



Diverse Historical Narratives and Perspectives: A Collection of Learning and Teaching Activities 2023

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Diverse Historical
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Perspectives: A
Collection of Learning
and Teaching Activities
2023

DIVERSE HISTORICAL NARRATIVES AND PERSPECTIVES: A COLLECTION OF LEARNING AND TEACHING ACTIVITIES 2023

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ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Custodians of all the unceded lands, skies and waterways on which Deakin students and teachers come together. As we learn and teach through virtually and physically constructed places across time, we pay our deep respect to the Ancestors and Elders of Wadawurrung Country, Eastern Maar Country and Wurundjeri Country, as well as the Traditional Custodians of all the lands on which you may be learning and teaching, where education has taken place for many thousands of years.

Aboriginal and Torres Strait Islander readers are advised that images of deceased First Nations Peoples are used in some of the activities. We also acknowledge that some of the language used to describe First Nations Peoples in the historical sources used is of its time and therefore would now be considered offensive or inaccurate. It is therefore important that students recognise and reflect on language and values within historical contexts.

ACKNOWLEDGEMENTS

As the editor of this collection, Rebecca Cairns would like to acknowledge the support and time of everyone who has taken interest in this project over the last two years.

In 2023, special thanks goes to: Angie Williamson, Deakin's Open Education Librarian; the Deakin Copyright team, Astrid Bovell and Luke Watsford; Danni McCarthy, Deakin's Open Education and Digital Practice Lead; Phillip O'Brien, leading secondary school teacher and peer reviewer of this book; CAUL; the pre-service teachers that wrote the introduction: Alex Elliot, Andy Gilbee and Aidan Davies; and all the Deakin pre-service teachers who enthusiastically contributed.

FOREWORD

As Open Education Librarian at Deakin University, I support academics in the development of open educational resources (OER) for use in teaching and learning. Through this role, I have come to understand the commitment and time it takes to develop open resources and how complicated it can be to innovate and to deviate from the norm in an educational institution.

Since the commencement of Deakin's OER program in 2021, open practice at our institution has evolved. Our discussions have moved from developing an initial understanding and awareness of OER to supporting projects utilising OER enabled pedagogies such as the resources developed by Rebecca and the students of EHI702. *Historical thinking for senior secondary students: A collection of teaching and learning activities 2022* was our institution's first example of an OER co-developed with students. At our launch event for this edition, I was impressed and inspired by the pre-service History teachers' enthusiasm, understanding of OER and their contributions to the resource. The students spoke beautifully about how the techniques that they learned as part of the resource development would enhance their practice once they commenced their teaching roles.

Exploring the 2023 edition, *Diverse historical narratives and perspectives: A collection of learning and teaching activities 2023*, I feel the same enthusiasm. The activities are engaging and well structured and could be utilised in senior secondary classrooms anywhere. For the pre-service teachers, the idea of having work published at this stage of their practice while contributing to the learning of others, must be a transformational experience. Rebecca's commitment to utilising renewable assignments embeds open practice within the practice of these commencing teachers, transferring open educational practice to a new generation of teachers, embodying the open practitioner philosophy of collaboration with students for all students.

In contributing this foreword to the text, I would like to sincerely thank Rebecca for the opportunity and congratulate all involved in the development of this open educational resource.

**Angie Williamson, Open Education
Librarian Deakin University**

Pre-service Teachers' Introduction by Alex Elliot, Andy Gilbee and Aidan Davies

As future teachers of Australian history, we would like to acknowledge the Traditional Owners of the lands of Australia on which sovereignty has never been ceded. It always was and always will be, Aboriginal land. We would like to further acknowledge the Boon Wurrung/Bunurong and Wurundjeri people of the Kulin Nation, on whose land we work, study, and reside. We pay our respect to their Elders past, present, and emerging and extend this respect to all Aboriginal and Torres Strait Islander peoples today. First Nations people have a continual legacy of sharing history through storytelling. We are proud to continue this tradition.

In the study of History, we engage in the analysis of past knowledge articulated and interpreted from a multitude of sources, each with varying motivations. In creating *Diverse Historical Narratives and Perspectives: A Collection of Learning and Teaching Activities 2023* Deakin pre-service teachers were tasked with creating activities for inclusion in a digital open

book with a focus on diversifying narratives and perspectives. Until relatively recently, the study of History was shaped by white males who served as its primary authors. This resource aims to help History teachers to develop their students' skills by analysing the multifaceted narratives and perspectives of history.

In pursuit of this goal, this open book additionally hopes to showcase the potential of OER-enabled pedagogies to create resources. Through the inclusion of activities that spotlight diverse historical narratives, we hope to illuminate the transformative capabilities of OERs. In doing so, we aspire to address the lingering gaps and biases within traditional curricula, empowering educators, students, and the broader community to challenge historical biases, rectify erasures, and include a diversity of knowledge in their understanding of history.

Teaching History, as we have come to appreciate, is a multifaceted challenge. The mission to integrate and acknowledge all voices within the historical narratives is often thought to be a complex and almost impossible undertaking. Within the History classroom an aspect of this decolonising process is creating a more inclusive and diverse representation of the past. In some cases, this entails uncovering primary resources that directly illustrate the experience of diverse historical perspectives. However, in many cases, it involves re-evaluating and re-interpreting current resources with a

different view; focusing on different themes and exposing hidden intentions or motivations.

As future educators we value this ideal, wishing to integrate diverse perspectives into our teaching practices. Yet, the day to day practicalities of juggling multiple classes and navigating different curricula presents ongoing challenges. Including different perspectives within this framework is a worthy cause but in reality it means placing further pressures on teachers to do independent research, create new resources and plan lessons that diverge from longstanding school practice. This open book serves as a solution to this conundrum for current educators and the future educators who have authored it. Its pages are filled with activities that focus explicitly on incorporating diverse historical narratives within the sometimes narrow boundaries of the history curriculum. With these activities in hand, the task of incorporating diverse voices becomes a more accessible reality.

Alexandra Elliot, Andy Gilbee and Aidan Davies
Deakin University, October 2023

EDITOR'S INTRODUCTION BY REBECCA CAIRNS

I write this introduction in the week following the Voice Referendum in Australia:

On Saturday, 14 October 2023, Australians voted in a referendum about whether to change the Constitution to recognise the First Peoples of Australia by establishing a body called the Aboriginal and Torres Strait Islander Voice. The referendum did not pass. (Australian Government, 2023, para 1.)

It is a significant moment for the nation and one that raises important questions and challenges for the Australian history education community as we critically reflect on what this means for the way Australia's 65,000 years of history is taught in relation to ongoing calls from First Nations Peoples for truth-telling about the impact of colonisation. It has also shaped the context in which this collection was developed.

The 2020-2021 review of the Australian Curriculum, spearheaded by then federal ministers for education, Alan Tudge and Stuart Robert, would suggest that conservative politicians are working hard to maintain the status quo of

historical narratives that emphasise 'positive' and 'patriotic' versions of history (see [Cairns, 2022](#); [Clark, 2021](#)). History educators are, however, much better equipped to navigate the complexities of contested histories with the young people they teach.

Although this collection is not specifically focused on Australian history, here in settler-colonial Australia pre- and in-service History teachers are aware that the teaching of any histories is underpinned by a set of power relations that shape the Western-centric disciplinary traditions of History and the dominant historical narratives we see reflected in official curricula and politicised debates.

Sometimes official school history curricula invite educators to grapple with the contested and constructed nature of historical narratives and make efforts to diversify the voices and perspectives through their aims and content. But research from around the world (e.g. Alexander & Weekes-Bernard, 2016; Cairns, Fricker & Weuffen, forthcoming; Taylor & Guyver, 2012) suggests that more often than not, history curricula and associated resources are lacking when it comes to including a diversity of voices, perspectives and narratives, and—for a range of complex reasons—teachers often choose not to stray from the well worn path of what has long been taught in their schools or from that which is familiar from their own educations (see Cairns, 2021; Moncrieffe, 2020;).

This is not to suggest that teachers are unwilling to engage students with alternative histories or make the space for

marginalised voices to be heard. As the introduction written by Alex, Andy and Aidan suggests, the everyday realities of teaching can impact on our capacity to innovate, especially in the exam-driven senior secondary years. Curriculum can therefore seem narrower than it might potentially be.

Sharing the infinite ways curriculum can be enacted by co-creating history education resources as open educational resources (OER), as this collection does, is one way we can open up the possibilities and also support and learn from each other as colleagues. This is especially important for the pre-service teachers and graduates joining the history education community.

As Alex, Andy and Aidan explain in their introduction, this collection showcases the potential of OER and OER-enabled pedagogy for history education. The learning and teaching activities within this collection were developed by Deakin pre-service teachers as part of a renewable assessment task within the Master of Teaching unit called *History Curriculum Inquiry Senior Years*, which I lead. It follows the publication of our first open book: [*Historical thinking for senior secondary students: A collection of teaching and learning activities 2022*](#).

A key aim of this this approach to open assessment and OER-enabled pedagogy is to empower pre-service teachers to share their developing practice in ways that are collegial and equitable: OER are free and adaptable for any classroom or curriculum context. It helps new and experienced teachers see the myriad of ways curriculum content and pedagogical

strategies can be mixed and matched, and also highlights the great existing history education resources available online.

As Deakin is located in Victoria, most of the activities are designed with the *VCE Study Design: History* (VCAA, 2020) in mind; however, they can be adapted to suit educators in any location. The teaching and learning activities also seek to take up the theme of diverse historical narratives, voices and perspectives, which we hope is also relevant to educators in other settings.

I thank these pre-service teachers for their enthusiasm, especially as they faced the challenges of juggling university, assessment, an extended professional experience placement and other work/life pressures throughout the trimester. I wish them all the best as start their careers teaching history in very interesting times.

Dr Rebecca Cairns

School of Education, Deakin University

Wadawurrung Country

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A GUIDE TO FINDING, CREATING AND EVALUATING FOR OER BY 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)

NOTE: A downloadable document including the content from the H5P activities is available at the end of this page.

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/diverse-hist-narratives/?p=759#h5p-2>

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/diverse-hist-narratives/?p=759#h5p-5>

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/diverse-hist-narratives/?p=759#h5p-1>

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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/diverse-hist-narratives/?p=759#h5p-4>

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/diverse-hist-narratives/?p=759#h5p-3>

[Download a text based version of A guide to finding, creating and evaluating for OER](#)

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ABOUT THE AUTHORS

Shauna Anderson

Tamim Azadzo

Mitchell Barry: Mitchell lives on the land of the Wurrundjeri People in eastern Melbourne. Their specialisations are History and Literature and have studied with Deakin since 2018. Mitchell has a strong passion for Australian history and the outdoors and hopes to make history relevant and meaningful to the lives of all students.

Devon Bennett: Devon lives in regional Victoria and studies online with Deakin. Devon has a keen interest in the histories of the oppressed, and oral traditions, as well as the intersectional perspectives of history.

Sarah Bishay: Sarah resides in the northern suburbs where the Wurundjeri Willum People are the Traditional Custodians of the Land. She is a passionate History educator, dedicated to igniting students' curiosity about the past. With boundless enthusiasm and growing expertise, Sarah aims to foster deep appreciation and understanding of History in the classroom.

Chava Block: Chava resides in Sydney's eastern suburbs and currently teaches Jewish studies at a local school. She has a deep passion for history and is dedicated to instilling its importance in her students. In addition to her teaching role,

she is completing her Masters in Secondary Education to enhance her teaching skills.

Hayden Booker: A father of two, Hayden lives and studies in Melbourne. He shares fascination in new world history—particularly cartography and early medicine. Hayden also has a keen interest in exploring the role of sport in history as a conduit for societal change.

Gemma Bristowe: Gemma grew up, lives and learns in Naarm, Australia. She is driven to provide accessible and equitable education and intends to utilise her love of literature and history to facilitate this. Too often, ‘history is written by the victors’, but when Gemma teaches she aims to include all perspectives to provide the opportunity for holistic historical interpretation.

Sophie Briggs: Sophie is a former professional dancer, current movement educator and future English and History teacher. She has a keen interest in social and oral histories and sees the study of history as an exercise in empathy, offering new ways to understand the world around us through storytelling.

Rebecca Cairns (Editor): Rebecca has been teaching and researching in the Deakin School of Education for a decade on Wadawurrung Country. Prior to this she taught Humanities and English in secondary schools in Victoria and Queensland. Her curriculum inquiry research examines the complexities of how we *do* curriculum, with a focus on history education, studies of Asia, decolonising practices and OER-enabled pedagogy. Rebecca leads the Deakin Master of Teaching unit,

History Curriculum Inquiry Senior Years, through which this book was developed.

Stephanie Cahill: Currently completing her Masters of Teaching Primary and Secondary, Stephanie resides and teaches high school English and Humanities in the south eastern suburbs of Victoria. Stephanie has had a keen interest in history since a young age and eventually turned that interest into pursuing undergraduate studies majoring in History Revolutions, Stephanie hopes to inspire young historical thinkers alike to find passion in our rich history.

Raka Chatterjee: Raka lives in Vermont South, Victoria with her 13 year old son, husband and her dog Mocha. Though originally from India where Raka had completed her Graduation and Post graduation in Modern History, she has spent 15 years in Singapore teaching MYP Humanities in an international school. Raka is looking forward to embracing her teacher identity again and do what makes her most happy: teach historical thinking concepts to the future generation in a way they can relate and identify with.

Brodie Clancy: Brodie lives in regional Geelong and is studying online with Deakin. Brodie always tried to keep learning and has long had a passion for History and English which she hopes to share with her future students.

Darci Cowell

Jacob Darlow: Jacob Lives in Melbourne's eastern suburbs and currently teaches a Grade 2 classroom. With a passion for ancient history, Jacob has completed a Bachelor of Music with

a Minor in History, a Graduate Diploma in Theology and is about to finish his Masters of Teaching. He hopes that these lessons can help future teachers and history classrooms excel in their studies.

Aidan Davies: Aidan is a historian from the northeast region of Victoria. Taking special interest in the wartime periods, specifically on politics, has led him on a pathway to teaching history in secondary school.

Alto Djakasuwarno

Kimberly Eastham: Kimberly is from Gippsland in regional Victoria where she resides with her 10 year old son. Kimberly has always been captivated by the intricate tales of the past. Her passion for history not only drives her to uncover forgotten stories but also inspire her students to appreciate the lessons and legacies of bygone eras.

Caitlyn Elias: Caitlyn is located in Melbourne's south-eastern suburbs on Wurundjeri Country and studies online with Deakin. She has an interest in how history has shaped our modern world and is looking forward to teaching students historical thinking concepts, particularly historical perspectives.

Alex Elliott: Alex grew up, lives, works and studies in Burwood, Victoria on Wurundjeri Country. During her schooling, Alex, as a person of colour, experienced a profound sense of her own history being erased, overlooked and marginalised in the curriculum. This feeling of injustice now serves as her motivation in pursuing a career as a History

teacher who hopes to adopt an inclusive and decolonised approach to her teaching practice.

Emily Franken: Emily is located in Victoria's Yarra Valley on Wurundjeri Country and studies at Deakin Burwood campus. Emily has a passion for the history surrounding Aboriginal and Torres Strait Islander Peoples and cannot wait to teach the future generations about this important topic.

Andy Gilbee: From the eastern suburbs of Melbourne, Andy is a student at Deakin Burwood and soon to be a father, with a strong love of Greek antiquity. He has the ambition of teaching historical thinking for use in day to day life.

Kate Gillespie: Kate resides and teaches on Boonwurrung land in southeast Victoria. Kate specialises in History and English and has a strong passion for teaching true accounts of Indigenous history within the history classroom as well as incorporating a range of Indigenous and culturally responsive pedagogies in her teaching practices.

Hannah Grace

Lisa Grbin: Lisa lives on Wadawurrung country and is a Liaison Librarian for the Faculty of Arts and Education and Health at Deakin University. Her favourite thing about working as a librarian is collaborating with a variety of people and exploring different technologies and solutions to support learning and teaching.

Eleanor Hogan: Eleanor Hogan lives on Boonwurrung land in the south east of Victoria. Her disciplines are history, and media studies, which tie neatly together in both her life

and her work. Eleanor is passionate about history, taking particular interest in the French, and Russian revolutions, and twentieth century history. Eleanor is dedicated to fostering an environment rich in student participation within all her classrooms across both history and media studies.

