

YEAR 10 HISTORY: The Events 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 develop an understanding of the experiences of Australians at war and the significant changes that occurred within Australian society and with Australia's international relationships during the Second World War. In the first half of the unit, students will investigate the experiences of Australians at war before selecting either the Australian home front or Australia's international relationships for further investigation in a research task.

Students will demonstrate their understanding of the content and skills by conducting a historical investigation.

Assessment Details:

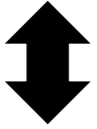
Task 3: Assignment – Historical Inquiry
 Students develop historical inquiry questions on the topic of key events during the Second World War and Australia's involvement. Students then investigate answers to these questions to develop a hypothesis, develop arguments to support this hypothesis and respond in the form of an exposition.
Due: Week 9



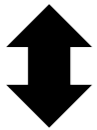
READING / VIEWING / LISTENING:
Core Text: History Alive 10: Chapter 2 Core Text 1:
 History Alive 10:

- Chapter 2: *World War Two (1939 – 1945)*

COMPREHENSION SKILL FOCUS:
 Synthesising Information



THINKING:
 [Explaining, Analysing, Evaluating]



WRITTEN / SPOKEN / MULTI-MODAL TEXT
 [Historical Inquiry]
 HIGHLY VALUED LANGUAGE FEATURE FOCUS:
 [Implication sequences, Nominalisation]

Term 2: Priority Standards		
Tracking for my exposition		Tracking for my analysis and evaluation of historical sources
We are learning how to sequence and communicate ideas effectively like a historian.		We are learning how to think critically about sources of information by analysing the features of evidence, and forming an evaluation based on our findings in from our analysis.
In addition to scoring a 3.0, I have been able to manipulate the exposition genre and can use this knowledge in other subject areas.	4	I can justify conclusions about historical sources by referring to a range of features of evidence.
In addition to score 3.0 performance, partial success at score 4.0 content.	3.5	In addition to score 3.0 performance, partial success at score 4.0 content
I can construct an argument about the significance of an event by using implication sequences and integrating source evidence and analysis in a written exposition.	3	I can analyse the origin, and purpose, of historical sources and draw conclusions about their usefulness
No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.	2.5	I exhibit no major errors or omissions.
I will know that I have learned it when I can:		No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.
<ul style="list-style-type: none"> Recall key vocabulary such as: <ul style="list-style-type: none"> Inquiry Explanation Embed Evidence Historical source Quotation mark Paraphrase Reference Elaborating clause Implication sequence Exemplify Specify concession Perform basic processes, such as: <ul style="list-style-type: none"> Plan an argument using the diagramming an argument template <ul style="list-style-type: none"> Form a hypothesis that is supported by evidence and research Identify appropriate arguments that will support the thesis Identify a range of different evidence to support and elaborate on the arguments Identify concession that can be used appropriately to provide additional perspective and credibility to the argument Use implication sequences to explain the significance of events Utilise key language features (such as connectives, unit and history metalanguage, evaluative language, elaborating clauses) to create a cohesive and logical consequential explanation Introduce historical sources by stating relevant source information and analysis of the features of the historical evidence, Integrate source evidence through the use of quotations and paraphrasing Reference historical sources by using the conventions outlined by the American Psychological Association (APA) Maintain a formal tone: Third person, past tense, no contractions or colloquialisms Refer to historical knowledge 		<ul style="list-style-type: none"> Recall key vocabulary such as: <ul style="list-style-type: none"> Consider Analyse Evaluate Origin Purpose Perspective Context Usefulness Explicit meanings Implicit meanings perform basic processes, such as: <ul style="list-style-type: none"> Analyse, identify and explain the features of historical evidence including: explicit meanings, implicit meanings, origin, and purpose; Find meaning and relationships between the features of evidence; Consider whether the implicit and explicit meanings of the source corroborate or conflict with the other historical sources in the field; Consider possible positive and negative implications for each feature of evidence, Draw conclusions about the usefulness of the historical source by: <ul style="list-style-type: none"> Considering the extent to which the source provides insight into the question, Considering the extent to which the source corroborates with other sources, Determining the appropriate features of evidence to support conclusions, Determining the appropriate features of evidence that I can use as concession to improve, the credibility of my conclusion. <p>However, I exhibit major errors or omissions regarding the more complex ideas and processes.</p>
However, I exhibit major errors or omissions regarding the more complex ideas and processes.		
No major errors or omissions regarding score 1.0 content and partial success of score 2.0 content.	1.5	No major errors or omissions regarding score 1.0 content and partial success of score 2.0 content.
With help, I can achieve some of the elements of 2.0	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.

