for small groups or individuals]:**

|          |
|----------|
| <p> </p> |
|----------|