Maddie Jamieson

Hannah Jones: Hannah lives in Warrandyte on Wurundjeri Land. She is passionate about young people, and endeavours to focus on the development of character and identity within the scope of subjects such as History, Outdoor Education, Physical Education and Health.

Dean Kennedy: Dean grew up in Wadawurrung Country – Lara, Geelong – now residing in Wurundjeri Country, Coburg. Dean is passionate about understanding the experiences and perspectives of people throughout history and the contexts within which they lived, and looks forward to sharing this with students in the future.

Joshua Lake: Joshua studies on campus at Deakin Burwood. He has a passion for sport, specifically football and basketball. Joshua loves to learn and teach Revolutions alongside Ancient Rome and World War One. Joshua cannot wait to venture into the real world and become a teacher to be able to teach what he is passionate about.

Charley Lethlean: Charley resides in the south eastern suburbs of Melbourne. She is a passionate and a hard working individual who adores history and all it has to offer.

Billy Longer

Amelia Lowe

Nick McFarlane: Nick lives in Geelong, Victoria, and is a Master of Education (Secondary) student. Nick's passion for teaching flared up at the end of his VCE career, with a set of strong Humanities and History teachers who ignited that desire to pursue the urge to teach and learn. His passions revolve around developing an open forum of discussion for the Humanities, and facilitating an inclusive, diverse learning environment to foster young people into global citizens.

Declan McLaughlin: Declan has worked within schools in different capacities, all across Victoria. He has a passion for getting the best out of youth and helping them develop their critical thinking skills in a modern world where they are more needed than ever.

Mason Montgomery

Megan Mooney: Megan resides in Melbourne, Victoria. Her passion for History and English is one she wishes to share with her future students.

Grace Moroney**James Nowland**

Thomas Nisbet: Thomas lives in Melbourne's eastern suburbs where he has found his passion for education, history and literature. He enjoys the impact contexts have on the formation of art, music and culture. He inspire his future students to find their own passions like he has.

Daniel Owen: Daniel lives in Wurundjeri Country and is currently completing a Master of Teaching (Secondary).

Studying History and Visual Art methods, he is particularly interested in how they can be used to complement and enrich learning across disciplines.

Shalini Perera

Joseph Prpic: Joseph lives in Geelong, a town in Victoria and studies at Deakin University. Since his early teens he has had a passion for history, particularly the First and Second World War. Currently studying to become a history teacher in secondary schools, he hopes to spread his love of history among his students whilst simultaneously continuing to learn.

Aaron Redmond: Aaron resides in Melbourne, Victoria. He has a keen interest in revolutions and ancient history. He hopes to teach the future generation of students the importance of history and hopes they will develop the same passion he shares for it.

Benjamin Siscos: Benjamin lives in Melbourne and studies on campus at Deakin Burwood. He has a passion for history and especially the ancient history of the world. He loves sharing this passion with others and continues to learn more about it every single day.

Corrine Spalding

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.

David Speer

Lochlan Stenhouse

David Speer: David lives and teaches in a secondary setting in northeast Melbourne on Wurundjeri Country. His methods at university were Media Arts and History, appreciating the storytelling aspects of both disciplines. His particular historical interests lie in social history and historiography and wants to share with students the enjoyment he feels when studying new and unknown history.

Edward Stephens: Currently studying the Master of Teaching (Secondary) online at Deakin, Edward is training to be both a History and Indonesian language teacher. He is fascinated by intersections of different subject areas, such as where Indonesian language, history, nationalism and culture intersect with another topic, such as Australia's involvement in the Cold War.

Montana Thai: Montana lives and works on Bunurong/Boonwurrung land. She is an Asian-Australian whose family has immigrated to Australia as a direct result of the Vietnam War. Because of this, she hopes to use her specialisation in History to highlight diverse – often marginalised – voices to develop future historians who are provided with a profound and in-depth insight into real world history.

Keila van der Plaats: Currently pursuing her Masters of Teaching (Secondary), Keila has a unique, multicultural background having lived in various parts of the world, immersing herself in different schools, cultures and languages. Though Keila works as a Kinder teacher right now, her true

calling lies in teaching cultural history, inspiring future generations to appreciate the profound impact of history on our world.

Kyle Warford

Kim Wong: Kim specialises in Drama and History as his disciplines. He is interested in how Drama pedagogies can be applied to the History classroom to enhance learning and increase student engagement. He hopes to make his future History classes unforgettable for his students.

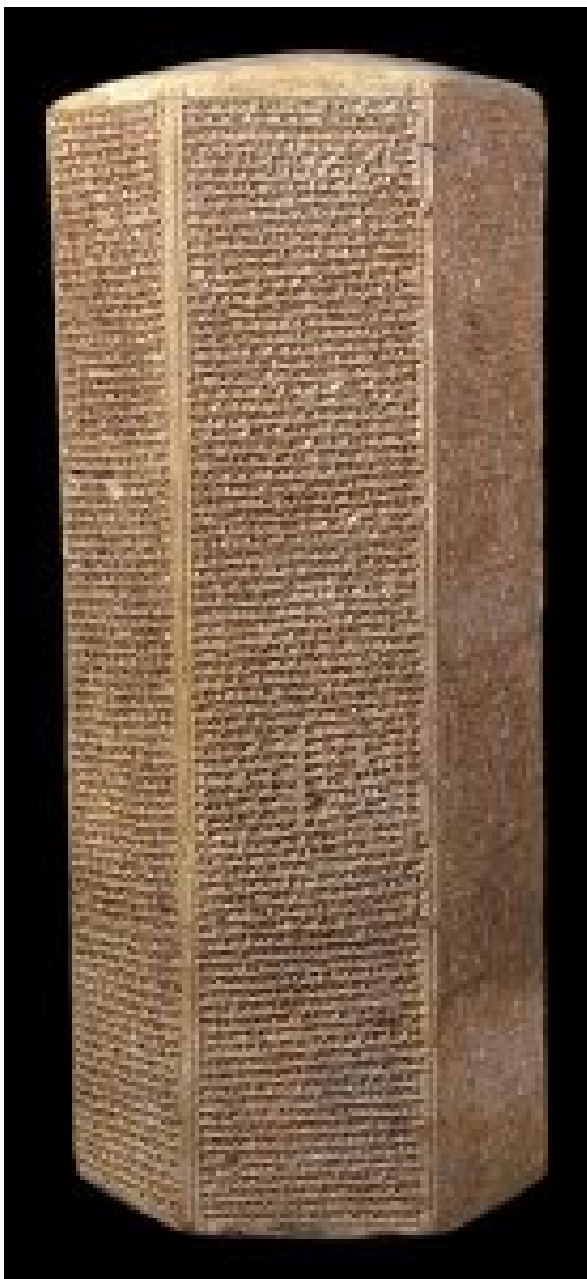
PART I

ANCIENT HISTORY ACTIVITIES

1.

INVESTIGATING SOURCES ABOUT ANCIENT MESOPOTAMIA BY ANDY GILBEE

1. How do we know what we know?



[The Taylor Prism, The Trustees of the British Museum](#)
([CC BY-NC-SA 4.0](#))

Curriculum context	Unit 1: Ancient History (VCAA, 2020)
Historical thinking concepts	Use sources as evidence Explore historical perspectives
Historical context	Ancient Mesopotamia > Ancient Empires > Features of Assyrian King Sennacherib and the city of Nineveh
Learning intentions	Explore the way primary sources can be used to construct a historical narrative with the use of relevant questions. Interpret and analyse perspectives of Assyrian King Sennacherib and Nineveh.

Activity

Through researching about Nineveh and the Assyrian King Sennacherib, this activity asks you to examine historical perspectives. You are going to read short readings obtained from the primary sources listed below, and work through document analysis questions. Once you have completed the

questions, you will form small groups to discuss your findings. During these discussions you will justify and defend your answers in your groups. Finally, you will write a short historical argument responding to one of two prompts.

Part 1: Primary Source Research

Analyse at least two of the following primary sources about Nineveh and Sennacherib:

1. Herodotus – Written
2. The Old Testament – Written
3. The Taylor Prism of King Sennacherib, Nineveh – Written
4. Wall Reliefs from the sack of Lachish – Visual

Use the following prompts to analyse each written source:

Observe its parts:

- Who were the authors/creators of the source?
- When were they created (roughly)?
- Who was the intended audience?

Try to make sense of it:

- What were they saying about Nineveh and Sennacherib?
- Why were these sources created?
- What is it talking about? Write one sentence summarizing the source.
- Quote evidence from the document that tells you this.

Form an opinion from the information, but consider this first:

- Do they say the same or different things about Nineveh and Sennacherib?
- What considerations do you need to keep in mind when evaluating each source?
- What have you learned about Nineveh and Sennacherib from just these sources?

Historical sources

Written Source 1

Herodotus [*Book One: Chapter 102*] (Holland, 2013)

Deioces finally died after a reign of fifty-three years, and was succeeded as ruler by Phraortes, his son. The new king, dissatisfied at ranking merely as lord of Media, set himself at the head of a great army. The first people he attached were the Persians, whom he forced into vassalage. With two powerful peoples now brought under his command, he then advanced to the conquest of Asia, country by country, until at length he came up against the Assyrians – or to be precise against the Assyrians of Nineveh, that same people who had once been the

masters of the world, but who since a revolt by their allies had found themselves shorn of their empire. Nevertheless, they remained a significant power; in the resulting war Phraortes himself and much of his army were wiped out, thereby bringing to an end his reign of twenty-two years.

Herodotus [*Book Two: Chapter 141*] (Holland, 2013)

The next king was a priest of Hephaestus called Sethos. Such was the lack of respect and courtesy that Sethos showed to the warrior class of Egypt that it was as though he imagined he would never have any need of them. One of the ways in which he dishonoured them, for instance, was to confiscate the plots of land – twelve highly productive fields in all – which each warrior had been awarded over the course of earlier reigns. Eventually, when Egypt was invaded by a huge army of Arabians and Assyrians under the leadership of their king, Sennacherib, none of the Egyptian military had any incentive to come to his rescue. Indeed, so desperate were the straits in which Sethos, the priest, found himself that he went into the great hall of the temple and poured out all his unhappiness and forebodings before the statue of the god. Even as he was in the middle of these lamentations he was overcome by a drowsiness, and imagined that he saw the god standing over him, offering him reassurance and a promise that all would be well if only he would march out and meet with the Arab army. ‘For I will send you helpers’. Sethos duly put his trust in his dream: he enlisted

all the Egyptians who were prepared to follow him, and set up camp at Pelusium, directly in the path of the invasion. With him in his army were shopkeepers, artisans and market-traders – but not one man from the warrior class. The enemy approached; but then, at night, there came a great swarm of field-mice, which gnawed through the quivers of the invaders, and their bows, and the handles of their shields, so that in the morning they found themselves quite defenceless. They fled and were cut down in great numbers. To this day there is a stone statue of Sethos standing in the sanctuary of Hephaestus, with a field-mouse in his hand. ‘Look on me’, declare the letters carved on the statue, ‘and revere the gods’.

Written Source 2

The Old Testament

[*\[The Book of Nahum: Chapter 3\]*](#)

[*\[The Book of Isaiah: Chapter 37 – Isaiah’s Message to the King\]*](#)

Written Source 3

The Taylor Prism of King Sennacherib, Nineveh

[*\[Column 2 and 3: Third campaign\]*](#)

[*Images of the Prism*](#)

Use the following six steps for image analysis:

1. Examine the picture (take your time)
2. Write down what you see without making any interpretations yet.
3. What questions do you have about the images (no limit) that you need to answer before interpreting it? i.e., Who is this about?
4. Think. Pair. Share your questions in small groups as part of your finding's discussion.
5. Given the historical context in conjunction with your written sources, what do you think the artist is trying to say (what does the piece mean), and who do you think the intended audience is?
6. Use this information to help form your historical argument.

Visual Source 4

Reliefs depicting the [battle](#) and [capture](#) of Lachish.

[Siege of Lachish in 3D \(British Museum\)](#)

Part 2: Findings discussion

Think. Pair. Share. In small groups discuss your opinions. What similarities do you have, what differences do you have? Can you back up your view with evidence?

Part 3: Historical argument

Individually write a short response in the format of an argument that is based on evidence from the sources and responds to one of the following prompts:.

1. To what extent are the perspectives of Sennacherib similar or different according to at least two sources?
2. To what extent might competing historical perspectives and historical sources about Nineveh lead to differing interpretations?

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2. Who is right about what we know?



[Sennacherib watches the capture of Lachish, The Trustees of the British Museum \(CC BY-NC-SA 4.0\)](#)

Curriculum context	Unit 1: Ancient History (VCAA, 2020)
Historical thinking concepts	Use sources as evidence Explore historical perspectives Historical interpretation/contestability
Historical context	Ancient Mesopotamia > Ancient Empires > Features of Assyrian King Sennacherib and the city of Nineveh.
Learning intentions	Form a historical argument based on your research about how the perspective of Sennacherib has either continued or changed over time. Defend your position in small debates.

Activity

You will continue your research on Nineveh and Sennacherib, this time focusing on secondary sources. Read through the secondary sources below and then answer the three levels of questions. Take into consideration what you researched last lesson with primary sources. Once you have completed the questions, you are going to formulate your own historical argument to the below question (use your previous written response and make sure to back up your answer with evidence).

To what extent have historical interpretations of Sennacherib continued or changed over time?

Finally, form either small groups or pairs to debate your arguments.

Part 1: Secondary Source Research

Pick at least two of the following secondary sources to read about Nineveh and Sennacherib by clicking the links below.

1. [Nineveh](#)
2. [The Taylor Prism of King Sennacherib, Nineveh](#)
3. [Siege of Lachish Reliefs at the British Museum](#)
4. [Assyrian Warfare](#)
5. [Nineveh was the most dazzling city in the world](#)

Part 2: Questioning

- Level one (factual questions):
 - Who was Sennacherib? What did he do?
 - What was Nineveh? Why was it significant?
 - Who have we learnt this information from?
- Level two (inferential questions):
 - What would have motivated the authors of the

primary sources to create their work?

- What was Sennacherib trying to achieve?
- Level three (universal questions):
 - Why are there different perspectives about Nineveh and Sennacherib?
 - What is the importance of understanding historical perspective when evaluating evidence?
 - When is it okay to contest history?

Part 3: Small debates

Using the information you have learned today in conjunction with your written response from the previous activity, you are going to formulate a historical argument in response to the following question.

To what extent have historical interpretations of Sennacherib continued or changed over time?

Form pairs of small groups with even numbers of people who agree that the historical perspective of Sennacherib has remained the same with those who believe it has changed. Take turns to state your argument and defend your view from questions of your opponent.

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2.

RESEARCHING ANCIENT EGYPT BY DARCEE COWELL

**1. Power structures of Old
Kingdom Egypt and First
Intermediate Period:
Research and role play
activity**



[First intermediate period of Egypt](#) by حسني بن باريك (CC BY-SA 4.0)

Curriculum Context	VCE Unit 2: Ancient Egypt (VCAA, 2020)
Historical thinking concept/s	Analyse cause and consequence Explore historical perspectives
Historical context	Changes in the organisations of power during the time of Old Kingdom Egypt and First Intermediate Period
Learning intentions	Create a role play to identify and compare the changes in the organisations of power between Old Kingdom Egypt and the First Intermediate Period. Evaluate the historical significance of each period relating to the political, social and economic factors that influenced these changes and how they affected ancient Egyptian society.

Activity

In this activity you will participate in a role play to demonstrate the shifts in power between Old Kingdom Egypt and the First Intermediate Period. The class will be divided in half, with the first group exploring Old Kingdom Egypt and

the second group the First Intermediate Period. Each group will need to research the organisation of power in Old Kingdom Egypt and the First Intermediate Period.

Step 1: Researching

In your groups, you will research the organisation of power in your time period, which will be used to develop a role play. You may look to research the following prompts:

Old Kingdom Egypt:

- What was the arrangement of the political structure during the Old Kingdom in Egypt?
- What was the role and authority of the pharaoh in the political structure of Old Kingdom Egypt?
- How was the bureaucracy organised in Old Kingdom Egypt, and what functions did it serve in maintaining the centralised government?
- What was the relationship between the pharaoh and the nobility, and how did the nobility contribute to the exercise of power?
- Which pyramids were built during this time and for who?
- What did the building of the pyramids symbolise?
- How did the provincial administration work in Old

Kingdom Egypt, and what roles did regional governors play in maintaining the pharaoh's control?