YEAR 10 COURSE OVERVIEW

TERM 2: The Events of the Second World War

Guaranteed Vocabulary:	Design Question Four Strategy	Design Question Five Strategy	21 st Century Skill:
<ul style="list-style-type: none"> • invasion • campaign (military campaigns) • propaganda • political cartoons • censorship • home front • war correspondent • perspective • representativeness • bias 	<p>Design Question 4, Element 11: Examine Errors in Reasoning</p> <p>In this unit, students will be provided multiple opportunities over the course of the unit to generate and defend claims. Students will be explicitly taught to examine the support provided for a claim by analysing grounds, backing and qualifiers. This will support students to write effective expositions that use effective arguments.</p>	<p>Design Question 5, Element 14: Generating and Defending Claims</p> <p>In this unit, students will be explicitly taught how to generate a claim from a hypothesis, following the historical inquiry process. Students will be taught how effective grounds, backing and qualifiers should be used to support a claim.</p>	<p>Reflecting and Evaluating</p> <p>In this unit, students will be explicitly taught how to reflect upon and evaluate their work during the historical inquiry process. Students will be explicitly taught how to act upon their reflections through changing the direction of their inquiry, by modifying their hypothesis and focus questions.</p>
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<ul style="list-style-type: none"> • Create a hypothesis • Create focus questions • Inquire into a topic using the historical inquiry method • Classify sources • Interpret and analyse sources • Justify a hypothesis using evidence • Construct an exposition • Use implication sequences to explain cause and effect • Use elaborating clauses to specify • Apply nominalisation to academic writing 	<p>Make Inferences</p> <p>It is essential that students can make inferences from literary and non-literary sources. Students will be taught how to use the Double-Entry Diary strategy to record direct evidence and make inference about an inquiry topic from the evidence. This strategy will also support students to complete effective research using their research journal.</p> <p>Suggested Strategy: Double-Entry Diary</p> <p><i>Doug Buehl (2014) Classroom Strategies for Interactive Learning</i></p>	<p>Analyse</p> <p>Examining the parts of something in detail and showing the relationship of the parts to each other; may involve description, comparison, interpretation and critical comment.</p> <p>Key terms:</p> <ul style="list-style-type: none"> • The perspective of the author is ... • missing from the text is the point of view that ... • by contrast ... • there is a connection between ... and • however / because / also / unless 	<p>Online Research</p> <p>In this unit, students will be provided with multiple opportunities to engage with ICT to conduct research. Students will be explicitly taught how to specify search terms and use search functions such as ctrl F.</p>

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TERM 2: The Events of the Second World War Learning Goals:

Strands & Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Historical Knowledge	<p>OVERVIEW CONTENT:</p> <ul style="list-style-type: none"> The experiences of Australians during Second World War (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108) <p>RESEARCH TOPICS (students may select one for Historical Inquiry):</p> <ul style="list-style-type: none"> The impact of Second World War, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109) <p>or</p> <ul style="list-style-type: none"> The significance of Second World War to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and <i>Asia</i> (ACDSEH110) 	<ul style="list-style-type: none"> Recall the key events of the Pearl Harbour attack and discuss the reaction of the USA to the Pearl Harbour attack Understand the impacts of the Fall of Singapore on Australia's foreign relationships with Britain and the United States of America Recall the key events and turning points of the Kokoda campaign Discuss reasons why Japan was defeated in the Kokoda campaign Discuss the importance 'Kokoda' has taken on in the mythology of the ANZAC legend Discuss the role of the Second World War in shaping Australia's international relationships, particularly with the UN, UK, USA and Asia Discuss the experiences of Australian POWs
Historical Skills	<p>ANALYSIS AND USE OF SOURCES</p> <ul style="list-style-type: none"> Evaluate the reliability and usefulness of primary and secondary sources Identify the origin, purpose and context of primary and secondary sources Process and synthesise information from a range of sources for use as evidence in an historical argument 	<ul style="list-style-type: none"> Analyse the origin, motive, perspective, audience and context of historical sources Compare and contrast the reliability and usefulness of a range of sources, with particular focus on political cartoons, propaganda posters and literary sources created by war correspondents Corroborate historical evidence from a range of sources with varying perspectives Interpret explicit meaning and infer implicit meaning for literary and non-literary sources Compare and contrast Australian and Japanese perspectives on Kokoda campaign
	<p>PERSPECTIVES AND INTERPRETATIONS</p> <ul style="list-style-type: none"> Identify and analyse different historical interpretations (including their own) Identify and analyse the perspectives of people from the past 	
	<p>EXPLANATION AND COMMUNICATION</p> <ul style="list-style-type: none"> Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced Select and use a range of communication forms (oral, graphic, written) and digital technologies 	<ul style="list-style-type: none"> Communicate clearly and purposefully using effective paragraph and structure Use a range for relevant historical terms and concepts (as listed in guaranteed vocabulary table; see above) Create an accurately constructed bibliography and effectively integrate evidence into texts, using the APA referencing system. Design and create appropriate visual aids to support multi-modal presentation, such as PowerPoints, videos, posters or 3D models
	<p>CHRONOLOGY, TERMS AND CONCEPTS</p> <ul style="list-style-type: none"> Use historical terms and concepts Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places 	
	<p>HISOTIRCAL QUESTIONS AND RESEARCH</p> <ul style="list-style-type: none"> Identify and select different kinds of questions about the past to inform historical inquiry Evaluate and enhance these questions Identify and locate relevant sources, using ICT and other methods 	<ul style="list-style-type: none"> Understand the function of focus questions when engaging in the research process, and be able to design these independently Understand how to compare, select, record and sequence relevant information from a range of sources as evidence to answer focus questions, and be able to do so independently Locate, organize and record evidence from primary and secondary sources from a range of perspectives as evidence using ICT and other methods. Use implication sequences to explain cause and effect Use elaborating clauses to specify Apply nominalisation to academic writing

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TERM 2: The Events of the Second World War

Possible Habit of Mind: Questioning & Posing Problems

<p>Exploring Meaning of the HOM Students will be encouraged to question what they are exposed to; to question the media; to question politicians; to question what they learn about in class.</p>	<p>Expanding Capacity for using the HOM They will practice this through the analysis of wartime propaganda</p>	<p>Increasing Alertness for the HOM Students will be asked to compare the media they are exposed to in the modern world, with the media created during the Second World War.</p>	<p>Extending Values of the HOM They will then demonstrate evidence of this HOM through their analysis and evaluation of primary and secondary sources within their research book and exposition.</p>	<p>Building Commitment towards the HOM Students will have developed a commitment towards critically questioning the messages they are exposed to in their own lives.</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

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

Asia and Australia's engagement with Asia

Differentiation [for small groups or individuals]:

Differentiated research task is an option for ESL students or those in need of learning support.