- Were there any significant changes or developments in the organisation of power, and if so, what were the reasons behind these changes?
- Were there any instances of political resistance or challenges to the pharaoh's authority, and if so, how were they addressed?

First Intermediate Period:

- How did the political organisation of power change during the First Intermediate Period compared to the centralised system of the Old Kingdom?
- What factors contributed to the decentralisation of power during the First Intermediate Period?
- How did the weakening of the central government's authority lead to the emergence of regional rulers and the fragmentation of Egypt into smaller power centres?
- What were the roles and responsibilities of regional rulers (known as nomarchs) during this time?
- How did the power struggles among regional rulers and nomarchs impact the stability and governance of ancient Egypt?
- Were there any attempts to restore centralised authority, and if so, what were the outcomes?

- How did the changes in the organisation of power affect the economy and trade?
- Which pyramids were built during this time and for who?
- What did the building of the pyramids symbolise?
- Were there any notable social or cultural changes that occurred as a result of the shifts in the organisation of power?
- How did the changes in power during the First Intermediate Period influence the reunification of the country in Middle Kingdom Egypt?

Resources for you to use (you may refer to other websites as well – this is just a starting point):

- [An Introduction to the Ancient Egypt Civilisation](#)
- [Ancient Egypt and the Nile River Valley](#)
- [Ancient Egyptian Government](#)
- [Egypt: The Old Kingdom Falls](#)
- [The Periods of Ancient Egypt](#)
- [Tiny timelines: ancient Egypt and Mesopotamia in a global context, 5th-3rd millennia B.C.E.](#)

Step 2: Role play

Based on this research, each group will develop a role play to communicate the key characteristics of the political structures of each period and then perform their role plays. Group 1 will perform their role play first, while group 2 will be taking notes on how Old Kingdom Egypt's organisational structure differed from the First Intermediate Period. Group 2 will then perform their role play, while group 2 will take notes on how this period differed to their own.

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2. Pyramids historical inquiry



[Tomb of Nemtymes, reign of Ramesses II, 19th dynasty,](#)
[Saqqara](#) by [Richard Mortel \(CC BY 2.0\)](#)

Curriculum Context	Unit 2: Ancient Egypt (VCAA, 2020)
Historical thinking concept/s	Historical inquiry Evaluate historical significance
Historical context	Pyramids built during Old Kingdom Egypt and First Intermediate Period and their historical significance Explore the significance of a chosen pyramid built during Old Kingdom Egypt or the First Intermediate Period.
Learning intentions	Analyse the role it played in ancient Egypt's society and who it was built for/by. Present findings via your chosen multi-modal method.

Activity

In this activity you will individually pick a pyramid to research. From the list below, you must pick one pyramid built during either Old Kingdom Egypt or the First Intermediate Period. You will need to research how the building of the pyramid was significant during the time it was built, who it was built for/by and the role it played in ancient Egyptian society. You can pick a pyramid from the following list or discuss alternatives with your teacher:

- Abydos
- Dahshur Pyramid
- Great Pyramid of Giza
- Temple of Karnak
- Saqqara – Pyramid of Djoser

Resources for you to use (you may refer to other websites as well – this is just a starting point):

- [Abydos, city of pilgrimage of the Pharaohs](#)
- [Great Pyramid of Giza](#)
- [Karnak](#)
- [Inside the Tombs of Saqqara](#)
- [Memphis and its Necropolis – the Pyramid Fields from Giza to Dahshur](#)

2. After you have picked a pyramid, you will need to research its historical significance and present your findings in a multi-modal platform of your choice. It could be via a poster, PowerPoint, mind map, etc.). You may look to research the following prompts:

- What was the primary purpose of building this pyramid?
 - Who was this pyramid built for?
 - What was the religious significance of building this pyramid?
 - What practical purpose did building the pyramid serve?
 - Where was this pyramid built?
 - How did the construction of this pyramid influence the architectural, engineering and constructions techniques of later periods in ancient Egypt?
 - Were there any regional or cultural variations in the build of this pyramid that may have differed from others during the same time period?
3. At the end of the class, we will come together as a group and share our findings. Compare and contrast your findings with others who have may have picked a different pyramid.

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3.

ANCIENT EGYPTIANS AND THEIR SCIENTIFIC AND TECHNOLOGICAL ACHIEVEMENTS BY ALTO DJAKASUWARNO

**Researching the scientific
and technological
achievements of Ancient
Egyptians**



[Cosmetic box of the Cupbearer Kemeni Egyptian, Middle Kingdom](#) by [Ralph Daily \(CC BY 2.0\)](#)

Curriculum Context	Unit 2: Ancient Egypt (VCAA 2020)
Historical Context	Ancient Egypt Explore historical achievements
Historical Thinking Concepts	Historical significance
Learning Intentions	Research and discover what the Ancient Egyptians are responsible for in relation to scientific discoveries and technological achievements Evaluate, comprehend and interpret the historical significance of inventions/discoveries that were made by the Ancient Egyptians

Activity

This activity asks you to discover and evaluate how the Egyptians have helped in achieving both scientific and technological breakthroughs in the course of history. You will be put into small groups and asked to do some research on either a scientific or technological piece that the Ancient Egyptians have created that has significantly helped modern science and technology. Once you have collated all your research, you will present your learning to the class in a short 3-minute presentation outlining the significance of your

findings. The presentation can be formatted in any manner, but it must include visual prompts.

Following your presentation, you will, as individuals, compose a short essay explaining your findings. Focusing on two key aspects, the first being the significance of the scientific discovery or technological breakthrough and the second being how it has helped 21st century science and technology.

Activity 1: Research

Working in groups of 2-3, use whichever resources are available (textbook, laptop etc.) in order to find and collate your information. When using the internet, be aware of the resource and authors who publish the piece of work. Ensure the resource was published by a historian or it is from a credible source. To prepare for the next activity, it is advised that you gather a large amount of information, and from there you can decide which pieces of information you would like to use.

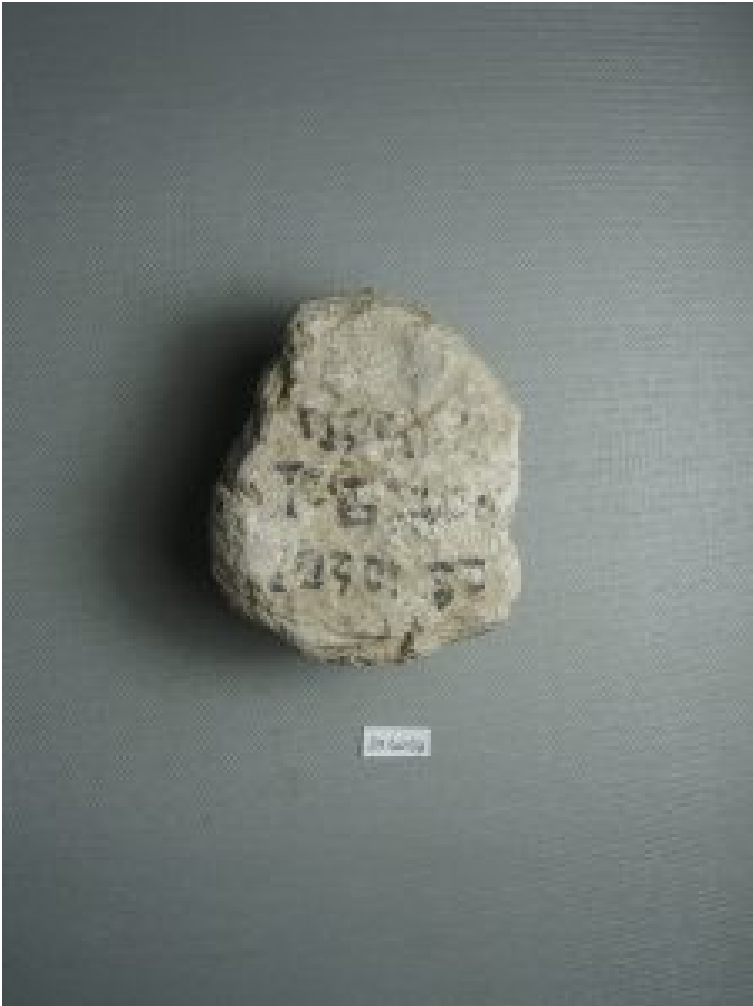
Research Prompt Images

Image 1: “[Undecorated Kohl Jar with Lid](#)” by The Brooklyn Museum, Openverse ([CC BY 3.0](#))

ANCIENT EGYPTIANS AND THEIR SCIENTIFIC AND
TECHNOLOGICAL ACHIEVEMENTS BY ALTO



Image 2: “[Small Lump of Plaster with Black Ink Inscription](#)” by The Brooklyn Museum, Openverse ([CC BY 3.0](#))



Activity 2a: Present findings

As a group, present your findings to the rest of the class. Your presentation can be presented in any manner, try think outside of PowerPoint! Remember, your presentation must include

visual aids, this will help the class better understand what you have found. Also, ensure that your presentation is clear and concise in that it is clear what you have found and how it has helped in achieving scientific and technological breakthroughs. Reminder that each presentation is a maximum of 3 minutes, use the time wisely and efficiently. Help your fellow classmates by explaining the links to when it was first invented/discovered to modern day society.

Presentation Prompt Questions

1. What did you find and how was it discovered?
2. Without this specific scientific discovery or technological breakthrough, where would we be today?
3. How has your chosen discovery or breakthrough helped or hindered the world?
4. Since its discovery or invention, how much has it changed?
5. How do we use the scientific discovery or technological breakthrough in our everyday lives?

Activity 2b: Short Essay

Now as individuals you will compose a short essay outlining your findings and argument about the significance of the scientific discovery or technological breakthrough and how it

has helped 21st century science and technology. The essay should enable someone to understand what the discovery is, what it's explaining and how the achievement has helped humankind.

Essay Prompt Questions

1. What was the historical significance of the discovery?
2. How has the discovery helped humanity?
3. How do we use it today as opposed to when the Ancient Egyptians used them? Is it different or the same?

For further support on evaluating historical significance see the NAME framework in this article for students on [significance by HistorySkills.com](https://www.historyskills.com/significance-by-HistorySkills.com)

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4.

TRADE IN ANCIENT EGYPT BY ALEX LEATHER

Cross-cultural trade in
ancient Egypt



[“Juglets, Levant \(l\) & Egypt \(r\), Second Intermediate Period”](#) by [Gary Lee Todd \(CC0 1.0\)](#)

Curriculum context	VCE Unit 2: Ancient Egypt (VCAA, 2020)
Historical context	Middle Kingdom Egypt and the Second Intermediate Period (2040 to 1550 BCE)
Historical thinking concepts	Use sources as evidence Historical Inquiry Cause and consequence
Learning intentions	Understand the importance of cross-cultural trade and the significance it had on bringing Egypt into the Mediterranean world Group collaboration and historical inquiry

Activity

Step 1

In groups, brainstorm the importance of trade in society today with specific focus on how it can connect different regions and cultures.

With this information in mind, follow the below links to

gain an overview of the Middle Kingdom period as well as the Second Intermediate period of ancient Egypt

[*Middle Kingdom of Egypt*](#)

[*Second Intermediate Period of Egypt*](#)

Step 2

Find maps of ancient Egypt during the time period, looking at its geographical location.

Think about the potential key trade partners and write them down for the next activity.

Further your research to find maps with the trade routes/ways things were traded in and out.

[Map of Ancient Egypt, 1000 BCE: Late Dynastic History | TimeMaps](#)

[Trade in Ancient Egypt – World History Encyclopedia](#)

Step 3

Can you find artefacts that show cross cultural trade? Some examples may be pottery, textiles and other luxury items.

List them in the table like this:

Item	Where it is from	Evidence	Influence it had

Step 4

Research inquiry: *What architectural developments were influenced by cross-cultural trade and what was their purpose and power?*

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Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

5.

ANCIENT EGYPTIAN BELIEFS AND PRACTICES BY BILLY LONGER

1. Ancient Egyptian gods and belief systems



[Neith purificando a Duamutef, caja canópica del British Museum](#) by [Jl FilpoC](#), (CC BY-SA 4.0)

Curriculum context	VCE Unit 2: Ancient Egypt (VCAA, 2020)
Historical thinking concepts	<p>Explore historical perspectives</p> <p>Ask and construct historical questions</p> <p>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)</p>
Historical context	<p>Cultural beliefs and practices and their expression of authority, such as cults of Re and Osiris, Egyptian beliefs concerning the afterlife, features of funerary practices and customs, royal tombs and tombs of the nobility, science, literature, art and architecture</p> <p>Develop an understanding of ancient Egyptian belief systems.</p>
Learning intentions	<p>Ask and use a range of historical questions to investigate features of ancient Egyptian beliefs.</p> <p>Evaluate the effect that polarising perspectives may have on how one might gain favour with a god.</p>

Activity

Part 1: Classroom discussion and introduction to topic

Some relevant provocative questions the teacher can ask the students could include, but is not limited to:

- What belief systems do people have around the world?
- What are some First Nations people's beliefs that you may be aware of or have learned previously at school?
- What do you know already about ancient Egyptian belief systems?
- What are some of the ancient Egyptian gods?

Part 2: Individual research activity, using historical questions

Students will individually choose one ancient Egyptian god that they're interested in to research and answer these historical questions:

- Descriptive:
 - What is the name of the god you have chosen? What does your god look like? What do they symbolise?

- Procedural:
 - How was your ancient Egyptian god worshipped in daily life and official ceremonies?
- Comparative:
 - Compare the pantheon of ancient Egyptian gods with that of other belief systems around the world today. What are the similarities? What are the differences?
- Evaluate:
 - Evaluate the impact that the ancient Egyptian belief system had on their daily life.

The students can use the following sources as a starting point for information:

[Religion and gods in ancient Egypt](#)
[11 Egyptian Gods and Goddesses](#)

Part 3: Thinking task and extended writing response

Imagine you were a pharaoh living in ancient Egypt. Under what circumstances might you wish to gain favour from the gods? How would you gain favour from your god?

Now imagine that you were a peasant living during that time, how might your answers to the above questions be similar or different?

Part 4: Asking historical questions

Write three historical questions that you would be interested in uncovering, with regards to ancient Egyptian belief systems and the god that you have chosen or a god that you wish to learn more about. These questions should relate to areas that you're interested in finding more information about.

Part 5: Discussion circle

Students will sit side-by-side in a circle and discuss the ancient Egyptian gods that they have researched and share their thoughts during the thinking task and historical questions that they wondered about. Students are encouraged to offer insights and share additional information or areas of interest which they may have stumbled upon during their own research activity. If a student feels that they can answer a question that their peer has shared, they are encouraged to do so.

If students have any questions left unanswered, they are encouraged to use the remainder of the class to research them. The teacher can also be used as a resource to point them in the right direction. While this is ongoing, students are encouraged to share their findings with the class and ask questions or share insights that are relevant to the topic.

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2. Ancient Egyptian customs

and funerary practices



[Opening of the mouth ceremony](#) by British Museum ([CC0 1.0](#))

Curriculum context	VCE Unit 2: Ancient Egypt (VCAA, 2020)
Historical thinking concept/s	Analysing sources Using sources as evidence Explore historical perspectives Construct historical arguments
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). Close analysis of an image as a source.
Learning intentions	Understand how sources can be used as evidence to make a formulated opinion. Gain an understanding of ancient Egyptian funeral ceremonies and Egyptian beliefs concerning the afterlife during this period.

Activity

Part 1: Source analysis

View this image depicting the ancient Egyptian “The Opening of the Mouth” ceremony.

Source A: ‘[Book of the Dead of Hunefer \(Hw-nfr\) frame 3; fully coloured vignettes; coloured border. The scene \(vignettes\) shows episodes in Hunefer’s judgement.](#)’ Field

Collection by: Antoine Barthélemy Clot, The Trustees of the British Museum.

Analyse the above image, and answer the following historical questions:

- What is happening in this image?
- Who is represented in this image? How are they represented?
- Which ancient Egyptian god is present? Why?
- What is the role of the women depicted in this image? How does this differ from the roles of the men?
- Who do you think drew this image? Why?
- How influential do you think the ancient Egyptian pantheon is on the art and architecture of the period, argue your position.

Part 3: Class discussion

Students are encouraged to share their thoughts surrounding the above image. When a student shares an opinion, the teacher should ask them *why* they came to that conclusion. For example, if a student suggests that the image depicted could be a funerary ceremony, ask them to elaborate on the specific elements of the image that they've analysed, which has led them to this conclusion.

Part 4: Use sources as evidence: extended writing response

Using the image once more, and the secondary sources provided below, what might they reveal about power, beliefs, and values in ancient Egypt? Use these questions below and the sources provided to help guide your response. Feel free to expand your research and include additional sources.

- What were the beliefs surrounding the afterlife in ancient Egypt, and how were they expressed during funeral ceremonies?
- How were the tombs of pharaohs and royalty prepared and decorated, and for what purpose?
- Compare and contrast the funerary practices of ancient Egypt to another society/culture. What is each culture's view on the afterlife and how was that reflected in their burial customs?
- What was valued during these elaborate ceremonies?

The sources below can be accessed for additional advice and assistance, although students are encouraged to explore additional sources.

[Funerals in ancient Egypt](#)

[Ancient Egyptian Burial](#)

References

Australian Museum. (2021). Funerals in ancient Egypt.

<https://australian.museum/learn/cultures/international-collection/ancient-egyptian/funerals-in-ancient-egypt/>

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6.

MIDDLE KINGDOM EGYPT BY SHALINI PERERA

The reunification of Egypt in
the Middle Kingdom: A
storyboard timeline of
change



[Relief of Nebhepetre Mentuhotep II and the Goddess Hathor](#) by Metropolitan Museum of Art ([CC0 1.0](#))

Curriculum context	Unit 1: Ancient History (VCAA, 2020)
Historical thinking concepts	Analyse cause and consequences. Establish historical significance.
Historical context	Ancient Egypt > Middle Kingdom Egypt
Learning intentions	Create a storyboard timeline that depicts the reunification process.

Activity

This activity invites students to work individually to create a storyboard illustrating the major events and milestones of Mentuhotep's reunification process. You will use visual representations and descriptions to showcase the sequence of events and analyse their significance, fostering your analytical skills and historical understanding. During the collaborative presentation and discussion you will participate in critical thinking and learn from their peers' perspectives and work. This can be completed by hand or digitally.

Part 1: Research and Event Collation

You will use provided resources and further research about Mentuhotep II's reunification of Egypt to collate and determine the major sequence of events. The events should be in relation to, and consider the military campaigns, changes to land and territory and societal changes under Mentuhotep's rule. These resources can include textbooks, articles, reliable online resources and notes taken from class. You can work collaboratively to collate ideas and events based on their prior knowledge.

You can use the following resources to support your research:

[*Middle Kingdom of Egypt*](#)

[*Middle Kingdom of Egypt Timeline*](#)

[*First Intermediate Period of Egypt*](#)

[*Egypt in the Middle Kingdom \(ca. 2030–1650 B.C.\)*](#)

Part 2: Storyboard Creation

You will individually design a storyboard that visually narrates the sequence of events leading to Mentuhotep II's reunification of Egypt. You must ensure that your events are displayed in chronological order. You can use primary sources and artefacts explored in class or from your extended research to inspire your visual representations. The storyboard should include a series of visual representations (pictures, drawings,

printed images) and can be presented digitally or by hand. There must be a minimum of 6 key events in the storyboard.

Each visual representation will be accompanied with a caption that explains the significance of the events to the reunification process. You are required to include the date of the event, names of historical figures and place of the event within your caption. The captions should be concise but informative, providing key details about each event. You are encouraged to use evidence from your research to support your analysis.

Part 3: Presentation and Discussion

Once everyone has completed their storyboards, you will divide into small groups of 4-5 and present your storyboard to your peers, discussing the rationale for choosing the major events and how your sequence of events led to Egypt's reunification under Mentuhotep II's rule. After each presentation, students will provide the presenter with feedback and ask questions regarding their storyboard. You are encouraged to provide your peers with feedback regarding the relevance of the event to the reunification of Egypt, the use of sources as evidence and their interpretation of the event based on historical knowledge and interpretations of Mentuhotep II and the conditions of the First Intermediate Period.

Part 4: Reflection and Class Discussion

After the presentation and discussion stage, you are

required to reflect on the feedback provided by your peers and make any necessary revisions to your storyboard to strengthen its overall quality. The teacher will then conduct a class discussion where you will share your key findings, insights, and observations from the storyboard presentations. You are encouraged to identify the similarities and differences in event choice, interpretations, and depictions from them small group presentations and engage in meaningful dialogue about Mentuhotep II's reunification process and its historical significance.

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Middle_Kingdom_of_Egypt/](https://www.worldhistory.org/Middle_Kingdom_of_Egypt/)

Mark, J.J. (2016), First Intermediate Period of Egypt, *World History Encyclopedia*.

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The 11th Dynasty and the Middle Kingdom: A Biographical Exhibition



Deir El Bahari: [Temple of Hatshepsut in Egypt](#) by Gerd Eichmann ([CC BY-SA 4.0](#))

Curriculum context	VCE Unit 1: Ancient History (VO)
Historical thinking concepts	Use sources as evidence Establish historical significance
Historical context	Ancient Egypt > Middle Kingdom
Learning intentions	Create a museum exhibit dedicated to the Middle Kingdom.

Activity

In this activity, you will work collaboratively in groups of 3-4 to curate a museum exhibit dedicated to the 11th Dynasty and the Middle Kingdom. You will establish the historical significance of Mentuhotep as a pharaoh by analysing and evaluating primary and secondary sources and artefacts. You will be required to select artefacts, write informative panels highlighting historical perspectives and use evidence. During the presentation and discussion stage, you will reflect on how historical interpretations and artefacts are used to establish historical significance concerning the pharaohs of the 11th Dynasty.

Part 1: Research and Artifact Selection

You are instructed to research and select artefacts using both resources provided by the teacher and extended online research, focusing on the 11th Dynasty. You are encouraged to gather artefacts from the excavation of Deir El Bahari and use artefacts from your textbooks to create your exhibition. These artefacts must include evidence to support the governing, military feats, and building projects conducted in the 11th Dynasty. There must be a total of 10-12 artefacts selected for the exhibition. Be creative with the way you recreate the artefacts (e.g. miniature versions made from plasticine or paper mache).

You can use the following online resources to source artefacts:

[*Mentuhotep III of Ancient Egypt's 11th Dynasty*](#)

[*Ministry of Tourism and Antiquities*](#)

[*Temple of Mentuhotep*](#)

[*Artefacts of Excavation: British Excavations in Egypt 1880-1980*](#)

Part 2: Artefact Description and Information

For each selected artefact, you will have to write an informative panel that provides details about the artefacts' historical context, purpose and significance during the 11th Dynasty. When constructing the informative panel, you should consider the social, political, religious and economic implications justified by the artefact. You are encouraged to use historical sources and interpretations to support your descriptions.

Part 3: Presenting the Exhibit

Each group will be allocated time to set up their museum exhibit within a designated space. You are encouraged to think creatively about the techniques of displaying the work and step into the role of a museum curator. Each group will present the exhibit to the class. During the presentation, the group will guide their class, through their exhibition, explain the artefacts, essential information and historical perspectives they aimed to highlight. The class is encouraged to engage in

historical discussion and ask probing questions as to the features of the artefacts that justify the group's historical interpretation and perspective.

References

Artefacts of Excavation (2015), [Homepage](#), Artefacts of Excavation.

Dunn J (2021), [Mentuhotep III of Ancient Egypt's 11th Dynasty](#), Tour Egypt.

Ministry of Antiques (2023), [Discover Egypt's Monuments – Ministry of Tourism and Antiquities](#), Ministry of Antiques.

The British Museum (2023), [Temple of Mentuhotep](#), The British Museum.

VCAA. (2020). *VCE Study Design: History 2022-2026. Victorian Curriculum and Assessment Authority*. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

7.

TRADE AND CULTURAL INFLUENCE IN MIDDLE KINGDOM EGYPT BY JOSEPH PRPIC

1. Role playing ancient trade



[Pottery plate with a sealed phoenix, made in Greece, 6th Century BCE, found in the Sanctuary of Aphrodite, Naukratis, Egypt](#), by The Trustees of the British Museum
([CC-BY-NC-SA 4.0](#))

Curriculum context	VCE Unit 1, Ancient History, Area of Study 2 (VCAA, 2020).
Historical context	Trade and cultural influence in Middle Kingdom Egypt.
Historical thinking concept	Explore historical perspectives
Learning intentions	Identify what influences Mediterranean trade may have had on the culture of Middle Kingdom Egypt.

Activity

The objective of this activity requires you simulate trade and use your experience in the simulation to determine HOW trade from the Mediterranean could have influenced Middle Kingdom Egyptian’s cultural development. The activity will be completed in small groups of 3 to 4 and will require you to collaborate with other groups to trade resources such as pottery, jewellery, and lumber. Each group will represent a nation that a strong trade history with Egypt during this period (Canaan, Lebanon, Greece etc.) and create a “marketplace stall” which will represent your trading route. Through this activity you will be able to simulate how

interactions with other nations influenced the cultural development of Middle Kingdom Egypt.

Group allocation

- Get into groups of 3 to 4.
- Pick a nation to represent (e.g., Canaan, Lebanon, Greece, Egypt etc.)
- Make and label representations of goods being traded (e.g., Greek pottery, lumber, Canaan Jewellery).
- Create trading stall

Trade simulation

- Choose a trading partner (e.g., another nation).
- Trade with your partner nation whilst considering the value of your possessions and their importance to creating a functional society
- Repeat until you have traded with all other nation groups.

Class debrief

- How did this activity facilitate your understanding of trading/trade routes?
- How would have trade spread of ideas, technology and influenced art, literature, society, and architecture?

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2. Trade and its impact on culture and perspective



[Ancient Egypt Painted Pottery](#), by [Gary Todd](#) ([CC0 1.0](#))

Curriculum context	VCE Unit 1, Ancient History, Area of Study 2 (VCAA, 2020).
Historical context	Trade and cultural influence in Middle Kingdom Egypt.
Historical thinking concepts	Using sources as evidence. Construct historical arguments Analyse sources to provide evidence for their claims.
Learning intentions	Explain how Mediterranean trade has influenced at least one area of Middle Kingdom Egypt's cultural and/or sociological development. Identify how Egyptian perspectives on outside empires evolved because of Mediterranean trade.

Activity

Through the analysis of the sources provided, create an extended response showcasing your knowledge regarding the influence of Mediterranean trade on Middle Kingdom Egypt's culture, religion, art, architecture, socioeconomic status, and gender roles. Choose one of the questions below and provide a detailed 500-word response.

A) Discuss how did the exchange of items such as ceramics and art in the Mediterranean contributed to the development

of new artistic expressions. Where can evidence of newly developed artistic expressions be found throughout Egyptian society and did Egypt also influence the artistic expression of other Mediterranean empires?

B) Investigate the economic and social impact of Mediterranean trade on local Egyptian communities. Did it play a key role in the production of local wealth, development, and socioeconomic status?

C) The Mediterranean trade network allowed for not only the trade of many cultural goods alien to Middle Kingdom Egypt but also ideas and practices. Explain how, with examples, how trade influenced Egyptian ideas, practices and even pharaohs over time.

D) It was very common for merchants, scholars, and zealots of all types to travel among the Mediterranean trade routes. How did this contribute to the spread of religion and cultural practices? And how did it impact the Egyptians perspectives of on other empires?

E) Explain how Mediterranean trade effected gender roles. Highlight the role of women partaking in Mediterranean trade and how it influenced their roles in society and cultural outlooks across the Mediterranean.

Some Information sources:

[Ancient Egyptian Architecture](#)

[Ancient Egyptian influence on Greek architecture
and culture](#) (1:16-2:57)

[Ancient Egyptian perspectives](#)

[Differences between ancient Greek and Egyptian Art](#)

[History of Ancient Egypt](#) (Chapter 7 & 11)

[Trade in the Ancient Mediterranean](#) (pg. 168)

[Women In Ancient Egypt](#)

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8.

THE DEAD SEA SCROLLS AND ALEPPO CODEX BY CHAVA BLOCK

**Investigating the Great Isaiah
Scroll: historical inquiry**



[Dead Sea Scroll number 28a \(1Q28a\), from Qumran Cave](#)
1 by [Osama Shukir Muhammed Amin FRCP\(Glasg\)](#) ([CC](#)
[BY-SA 4.0](#))

Curriculum context	NSW Syllabus, Stage 6. Unit 1 – The Investigation of Ancient Sites and Sources
Historical context	The Dead Sea Scrolls
Historical thinking concepts	Historical significance Historical interpretations
Learning intentions	To develop students' understanding of the historical significance and contested authorship of the Dead Sea Scrolls.

Tuning in

Watch these short videos:

[*Ancient Aliens: Dead Sea Scrolls Reveal Noah's True Origins*](#)
[*The Dead Sea Scrolls*](#)

Finding out

Jigsaw activity: Interpretations of the authorship of the Dead Sea Scrolls

1. You will be moved into four home groups. Discuss what you know about the Dead Sea Scrolls and questions you have.
2. Each person moves into one of the expert groups to read the following article and answer the following questions together.

Articles for groups

Group 1: [Who Wrote the Dead Sea Scrolls? \(Lawler, 2010\)](#)

Group 2: [Who Wrote the Dead Sea Scrolls? \(Biblical Archaeology Society Staff, 2021\)](#)

Group 3: [The origins of the Dead Sea Scrolls \(Golb, 1995\)](#)

Group 4:

Questions

1. What are the Dead Sea Scrolls, and why

are they important?

2. When were the Dead Sea Scrolls discovered and how?
3. Who wrote the Dead Sea Scrolls, according to your article?
4. Why do you think your article has that perspective and interpretation?

3. Move back to your home group and share the interpretation of the article analysed in the expert groups. Work together to answer these questions:

1. Why are there so many different theories on the authorship of the Dead Sea Scrolls?
2. How are religious beliefs and practices connected to the Dead Sea Scrolls?

4. Each home group will choose representatives who will present their group's answers, which will open up class discussion about the limitations and potential biases of the historical research, as well as introduce the notion of **contestability**—interpretations are open to debate.

Going further

Based the following links, answer the following questions:

[The Great Isaiah Scroll](#)

[Chapter 1: English translation of the Great Isaiah Scroll](#)

1. What makes the Great Isaiah Scroll one of the most significant and unique scrolls among the Dead Sea Scrolls?
2. Compare and contrast the two translations of Chapter 1 of the Book of Isaiah. Write down a few of the differences (spelling, content etc.).
3. How does the Great Isaiah Scroll's numerous translations lead to subsequent interpretations by scholars?
4. Does the Great Isaiah Scroll allude to any religions and practices? What do you think it shows about the historical context of the time?

Reflection

5. Based on the class discussion and your own curiosity, you will create your own inquiry question about the Dead Sea Scrolls and construct a mind map based on that question. This can become the basis of a historical inquiry.

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9.

WARRING STATES: EARLY CHINA BY CORRINE SPALDING

Society, philosophy, warfare
and agriculture during the
Warring States Period: Lotus
chart



[Political map of China during the Warring States period, circa 260 BCE](#) by [Philg88](#) (CC BY-SA 3.0)

Curriculum Context	VCE Unit 2: Early China (VCAA 2020)
Historical Context	Ancient China > The Significant Features of Early China > Society, Philosophy, Warfare and Agriculture > Warring States Period
Historical Thinking Concepts	Establish Historical Significance Continuity and Change Explore Historical Perspectives
Learning Intentions	Gain understanding about the key features of society, philosophy, warfare and agriculture during the Warring States Period. Explore the significance of these features and the effect on society and culture from the perspective of everyday people.

Activity

This activity uses the concept a Lotus Chart to analyse key topic areas relevant to the Warring States Period. The topic areas are: society, philosophy, warfare and agriculture. The class will be divided into four groups and the room will be set up with four *conversation stations*; each station represents one of the four topic areas.

compare and contrast our findings, solidify our learning and bridge gaps in understanding.

Possible topic questions and suggested websites to visit for research:

1. Society

- What cultural developments were a result of the wars during this time?
- How did infrastructure and cities develop and change throughout this time?
- How did the class system change throughout this period?
- When money was introduced, what did this mean for society?
- How might the above developments have impacted everyday people?

[Warring States Period: World History Encyclopedia](#)

2. Philosophy

(All questions are from the [Khan Academy](#) website)

- What role does shame, as Confucius terms it, play in motivating behaviour? What does it have to do with running a city, or a country?
- How is Legalism different from Confucianism?

- What different effects do you think Legalism might have had on government and social structures?
- How do you think Daoism affected Chinese society and government *differently* from Confucianism and Legalism?

[The Philosophers of the Warring States](#)
[Ancient Chinese Philosophy](#)

3. Warfare

- Were there any new developments regarding weaponry? What were they and how were these developments significant?
- Were there any new developments regarding military strategies? How did this affect the outcome of warfare?
- What were the effects of war on every day people?

[Warring States Period: World History Encyclopedia](#)
[Warfare](#)

4. Agriculture

- What were the developments in agriculture during this period?
- How did agricultural developments effect every day people?

- What impact did the development of waterways have on every day people?

[Agricultural practices of the Qin people from the Warring States period to the Qin Dynasty](#)

[Technological change in Warring States China](#)

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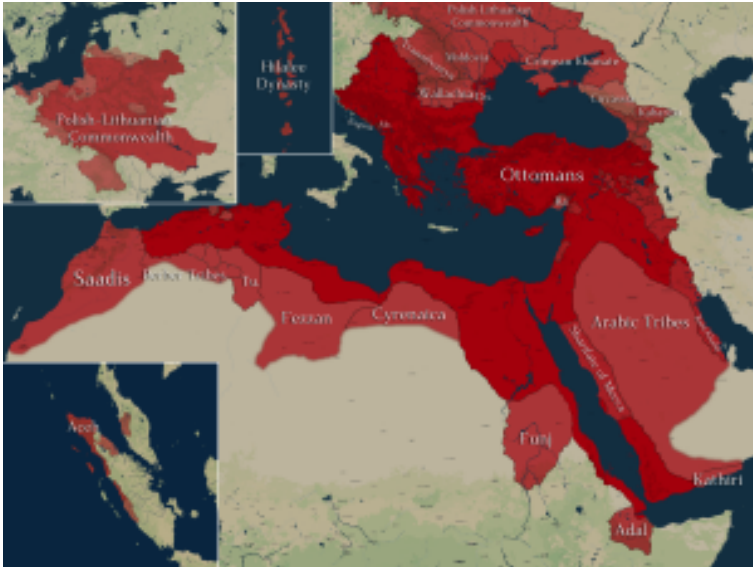
PART II

EMPIRES ACTIVITIES

10.

CHALLENGES AND CONSEQUENCES OF OTTOMAN EXPANSION BY JACOB DARLOW

**Source analysis: Challenges
and consequences of
Ottoman expansion**



[Ottoman Empire map 1577](#) by [Yeniseian](#) (CC BY-SA 4.0)

Curriculum context	VCE Empires Unit 1 & 2 (VCAA, 2020)
Historical thinking concepts	Use sources as evidence Explore historical perspective
Historical context	Ottoman Empire: What were the changes and consequences of the Ottoman Empire's expansion? How did this affect the local indigenous peoples? To understand the impact that the Ottoman Empire's expansion had on its people.
Learning intentions	To use primary and secondary sources noting the differences in the portrayal of the Ottoman Empire. To answer a research short answer question on the impact the Ottoman Empire's expansion had on the indigenous peoples of the invaded lands.

Activity

For this activity, you will view both primary and secondary sources and then answer the questions below individually or in pairs. This task is designed so that you can understand how historical perspectives change over time and how the expanding Ottoman Empire affected its population and the areas that it invaded. To answer the below questions, you will

need to do some additional research using the links provided or your own reputable sources.

Primary Sources

1. [Representation of the Turkish Empire \(Turcici Imperii descriptio\)](#) by Abraham Ortelius, 1570, via Library of Congress ([CC BY-ND 2.0](#))



2. [Süleyman I the Magnificent, detail of an engraving](#)

of a panel showing a procession through Istanbul. Pieter
Coecke van Aelst, 1533 ([CC BY-NC-SA 4.0](#))

Follow [this link](#) to look at the larger version of this print.



Viewing these primary sources answer and discuss the following questions in pairs or as a class:

1. How is the Ottoman Empire depicted in these images?
2. What do you think was the purpose of these images?
3. Do you think this is an accurate depiction of the Ottoman Empire? Why/Why not?

Secondary source

A painting depicting the Battle of Kosovo by Adam Stefanović, 1870, Public Domain



1. How is this depiction of the Ottoman Empire different to that of the primary sources?
2. Why do you think secondary sources often paint a different picture than that of primary sources?
3. Why do you think expansion was important to the Ottoman Empire?

Short answer research questions:

- What were some central challenges the new territories and colonies of the Ottoman Empire faced from the perspective of the indigenous inhabitants?
- Did the Ottoman occupation improve their daily lives or were they worsened?

References

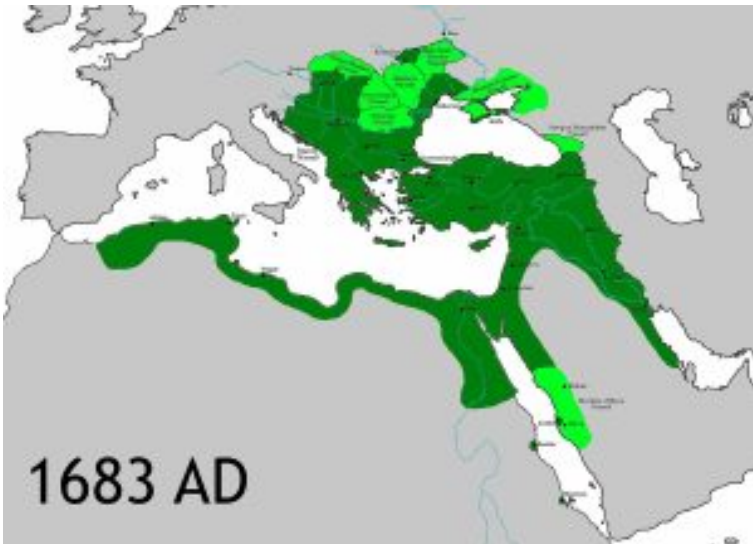
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index.aspx](http://curriculum/vce/vce-study-designs/history/Pages/index.aspx)

11.

THE OTTOMAN EMPIRE BY LOCHLAN STENHOUSE

Environmental change and the Ottoman Empire



[Ottoman Empire and its dependencies in 1683 AD](#) by
[Chamboz \(CC BY-SA 4.0\)](#)

Curriculum context	VCE Unit 1, Empires, Areas of Study 1 (VCAA, 2020)
Historical context	1299 – 1922, South-eastern Europe >The Ottoman Empire, its power, rise and fall.
Historical thinking concept	Identify continuity and change Identify places and times where events occur and explain their significance in relation to other historical events based around the same timeline.
Learning intentions	Identify perspectives in how the Ottoman Empire changed over time. Explain the significance of the physical environment of the Ottoman Empire development, and what changes to the environment make have occurred during this time.

Activity

Use the resources to assist you with gathering information regarding the Ottoman Empire and then create a timeline. These resources will assist you in identifying other perspectives of the Ottoman Empire, change over time and changes to the environment.

Research Prompts:

- [Decline of the Ottoman Empire](#)
- [Environmental History of the Ottoman Empire](#)
- [Timing and Periods of the Ottoman Empire](#)
- [Teaching Citizenship in the Falling Ottoman Empire](#)

Once you have viewed the research prompts you will need to dot point down your findings, including the development of the empire and environmental changes. Order each finding in relation to the time it occurred. E.g. the events that built the foundations of the empire would occur at the beginning, and the events that occurred during the falling of the empire would be placed somewhere towards the end of the timeline.

You can refer to following dot points to jump start your thinking patterns:

- What was the date, month, and year this event occurred?
- What caused this event?
- Were there any significant changes following this event or consequences which then lead to other further events occurring? If so, what were they?
- Break the timeline and events into categories such as, pre-empire, forming of empire, empire formed, falling of empire, past empire.

Visualise your research as a timeline, including images.

References

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12.

THE BRITISH EMPIRE: MOTIVATIONS FOR EXPANSION BY STEPHANIE CAHILL

**Source Analysis: Motivations
for Expanding the British
Empire**



Cover: Seamen's Hospital booklet, author unknown (CC BY 4.0)

Curriculum Context	VCE Unit 1: Empires, Outcome 1 (VCCA, 2020)
Historical context	British Empire
Historical thinking concepts	Asking historical questions Analyse sources to use as evidence toward my research.
Learning intentions	Use historical questions and inquiry to explore the features of an empire. Understand the cause and consequence of British rule in different countries/ colonies.

Activity

Today you will be analysing primary and secondary sources to better help understand the motivations, problems, and successes that the British Empire faced during its rise. Using the template as a guide, analyse the the following sources:

Source 1: [Proposal to claim lands in America for the English Crown, c.1690](#) (National Archives UK)

Source 2: [The East offering its Riches to Britannia, Roma Spiridione, c.1778](#) (National Archives UK)

Who?	Who created this source? Who is the author/creator?
What?	What type of source is this? What are its features? What is the purpose? What historical significance does it hold? What was the impact of this source? Do we know?
When?	When was this source created? Is there a date attached to this resource?
Where?	Where was this source created? Which part of the Empire did this source originate from?
Why?	Why was this source created? Who was the source's intended audience and why?

Modelling what students have learnt from analysing these sources, students will create their own pamphlet reflecting on one of the countries that came under the British Empire's rule, exploring the reasoning for the acquisition, what that country provided, how it affected the population and prominent figures that were placed in government to rule. Below is a list of the countries you can choose from:

- Canada
- Australia
- India
- Africa
- Egypt

Your pamphlet should include the following:

- Title
- Brief introduction to the country
- When it became apart of the British Empire
- Features of your chosen country.
- How the empire affected the people who lived there

[This link](#) will gives students ready access to an archive of documents in which they can observe and interact with to further their knowledge and information on their chosen topic.

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13.

THE RISE OF THE BRITISH EMPIRE BY JOSHUA LAKE

**1. The Rise of the British
Empire: Analysing the cause
and consequences of the
Spanish Armada (1588)**



[English Ships and the Spanish Armada, August 1588](#)

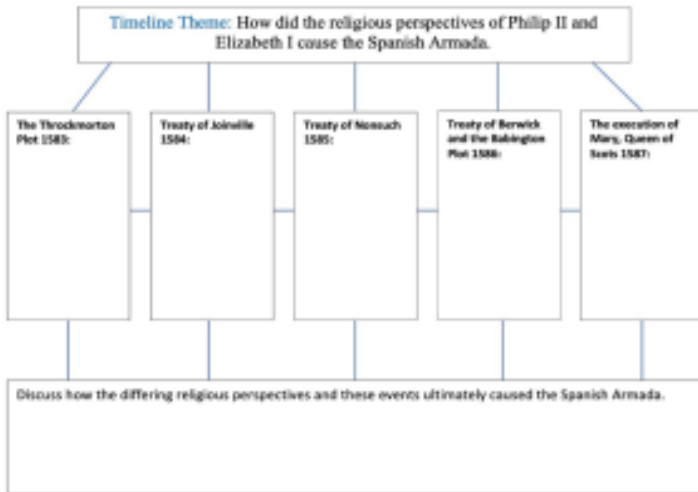
Author Unknown, Public Domain

Curriculum context	VCE Unit 1 Empires, Area of Study 1 (VCAA, 2020)
Historical context	The events and the differing religious perspectives of Elizabeth I and Phillip II that caused the Spanish Armada and the tactics implemented and types of ships used by the British Empire to combat the Spanish Armada's fleet and the consequences of the Spanish Empire's defeat.
Historical thinking concepts	Cause and consequence Historical interpretations
Learning intentions	Identify and describe the different tactics implemented in the Spanish Armada and how it changed the naval warfare afterwards.

Activity

Part A: Understanding the cause of the Spanish Armada

Creating a timeline helps us better understand what caused a major event. Your task is to conduct your own research on the events below and fill out each box to discover how the religious perspectives of Philip II and Elizabeth I ultimately caused the Spanish Armada (1588).



Part B: Evaluating the consequences of the Spanish Armada

After completing Part A, you must upload your timeline on the class Padlet or other digital platform. Then look at the following sources to answer the questions below:

[Spanish Armada](#)

[Catholic Spain](#)

Questions

1. What tactics were employed by the British to overcome the size of the Spanish Armada?
2. What were the perspectives of the British towards the Spanish Armada?
3. How did the other empires perspectives change following the victory of the British Empire?
4. How was the perspective of war tactics changed after the Spanish Armada?
5. Why was the Spanish Armada a significant stepping stone for the British Empire?

After answering the questions, discuss your responses with the person next to you.

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2. The rise of the British Empire: Source analysis



[Defeat of the Spanish Armada, 8 August 1588](#) by Philip
James de Loutherbourg, Public Domain

Curriculum context	VCE Unit 1 Empires Area of Study 1 (VCAA, 2020)
Historical context	<p>The source that depicts the formation of the ships shows the different tactics implemented by both sides. The implementation of the tactics that the British Empire used would change naval warfare and view the British Empire as the most dominant Empire in Europe.</p> <p>The portrait highlights Elizabeth I's most famous battle victory during her reign (the British Empire's defeat of the Spanish Armada in 1588).</p>
Historical thinking concepts	Use sources as evidence
Learning intentions	Identify and discuss how the Spanish Armada consolidated Elizabeth I's British Empire as a powerhouse in Europe through their rivalry against the Spanish Empire.

Activity

Part A

Analysing artworks, photography, drawings, and maps is a vital skill for you to gain an understanding of past events. Therefore, in groups of 4, your task is to analyse the sources below and answer the guiding questions. You will also post

your responses on the class Padlet other digital platform .
Afterwards, we will discuss your findings as a class.

Source 1: [Drake takes De Valdess Galleon – The Lord Admiral Pursues the Enemy](#) by John Pine ([CC0 1.0](#))



Source analysis: Guided questions

What is the source depicting? Who was it created by?

What and who is being represented by the source?

Which ships are Spanish and which ships are British? How can you tell?

How does the source depict the tactics used by both Empires?

Source 2: [Portrait of Elizabeth I of England, the Armada Portrait](#) by George Gower ([CC0 1.0](#))



Source analysis: Guided questions

Who is being shown in the source?

What message is being portrayed in the image?

What are the ships in the background on the left and right representing?

What do you think the pearls represent?

What do you think her hand on top of the globe symbolises?

How do you think the Renaissance period influenced the design of the portrait? Does she appear to be painted more like a male or female? Why?

Part B

After having a class discussion, you will now individually attempt the question below using the information that you have learnt about the sources to incorporate it in your response.

Question (5 marks): Using the sources above and your own knowledge about how the British Empire was able to claim victory against the Spanish Armada (1588), discuss how the perspectives of opposing empires changed towards the British Empire and ultimately how the event was a turning point for the British Empire.

After answering the question, we will create a response as a class. This will show you how to structure your response to

source analysis questions and how to incorporate the sources and your own knowledge in an answer to receive full marks.

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14.

THE BRITISH EMPIRE IN INDIA BY NICK MCFARLANE

1. The major groups in India throughout the end of the British Raj



[Lord Mountbatten meets Prime Minister to-be Jawaharlal Nehru and his council to begin negotiations for the Partition of India \(1947\)](#) Unknown Author, Public Domain

Curriculum context	VCE Unit 1 and 2: Empires Area of Study 2, Outcome 2 (VCAA, 2020)
Historical context	Exploring the influence of the British Empire throughout India before and after partition.
Historical thinking concepts	Construct historical arguments
Learning intention	Identify and examine the motivations of invested parties and groups involved in the removal of the British Raj, as well as the historical relevance of their tribulations with the British Empire.

Activity

The year is 1947 and India has been occupied by the British Empire since 1858. After years of conflict and protest, the Crown rule in India is coming to an end. To better understand why, we need to understand which groups are the most motivated to see the British Empire stay or leave. Your task will be to research a particular group of people in India with your team, and report back to your table.

It is your task to ask the following questions:

- Describe your group – are there any key members?
- Summarise the history of your group and their history with India.
- How do they feel about the British Raj? Do they support the British operating in the government of India?
- Are there any events that affect your group that have made life better or worse?
- Does your group support independence? If they do, why? If they don't, why not?

Answer these questions in long-form answers. You must provide evidence to support your claims. This may come in the form of newspapers, speeches, events, etc.

Students will form teams of four, which will become their 'home base', who they will report back to with their research. Students will be allocated a group of people to research from the table below. Once they have received their group, they will join students with the same group and this will become their 'research team', who will work together to gather research and create an understanding of the questions provided.

Groups:

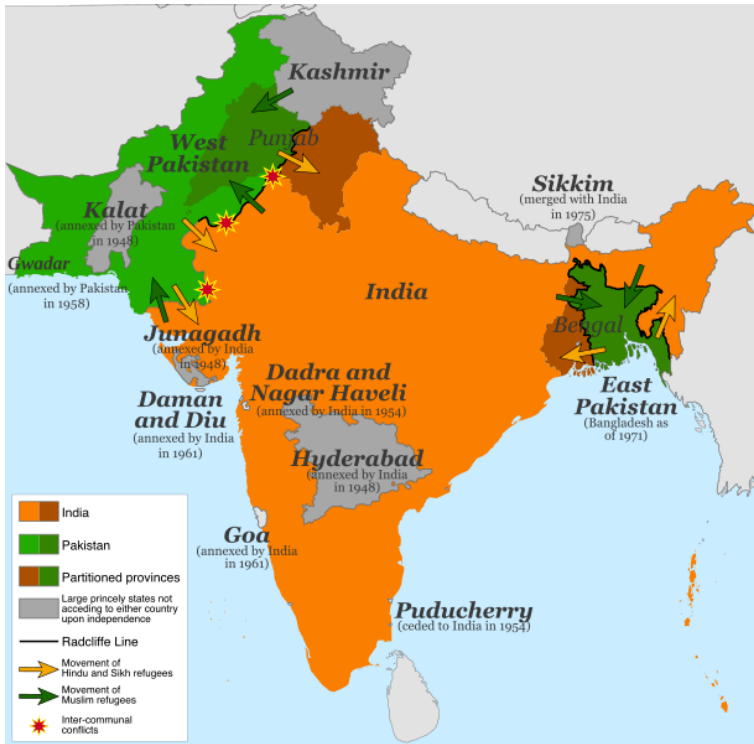
- The British Raj
- Indian Soldiers
- Hindus
- Muslims

Once students have completed their research with their research teams, they will rejoin their home teams and share their information. A class discussion can follow this to further elaborate on the information found.

References

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

2 An independent India: Source analysis



[Map of the partition of a now independent India 1947](#)
(2017) by [RaviC \(CC BY-SA 4.0\)](#)

Curriculum context	VCE Unit 1 and 2: Empires Area of Study 2, Outcome 2.
Historical context	Exploring the influence of the British Empire throughout India before and after partition.
Historical thinking concepts	Historical perspectives Explain the impact of India's independence, both geopolitically and locally within India.
Learning intention	Understand the sentiment towards the British Empire and contextualise that with the findings from the previous activity. Discuss the British Empire's occupation of India and develop a historical understanding on the sentiment of India at this time.

Activity

In a short window of time and amidst public pressure, Britain transitions India from colonial control to complete independence. As historians, we must explore the causes and effects of these circumstances, but also gather the collective insight from global communities to understand and engage with the state of the British Empire at this time. You will analyse the world's response to the newly found independence of India and formation of Pakistan and Bangladesh, and answer the provided questions:

- Who wrote or published this source?

- Describe the medium used.
- How is India represented?
- Where could this source be found?
- What is the purpose of this source?
- How is the British Empire represented?
- How could this source motivate Europeans to feel about the British Empire?
- How could this source motivate non-Europeans to feel about the British Empire?

Source 1 – Excerpt from A Tryst with Destiny: Speech on the Granting of Indian Independence, August 14, 1947 made by Jawaharlal Nehru, the new Indian Prime Minister, [Internet Modern History Sourcebook](#)

“Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to new, when an age ends, and when the soul of a nation, long suppressed, finds utterance...”

Source 2 – [Newspaper from The Hindustan Times](#) – 15 August, 1947 ([CC0 1.0](#))



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15.

THE IMPACT OF THE BRITISH EMPIRE ON THE INDIGENOUS PEOPLES OF NORTH AMERICA BY KYLE WARFORD

**Jigsaw Activity: The impact
of the British Empire on the
Indigenous peoples of North
America**



Virginia, the area where the British established Roanoke Colony by John White 1585 CE, British Museum ([CC BY-NC-SA 4.0](#))

Curriculum context	VCE Unit 1 Empires (VCAA, 2020)
Historical context	British colonisation & American colonies
Historical thinking concepts	Analyse sources for use as evidence Ask and use historical questions
Learning intentions	To analyse the impact the British Empire had on the culture of Indigenous people in North America. To analyse different source materials as evidence.

Activity

Many empires throughout time have had their chance at exploring and simultaneously conquering the globe, often without any knowledge or thought towards the Indigenous populations of the land upon which they invaded. The British Empire is one such empire that had a violent impact on Indigenous peoples.

The aim of this activity is to develop your understanding of British colonisation and its impact on the Indigenous peoples/ Native Americans of the newly formed colonies of North America.

Gather yourselves into groups of 4 to 5 people, these individuals will form your home group.

Topics to research will be assigned to each person in the homegroup:

1. Environmental Impacts of forming new settlements/ colonies
2. Trade with Indigenous populations
3. How colonisation took place
4. Conflict with Indigenous populations

Where to find information:

[National Geographic – European Colonization of North America](#)

[Britannica – How colonization took place](#)

[World History Encyclopedia – European Colonization of the Americas](#)

[Library of Congress – Virginia's Early Relations with Native Americans](#)

Next move into expert groups, where students within this group will work together to become experts on your given topic.

Try and find out as much information as you are able to on each topic.

After working together with your expert group, you will move back into your home groups. Each of you will then have the chance to share the information that you have learned with the rest of your home group.

Each group will create a summary sheet of information based on the expert knowledge of everyone in the group. Once fully completed each group will present a certain piece or pieces of information that they found most interesting with the rest of the class.

References

Encyclopedia Britannica (2 July 2023) *How colonization took place*, Britannica.

<https://www.britannica.com/topic/American-colonies/How-colonization-took-place>

Library of Congress (n.d.) *Virginia's Early Relations with Native Americans*, Library of Congress.

<https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/colonial-settlement-1600-1763/virginia-relations-with-native-americans/>

National Geographic (n.d.) *European Colonization of North America*, National Geographic.

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Mark, J. (2020) *European Colonization of the Americas*, World History Encyclopedia.

<https://www.worldhistory.org/>

[European Colonization of the Americas/](https://www.worldhistory.org/European-Colonization-of-the-Americas/)

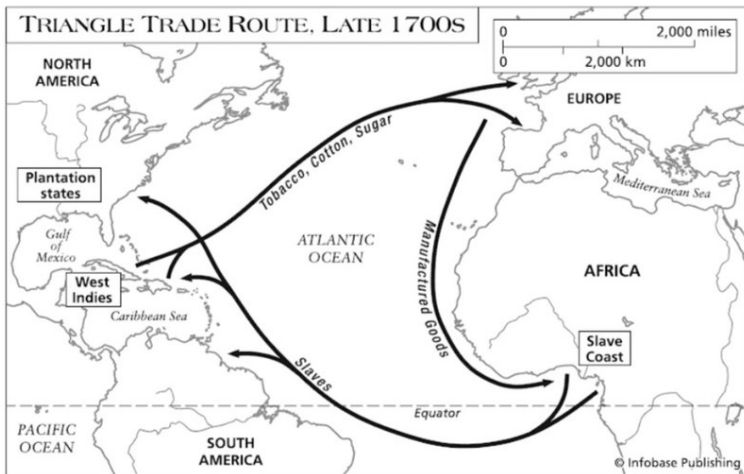
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[curriculum/vce/vce-study-designs/history/Pages/index.aspx](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx)

16.

THE BRITISH EMPIRE AND THE SLAVE TRADE BY CHARLEY LETHLEAN

Mapping the Slave Trade



[Slave trade route](#) by by Schneider and Schneider (2014)
([CC BY-SA 4.0](#))

Curriculum context	VCE Empires, Unit 1, Area of Study 2 (VCAA, 2020)
Historical context	British Empire (1583–1788): “the economic exchanges between the empire and its new territories and colonies, such as new resources and goods, systems of trade, markets, mercantilism, corruption, slave trade, plantations and systems of agriculture, industrial change, foods and medicines” (VCCA, 2020)
Historical thinking concept	Ask and use historical questions To understand and solidify knowledge on the experience, ideas, routes and slaves/slave owners journey throughout the middle passage.
Learning intentions	To explore the economic exchange of the slave trade and other aspects connecting to it. To analyse and evaluate through research the impact the slave trade had on the British Empire’s economy.

Activity

You will create a poster in pairs, with 2 parts. Part 1 is a detailed map of slave trade routes during the reign of the British empire and Part 2 is the text to accompany the map for context on the slave trade including the ‘Who, What, When and Why’.

You will be placed into pairs and given an A2 poster. On this poster you must include a map (that is at least the size of an A4 sheet of paper) and an accompanying text (that answers all points in part 2) to display your knowledge on the trade routes, economic purpose, and the volume of the slave trade during the British Empire (1583–1788). On the back of the poster you will place a reference list of at least 6 sources.

You may use <https://www.slavevoyages.org> as a reference for research.

PART 1: Map of slave trade routes

Your map should....

- comply with B.O.L.T.S.S; border, orientation, legend, title, scale, and source (sources to go in references)
- label countries and colonies clearly and correctly
- include only routes of trade from the time of the British Empire (1583–1788)
- include the estimated number of people that were trafficked from each route and from where to where (this can be placed next to the map with annotations)
- include other goods that were transported at that time, e.g. tobacco, cotton, sugar

PART 2: Accompanying text

The text should...

- address the ‘Who, What, When and Why’ of the slave

trade

- explain what the middle passage is
- explain the economic purpose of the slave trade and the impact it had on the British Empire's economy
- address the slave trade routes that were taken
- address the distance and time it took to complete routes of transatlantic slave trade
- address how many people were estimated to be trafficked
- address which countries/colonies slaves were taken from and where they went
- explain what else besides slaves were taken on those voyages and what economic value they had

References

Slave Voyages. (2021).

<https://www.slavevoyages.org/>

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

17.

THE BOSTON TEA PARTY BY BENJAMIN SISCOS

1. Understanding the Boston Tea Party



[Boston Tea Party Currier coloured](#) by Nathaniel Currier,
Public Domain

Curriculum

Context

VCE Units 1 and 2 Empires (VCAA 2020)

**Historical
Context**

British Empire (1583-1788) > Boston Tea Party
1773 > Identify different historical
interpretations about the changes and
challenges to an empire

**Historical
thinking
concepts**

Explore historical perspectives

**Learning
Intention**

Understand the Boston Tea Party and the
different historical perspectives from this event.

Activity

In this activity you will work individually and in small groups to learn all about the Boston Tea Party. You will begin to understand what actually occurred before, during and after this event as well as exploring the different historical perspectives of the different groups and individuals involved in the Boston tea party.

Part 1:

You will watch this video [here](#) and read through this document [here](#) which explains what the Boston Tea Party was and what occurred during it. This will help you understand the event and set you up to complete the rest of the parts of this activity as well.

Part 2:

Based on the knowledge that you gained in Part 1 you will construct a table which shows the key events of the Boston Tea Party in the correct order. This task will allow you to apply what you have learnt in Part 1 and further consolidate your knowledge on the event.

Here is an example showing some of the key events.

June 15–July 2, 1767	Townshend Acts
.....
.....
.....
16 December 1773	Boston Tea Party
.....
1774	Intolerable/Coercive Acts

Part 3:

In small groups you will research the different perspectives

of the Boston Tea Party and the reactions to the event occurring. This will help you learn about the diverse historical voices, perspectives and narratives surrounding the event. Use these guiding questions to assist you with your research.

Compulsory questions:

- What was the perspective of the American settlers?
- What was the view of the British Empire?

Also pick one of the following questions:

- What was the view of the tea companies?
- What was the view of the ship owners and/or ship captains?
- What was the view of the British troops?

References

Ben Labaree [Ted-Ed]. (2013). *The story behind the Boston Tea Party* – Ben Labaree [Video].

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<https://www.britannica.com/event/Boston-Tea-Party>

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

2. Digging deeper into the Boston Tea Party



"Boston tea-party." Three cargoes of tea destroyed. Dec. 16, 1773, Library of Congress, Public Domain

Curriculum**Context**

VCE Unit 1 and 2 Empires (VCAA 2020)

**Historical
Context**British Empire (1583-1788) > Boston Tea Party
1773 > Identify different historical
interpretations about the changes and challenges
to an empire**Historical
thinking
concept**

Use sources as evidence

**Learning
Intention**Annotate two sources and use these sources to
help complete a short response.

Activity

In this activity you will annotate two sources from the Boston Tea Party and get the necessary and relevant information out of the two sources. You will then use these sources to help provide evidence for the short answer question.

Part 1:

Annotate the two sources and get the relevant information out from them. Use the knowledge which you gained from activity one to help you with this task. The work you do in this

part of the task when you analyse the sources will be extremely useful for you in part two.

Source 1:

[Boston Tea Party](#) by Cornischong via Wikimedia Commons, [Creative Commons CC0 1.0 Universal \(CC0 1.0\) Public Domain Dedication](#)



Source 2:

[The able doctor, or, America swallowing the bitter draught](#) by British Cartoon Prints Collection via Wikimedia Commons, [Creative Commons CC0 1.0 Universal \(CC0 1.0\) Public Domain Dedication](#)



Part 2:

In this part of the activity, you will create your own response to the question below, making sure that you reference the annotated sources in part 1 as evidence in your response to this question.

What happened during the Boston Tea Party and what were the consequences?

References

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

18.

DUTCH COLONIALISM BY KEILA LIORA VAN DER PLAAT

Understanding the
relationship between the
colonisers and the colonised



[Karte Expedition Willem Jansz 1605-1606](#) by [Lencer \(CC BY-SA 3.0\)](#)

Curriculum Context	VCE Unit 2: Empires (VCAA, 2020)
Historical Context	Empires > Dutch Empire > Encounters, Challenge and Change
Historical Thinking Concept	Analyse cause and consequence
Learning Intentions	Classify the key connections of cause and effects of the encounters between the Dutch empire and Aboriginal people.

Activity

Hexagonal thinking considers connections between ideas to aide you in looking at a problem or idea from multiple perspectives, learning to collaborate with other students and helps you develop more ideas through understanding the connection. This activity will help you engage in historical thinking by formulating connections between the topic, ideas, own thoughts, historical perspectives, primary and secondary resources.

The aim of this activity is to access how your learning has grown regarding understanding connections in the history of Dutch colonialism, specifically the cause and consequences of

encounters between the Dutch Empire and the Aboriginal People.

Part 1: Cause and consequence

Working together in groups, use the following resources and your own research to identify cause and consequences of the encounters between the Dutch Empire and Aboriginal People.

[The Dutch Discovery of Australia](#)

[First contact between the Dutch and the Aboriginal People](#)
[Janszoon maps northern Australian coast](#)

[Invasion of Victoria \(this article only briefly mentions Janszoon but offers a First Nations perspective on invasion\)](#)

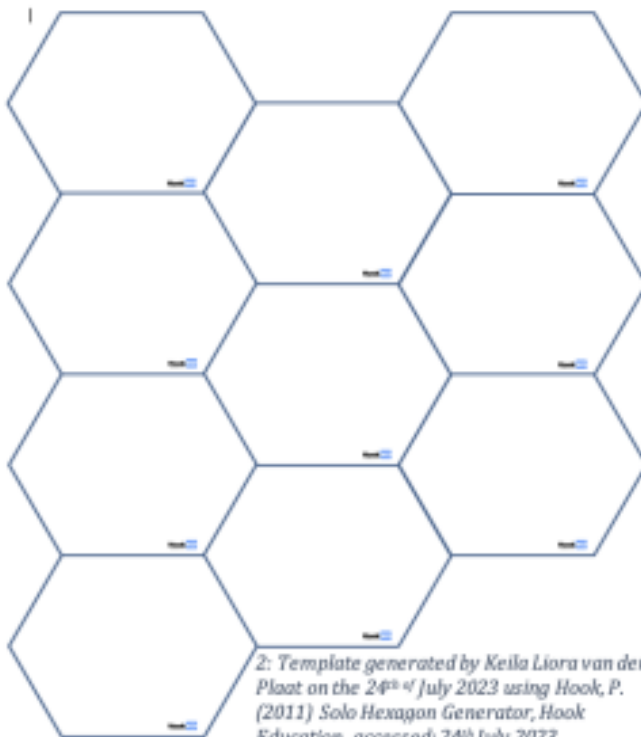
In your note taking, include a basic explanation of the event, individuals or groups, historical interpretation, and historical significance. You can use Wikipedia but go to the bottom of the page and find the proper references to the information you are research. You can also use Wikipedia as a starting base to be finding specific resources.

Ensure to properly reference your research – remember to keep the referencing consistent.

Example: Martins, K. (2022) The Dutch Discovery of Australia, World History Encyclopedia, accessed: 24th July 2023.

Part 2: Hexagonal thinking

1. Collect hexagon template and cut it out, start with 20 hexagons (feel free to add).
2. In the centremost hexagon write – Dutch Colonialism in Australia, to establish a starting point.
3. In the surrounding hexagons write different encounters and historical perspectives that you have gathered.
4. Connect them through their causes, consequences, characteristics, historian opinions, and include questions that arose from your research on each hexagon.



Part 3:

All hexagonal creations will be presented to the class for additional note taking and analysing of research techniques.

References

DACC (25th February 2023), [*First contact between the Dutch and the Aboriginal People*](#), Dutch Australian Cultural Centre, accessed 24th July 2023.

Deadly Story (ND). Invasion of Victoria.
<https://deadlystory.com/page/culture/history/Invasion>

Gonser, S. (16th October 2020) [*Using 'Hexagonal Thinking' to Deepen Classroom Conversations*](#), Edutopia.

Hook, P. (2011) [Solo Hexagon Generator](#), Hook Education, accessed: 24th July 2023

Lencer (2022) *Willem Janszoon's expedition 1605-1606*, World History Encyclopedia, New Zealand, Copyright [CC BY-NC-SA 4.0](#)

Martins, K. (2022) *The Dutch Discovery of Australia*, World History Encyclopedia.

National Museum of Australia. (2023). Janszoon maps northern Australian coast.

<https://www.nma.gov.au/defining-moments/resources/janszoon-maps-northern-australian-coast>

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

2. How to ask the question and find the answer



[The Duyfhen in the Gulf of Carpentaria](#) by Fred. B Sibed,
Public Domain

Curriculum Context	VCE Unit 2: Empires (VCAA, 2020)
Historical Context	Empires > Dutch Empire > Encounters, Challenge and Change
Historical Thinking Concepts	<p>Ask and use historical questions</p> <p>Use sources as evidence Construct historical arguments</p> <p>Locate and analyse historical sources – primary and secondary – to formulate and answer historical questions.</p>
Learning Intentions	<p>Research how to ask the relevant historical questions that help with centering Indigenous perspectives.</p> <p>Evaluate the narrative of history is the winner's interpretation through historical perspectives.</p> <p>Apply historical questions to counteract history's colonial narrative.</p>

Activity

1. Watch [Were the first European-Australians Dutch?](#) Write up relevant notes and any questions that arose during the video.

2. For this activity, you will work either individually or in pairs to research a list of questions revolving around Indigenous perspectives of the Dutch contact.

The questions are based on literal, inferential and evaluative style questions:

- **Literal question stems:** Right there on the page, they are identifiable from within your research and draw on your understanding of details (DET 2021).
- **Inferential question stems:** Think and search between the lines interpret context clues within your research to garner an answer (DET 2021).
- **Evaluative question stems:** Beyond the text or big picture, this is where you will make a judgement call, opinion based on evidence sourced from your own research (DET 2021).

Use the sources provided and your own research, to answer the questions.

- [The Dutch Discovery of Australia](#)
- [First contact between the Dutch and the Aboriginal People](#)
- [Was there a Dutch colony in Central Australia in the 18th century?](#)
- [Dutch in Australia](#)

Provide evidence for both types of statements

- For true, provide evidence with reference that supports

the statement.

- For false, provide the correct answer with reference that supports the statement.

Literal Questions

- True or false? There was a Dutch colony in Australia prior to the landing of the British ships.
- True or false? Willem Janszoon was the first to chart two-thirds of the Australian Coastline.
- True or false? The first landing by the Dutch fleet was completely peaceful.

Inferential Questions

- True or false? There are no Indigenous stories or historical records that have been preserved from the landings.
- True or false? The Dutch ‘discovery’ of Australia was a purposeful exploration.

Evaluative Question

- How do the resources silence Aboriginal voices?

3. In groups of 3 compare answers and discuss your answers via evidence.

4. Using your answers and research, develop a historical question which will form the basis for an historical inquiry about who narratives and voices dominate historical interpretations.

References

Bush Tucker Man (19th Oct 2022) '[Were the first European Australians Dutch?](#)' ABC Australia, YouTube.

DACC (25th February 2023), [First contact between the Dutch and the Aboriginal People](#), Dutch Australian Cultural Centre.

DACC (10th March 2023), [Was there a Dutch colony in Central Australia in the 18th century?](#) Dutch Australian Cultural Centre.

DET (Victorian State Government Department of Education and Training) (2021) [Literacy Teaching Toolkit: Comprehension](#), DET.

Martins, K. (2022) [The Dutch Discovery of Australia](#), World History Encyclopedia.

Scroope, C (2017), [*Dutch in Australia*](#), Cultural Atlas.

Sibed, F.B. (2022) *The Duyfken in the Gulf of Carpentaria*, World History Encyclopedia, Copyright [Public Domain](#)

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

19.

THE RUSSIAN EMPIRE BY CAITLYN ELIAS

1. Source analysis: On the Emancipation of the Russian Serfs



[1907 painting by Boris Kustodiev depicting Russian serfs listening to the proclamation of the Emancipation Manifesto in 1861](#) by Boris Kustodiev, Public Domain

Curriculum Context	VCE Empires Unit 2, Area of Study 2 (VCAA, 2020)
Historical Context	Russian Empire: Emancipation of the Serfs
Historical Thinking Concepts	Use sources as evidence Establish historical significance Identify continuity and change
Learning Intentions	Develop an understanding of how sources can be used as evidence Identify how sources can be used to determine the historical significance as an event; and Consider and analyse visual and textual sources

Activity

Over the course of this task, you will be exposed to different sources on the Emancipation of the Russian Serfs. When historians are researching history, they consider different

articles such as images and reports (such as newspaper articles) from the time-period they are studying alongside the works of other historians. (This activity has been adapted from *Facing History and Ourselves: Gallery Walk*)

Around the classroom, several sources concerning the Emancipation of the Russian Serfs are going to be available for you to consider. These include images and newspaper articles which were published about this event in English language newspapers of the time. While you are viewing these sources, you should consider the three following questions:

1. When was this source made?
2. Who was it made/published by?
3. Where was this source published (remember: the newspapers are all English language)? If you don't know, how can you find this out? (Please note down any words you are unfamiliar with – you can look these up either online or in a dictionary)

Sources

Source One: [Article from *The Mercury*](#)

Source Two: [*Article from The Guardian*](#)

Source Three: [*Reading the Regulations February 19, 1861– Grigory Myasoedov, 1873*](#)

Source Four: [*Russian peasants thank emperor Alexander II for the liberation from serfdom on February 19, 1861*](#)

After viewing all the sources, in pairs you are to choose two to analyse in further detail and answer the following questions:

4. (*For the newspaper articles*)
 1. What was considered the most important information for readers?
 2. Who was the audience?
 3. Why do you think English language publications were chosen?
5. (*For the images*)
 1. What is something you see?
 2. Why do you think this is important?
 3. How does this depiction position the viewer?
6. How do these sources position Czar Alexander II of Russia? Is he depicted/noted in each source?
7. Why do you think the source was created?
8. What similarities/differences are there in your chosen

- objects?
9. Was there any change in the Russian Empire between the creation of your sources? If not, how can you determine this?
 10. Do you think that this was a historically significant event? Write a paragraph each and use evidence from your chosen sources to explain your position on the significance of this event on the Russian Empire.

References

Facing History & Ourselves. (n.d.). *Gallery Walk*.
<https://www.facinghistory.org/resource-library/gallery-walk-0>

Myasoedow, G. (1873). *Reading The Regulations February 19, 1861* [oil on canvas]. Tretyakov Gallery, Moscow, Russia. <https://my.tretyakov.ru/app/masterpiece/20877?lang=en>

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Unknown. (1861). *1861. Russian peasants thank emperor Alexander II for the liberation from serfdom on February 19* [image].
<https://www.romanovempire.org/media/russian-peasants-thank-emperor-alexander-ii-for-the-liberation-from-serfdom-a42bf6>

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum And Assessment Authority.
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

2. Source analysis: On the

Assassination of Alexander II



[Broling, G. \(1881\). *The assassination of Alexander II of Russia 1881/ Das Attentat auf den Kaiser Alexander II. in St. Petersburg* \[drawing\].](#) Wikimedia Commons, Public Domain

Curriculum Context	VCE Empires Unit 2 Area of Study 2 (VCAA, 2020)
Historical Context	Russian Empire: The Assassination of Alexander II
Historical Thinking Concepts	Use sources as evidence Analyse cause and consequence Establish historical significance
Learning Intentions	Develop skills in using sources as evidence; and Use sources to analyse the cause and consequence of an event Evaluate how this event was significant to the Russian Empire

Activity

In the scope of this activity, you will be presented with sources that revolve around the same event: the Assassination of Czar Alexander II in March 1881. These sources include an image, a newspaper article from *The Sydney Morning Herald* and English versions of the Manifestos of the *Narodnaya Volya* (People's Will) and of Alexander III. We will also watch a YouTube video by HistoryPod as a whole class – this provides an overview of the assassination of Alexander III. The links

to the newspaper article and the Manifestos, along with the image, are available below:

[HistoryPod](#)

Manifestos:

[Narodnaya Volya:](#)

[Alexander III](#)

Newspaper Article: <https://trove.nla.gov.au/newspaper/article/13473125>

Image: [The assassination of Alexander II of Russia 1881–Gustav Broling 1881](#) [drawing]

After viewing the video as a class, you will be split into four groups. Each group will be given one of the four other sources to analyse and consider in relation to the following:

1. What can you see/read in the source?
2. Why do you think this is important?
3. What do you think this source contributes understanding the cause and consequences of the assassination of Alexander III? Does it contribute to understanding the effects of the assassination?
4. Connecting this source with the information from the YouTube video, does it provide an insight into the ramifications of the assassination?
5. How does your source connect to the assassination?
 1. How did the information it contains reach its' creator?

2. Was its creator impacted by the assassination?
How?
3. Would you consider this source to be a primary or
secondary source?

You will be given a set period of time in which to complete this task, before group members are rotated to other groups to act as “experts” on their given source. Each expert will have time to introduce their source to other members of their new group, before they present their group’s findings on the above questions to their new group.

After you have all had a chance to introduce and present your source to your new group, you should choose two of the sources consider as you each write a response on the cause and consequences of the assassination of Alexander II. These sources must be referenced in your passage.

References

Broling, G. (1881). *The assassination of Alexander II of Russia 1881/ Das Attentat auf den Kaiser Alexander II. in St. Petersburg* [drawing].
WikiMedia Commons.

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File:Attentat_mortal_Alexander_II_\(1881\).jpg](https://commons.wikimedia.org/wiki/File:Attentat_mortal_Alexander_II_(1881).jpg)

HistoryPod. (2022, March 13). *13th March 1881: Assassination of Tsar Alexander II of Russia in St Petersburg by the People's Will*. YouTube.

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russianrevolution/manifesto-unshakable-
autocracy-1881/](https://alphahistory.com/russianrevolution/manifesto-unshakable-autocracy-1881/)

The Sydney Morning Herald (1881, April 28).
Assassination of Alexander II. Trove.

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PART III

MODERN HISTORY: CHANGE AND CONFLICT ACTIVITIES

20.

IDEOLOGIES OF THE EARLY 20TH CENTURY BY DEAN KENNEDY

1. Understanding ideologies inquiry



[Hammer and Sickle](#) Wikimedia Commons, Public Domain

Curriculum Context	VCE Unit 1 Modern History: Change and Conflict – Ideology and Conflict (VCAA, 2020)
Historical Context	Ideologies of the early 20th century
Historical Thinking Concepts	Establish historical significance Explore historical perspectives Introduction to the concept of ideology and how it plays a part in life today.
Learning Intentions	Introduction and identification of various ideologies present and developing during the early 20th century. Identify significant players and events attached to these ideologies.

Activity

What is ideology? Does it affect us today?... Absolutely!

Ideology is defined as ‘a systematic scheme of ideas,

usually relating to politics, economics, or society and forming the basis of action or policy' (*Oxford English Dictionary*, 2023). The definition stretches further to 'myth and belief' that motivate actions and movements at any scale from individual to the masses (Dictionary.com, 2023). Where do these descriptions fit today? Russia has invaded Ukraine with an expansionist mindset and no regard or acknowledgment of Ukrainian sovereignty due to political ideology born from the former Soviet Union.

Capitalism has allowed CEOs to make billions while the pay disparity with workers has become unfathomably vast. The United States of America is at odds over the Supreme Court's decision to allow States to decide on Abortion rights. Right-wing extremists stormed the Capital Building after Donald Trump's election loss with cries of election fraud and fake news.

Furthermore, in the wake of June and July 2023 being recorded as the hottest ever on record, the world faces a climate crisis that some groups choose to deny exists (*Time Magazine*, 2023). Systems of ideas and beliefs – Ideology – dominate the 21st century. To understand this and much more, it is

important to investigate ideologies of the early 20th century and their fundamental significance to the historical events that shape our world today.

Main inquiry task

In pairs or groups of three, each group will be assigned an ideology that holds significance to the early 20th: communism; imperialism; fascism; capitalism; and Nazism.

Each group will research and construct:

- A definition of their specific ideology.
- 1-3 examples of the ideology's historical significance.
- 1-3 examples of significant figures/individuals attached to their ideology.
- An example of who was impacted positively by this ideology.
- An Example of who was impacted negatively by this ideology.
- Use and provide a list of websites and sources (at least 2) used to find this information.

Suggested sources for your inquiry

You may find this list to be a helpful starting point; these can be one of your listed resources. See if you can find some others (at least two overall). Bonus points for primary sources – quotes, diaries, photographs, witness accounts, letters, etc.

Socialism & Communism:

[Communism and Socialism: What's the Difference?](#) (NowThis Originals, 2017).

Communism:

[Communism](#) (Khan Academy, 2011).

Capitalism & Socialism:

[History of Ideas – Capitalism](#) (The School of Life, 2015).

[Capitalism and Socialism Crash Course](#) (Khan Academy, 2023)

Fascism:

[Fascism and Mussolini](#) (Khan Academy, 2023)

Imperialism:

[Imperialism Crash Course](#) (Khan Academy, 2023)

Nazism (Khan Academy, 2013)

At the end of the inquiry, the class will come together to

share findings and construct an ideology study table which will be returned to the class as a collective study resource. You can consult this chart, revise it, and use it as a continuous resource as the unit continues. This resource will provide a foundational checklist for just some of the main ideas, individuals, and events of the early 20th century.

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[world-history/euro-hist/hitler-nazis/v/initial-rise-of-hitler-and-the-nazis](https://www.youtube.com/watch?v=initial-rise-of-hitler-and-the-nazis)

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The School of Life, (2015), 'HISTORY OF IDEAS – Capitalism,' YouTube, sourced from: <https://youtu.be/dluaW9YWqEU>

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2. Take a propa-ganda! and café conversations (Facing History, 2023)



[I Want You For US Army](#), James Montgomery Flagg,
Wikimedia Commons, Public Domain

Curriculum Context	VCE Unit 1 Modern History: Change and Conflict – Ideology and Conflict (VCAA, 2020)
Historical Context	Ideologies of the early 20th Century
Historical Thinking Concepts	Use sources as evidence Explore historical perspectives Use prior knowledge to observe, interpret and infer the intentions of propaganda and its links to ideology and significant historical events.
Learning Intentions	Learn to think historically by role-playing civilian perspectives of significant moments in history. Learn to avoid viewing history through the present lens – presentism (Allender et al. 2019, p. xxv).

Activity

Part 1: Source analysis

Students will be working in the same groups as Activity 1. Each group will be provided with images of propaganda posters aligned or related to an ideology and events significant

to the early 20th century. Click on the links for an enlarged view.

Questions for this source analysis

WHO might be the target audience?

WHO or WHAT is being represented and/or depicted?

WHY might this poster exist?

WHAT might be the aim of this propaganda?

WHEN might this propaganda have been produced?

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Source 1 – [Lindsay N, \(1918\), 'Australian World War 1 Poster](#) Public Domain



Source 2

Weston H J, (1931), [‘Smash the Red Wreckers and Save Australia’](#)Public Domain



Source 3

[National Archives at College Park, \(C. 1942\), 'Keep Punchin'](#) Public domain



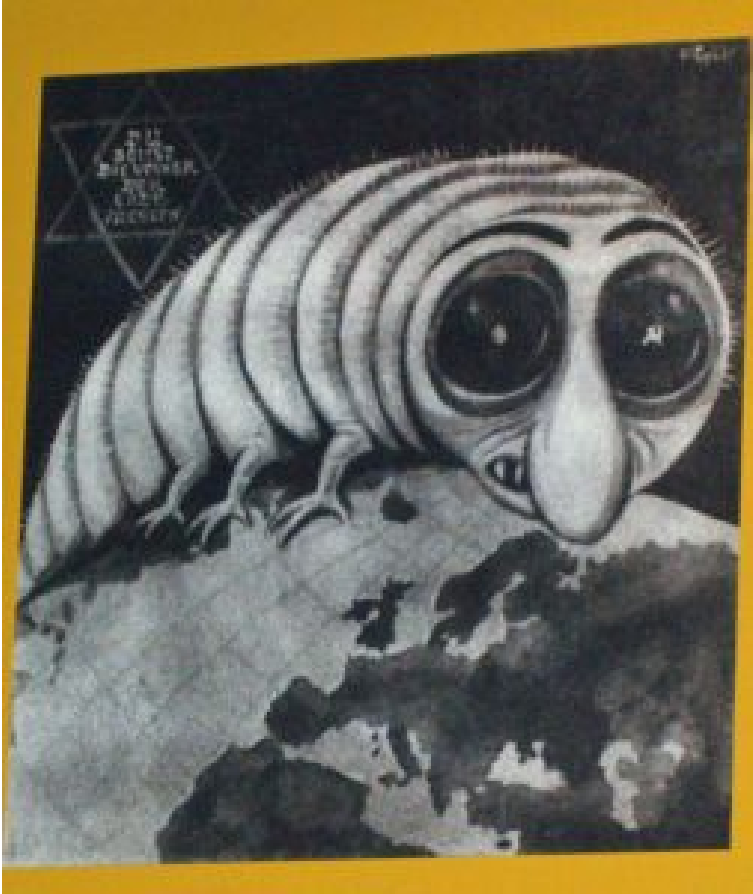
Source 4

[Deni V. \(1919\), 'Kapital,' Public domain](#), Public Domain



Source 5

[Partynia, \(1944\), 'Parasit,' CC BY-SA 4.0](#)



Source 6

[US Government, \(2021\), 'Don't Speak the Enemy's Language, Speak American,' Public Domain](#)

DON'T SPEAK THE ENEMY'S LANGUAGE!



The Four Freedoms Are Not In His Vocabulary

SPEAK AMERICAN!

Part 2 Café conversations (Facing History, 2023)

In your groups: Put yourself in the shoes of a civilian at this period, how would these images make you feel?

Think about the different perspectives of civilians from the various ideologies and countries discussed. Use this time to exercise a multiple perspectives discussion, or Café Conversations style discussion strategy (Facing History, 2023). Choose a poster, and imagine you have been seeing this imagery a lot recently – you are meeting friends at a café reflect on the events, conflicts, ideas and individuals that are connected to your chosen image, and put yourself in the shoes of a civilian in the respective country. Are you scared? Proud? Motivated? Shocked? Do you agree with the ideology linked to the image?

Civilian roles to choose from:

- Parent with young children
- Parent with a son of military age
- School teacher
- Shop owner or worker
- Civilian of military age

Think about the period your image belongs to and do your best to remove yourself from viewing history through your current socio-environmental and biased lens and place yourself

in their shoes – this is known as presentism; and something we as students of history must do our best to avoid (Allender et al. 2019: xxv).

There are no wrong answers, but thinking historically means we must understand the social and political environments of the periods we study and interpret them with the evidence at hand. If you feel something, try to back it up with some of the evidence we have investigated over the last few lessons. You will get an opportunity to share some of the main points of your discussion with the class through a debrief discussion.

Note on ethical considerations These topics can be very distressing and confronting. Please advise if you are feeling any hesitation or discomfort toward attempting a role-play on these topics.

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Staats J, (2018), 'Historical Perspectives, Empathy and Historical Consciousness,' *Teaching History*, 52(1), 32–40.

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21.

THE EMERGING TURKISH NATIONALIST MOVEMENT BY TAMIM AZADZOI

Researching the Turkish
Republic



[Portrait of Kemal Pasha \(later known as Atatürk, \[father of the Turks\]\) wearing the Gallipoli Star and Balkan Medal,](#)

Author Unknown, Public Domain

Curriculum context	VCE Modern History Unit 1: Change and Conflict (VCAA, 2020)
Historical context	Turkey: Events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One.
Historical thinking concept	Construct historical arguments
Learning intentions	Students will critically study and analyse various perspectives, voices and narratives on the political, social and economic change in Turkey following World War I.

Activity

You will research and analyse various perspectives on the political, social and economic change in Turkey following World War I, which saw the downfall of the Ottoman Empire. This downfall resulted in a period of social, political and economic change that culminated in territorial loss, and economic ruin. It was within this context where there was a growing nationalist movement spearheaded by Mustafa Kemal Atatürk, that sought to establish the foundation for a modern Turkey to redefine itself away from the memory of the Ottoman Empire, and religious government.

Part 1: Profiling Mustafa Kemal Atatürk

Conduct close research and analysis on Mustafa Kemal Atatürk, to answer the following questions. Discuss with your teacher how this can be presented.

1. Who was Mustafa Kemal Atatürk? What role did he play in reshaping Turkish identity?
2. What were his main motivations behind the reformation of Turkish government?
3. Contextualise the controversy and challenges of the Kemalist movement within Turkey today.
4. Present key historiographical perspectives on Mustafa Kemal Atatürk's leadership. Has this perspective shifted today?

Part 2: Comparing political ideologies

You will undertake this activity in groups of four. Each member of the group is tasked with conducting their own research to analyse available historical sources to present the perspective of ONE of the four factions listed below. Each group member will report back to the group and compare and contrast the differences in ideologies and viewpoints, and take

notes of the information that their classmates are presenting to them. Students can refer to the research prompts below as a guide to consider the social, political and cultural factors that affected the perspectives of the faction that they choose.

1. Turkish Nationalists
2. Ottoman Government
3. External perspective of a British, French or Italian officer
4. Perspective of ethnic minority groups (e.g., Kurds, Armenians, Greeks)

Individually, use your research and analysis to write a short essay on a faction mentioned above that interests you. Focus upon the political, social, and cultural and motivations of the group to justify your motivation and beliefs behind selecting this group. Analyse the lasting impact this faction has had on the rise of modern Turkey, and how might they be represented today. Explain why you might agree or disagree with the ideological principles of the group that you have selected.

Part 3: Historical inquiry

Choose one of the following prompts to investigate as an historical inquiry. Discuss presentation formats with your teacher.

1. Inspect the policies implemented by the Turkish Republic that contributed to reshaping and reformation national Turkish identity. How did these policies aim to create a new sense of cultural identity?
2. Explain how did the fall of the Ottoman Empire contributed to the changing political landscape in Turkey after World War I?
3. Closely analyse the rise of the Turkish National Movement led by Mustafa Kemal Atatürk. What was its ideology? How did this ideology help transform Turkey's political direction?
4. What was the historical significance of the *Treaty of Sèvres* and the *Treaty of Lausanne*? What were the main political consequences of these treaties for Turkey, and establishment of the Turkish Republic?
5. Inspect the interests and the role that major Western powers (British, French, Italian) played in establishing Turkey's new political identity after the fall of the Ottoman Empire?
6. Examine the effect that the fall of the Ottoman Empire had on Islamic institutions and practices in Turkey after the World War? Was Turkey losing its religious identity?
7. Develop your own research prompt.

References

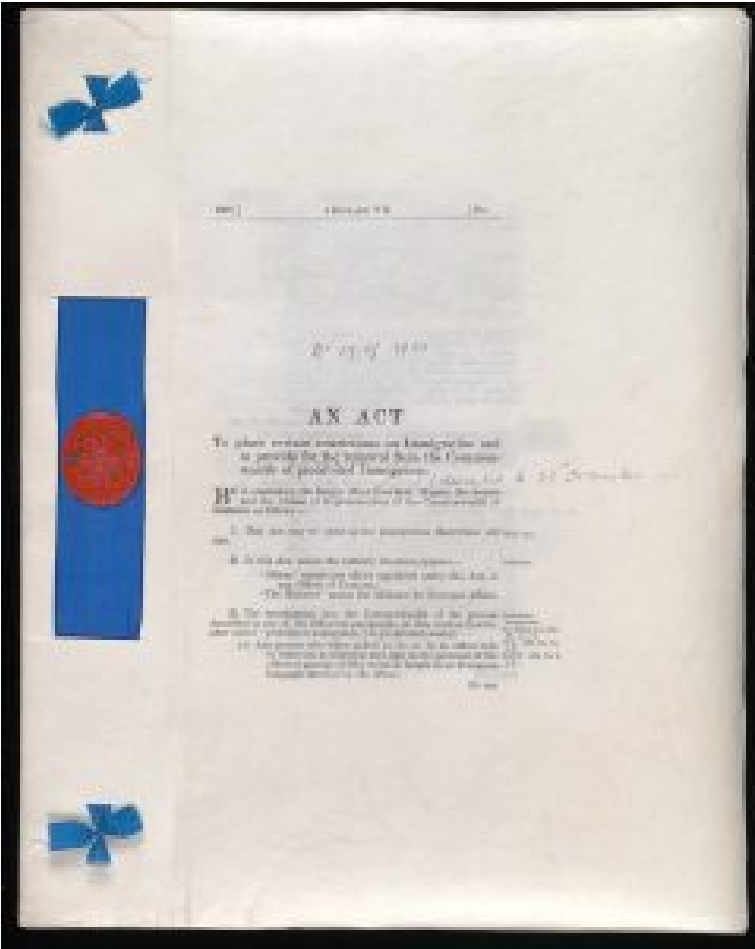
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22.

AUSTRALIA'S IMMIGRATION RESTRICTION ACT BY DANIEL OWEN

1. Correspondence opposing the *Immigration Restriction Act 1901*



[Immigration Restriction Act 1901](#) Parliament of Australia,
Public Domain

Curriculum context	VCE Modern History, Unit 1: Change and Conflict, Area of Study 1: Ideology and Conflict (VCAA, 2020)
Historical context	Australia: <i>The Immigration Restriction Act 1901</i> Correspondence opposing the <i>Immigration Restriction Act 1901</i>
Historical thinking concepts	Use sources as evidence
Learning intentions	Develop skills in analysing and evaluating primary sources to ask and answer literal, inferential and evaluative questions.

Activity

Correspondence opposing the Immigration Restriction Act 1901

Inquiry Question: What were the arguments made against the Immigration Restriction Act 1901 on those it sought to exclude?

What are literal, inferential and evaluative questions

Literal questions ask the reader of the source to seek and state facts such as the author's identity, date and context in which it was written.

Inferential questions ask the reader of the source to analyse and interpret the reason/s that the author created the source such as its intention, audience and outcome.

Evaluative questions ask the reader to assess the source to judge the author's point of view, bias, accuracy and compare it to other sources.

(DET, 2022)

Part A

Access Source 1. [Effect of Immigration Restriction Bill on Indian community](#) from the National Archives of Australia

Individual task

Analyse the source and answer the below literal, inferential and evaluative questions.

Literal questions

1. Who is the author of the source?
2. When was the source written and who is it written to?
3. Who does the author identify as and claim to represent?

Inferential Questions

1. Why do you think the author wrote this letter?
2. What were the arguments presented by the author?
3. What was the author's intended outcome and how do you think the arguments were considered by the recipient?

Evaluative questions

1. What are the strengths and weaknesses of the author's arguments?
2. Do you agree with the arguments made by the author?
3. Do the author's arguments contain bias or aspects you disagree with? Explain why?

Group task

Develop a literal, inferential and evaluative question for your classmate to answer from the source.

Assess their answers to your question and provide feedback to their response. (NSW Government, 2022)

Part B

Access Source 2. [Letter to Prime Minister Chifley advocating for Chinese immigrants](#) from the National Archives of Australia

Individual Task

Analyse Source 2 and answer the same literal, inferential and evaluative questions applied in Part A.

Class Discussion

What are the similarities and differences between Source 1 and 2 in the author's arguments for the Act to be amended?

How did your classmates' responses differ from yours?

Extension task

Imagine you represent a community that the *Immigration Restriction Act* negatively impacts. Write a letter to Edmund Barton that outlines these impacts and why the Act should be withdrawn.

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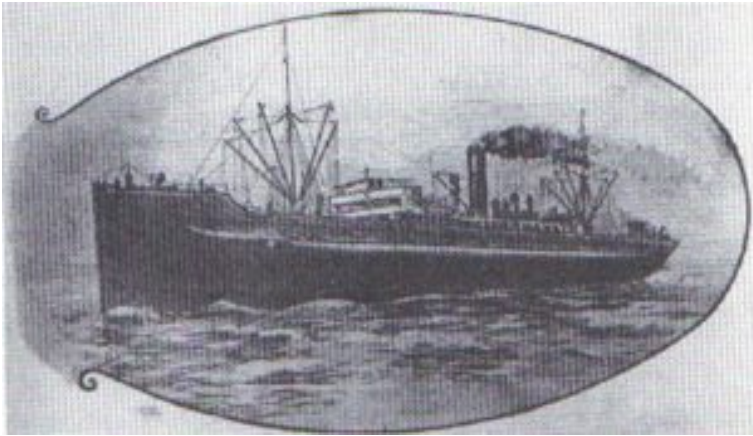
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Victorian Curriculum and Assessment Authority. (2021). *VCE History Study Design 2022–2026*. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx>

2. Survival and scrutiny in the context of the *Immigration Restriction Act 1901*



[SS Clan Ranald.](#) The Observer, Public Domain

Curriculum context	VCE Modern History, Unit 1
Historical context	Australia: <i>The Immigration Restriction Act 1901</i> Correspondence opposing the Act
Historical thinking concepts	Use sources as evidence Build our inquiry skills in sources
Learning intentions	Appreciate the experiences and perspectives of the time ideology and procedure. Use the knowledge gained

Activity

Part A: Letter

In this activity, you will imagine you are Lucano Orico, a survivor of the SS *Clan Ranald* shipwreck in 1911. Based on the sources (below), use your imagination to write a 250-to-300-word letter to your family in Manila telling them you are safe, about your ordeal and the conditions of the *Immigration Restriction Act 1901*.

You might include perspective and narratives regarding:

- What happened aboard the ship and how you survived while others did not.
- Your treatment by the authorities and the public.
- The dictation test you had to undertake and the ideology of the *Immigration Restriction Act 1901*

Sources

Read the story of the [SS *Clan Ranald* shipwreck](#). This source from Australian National Maritime Museum provides an overview of the SS *Clan Ranald* shipwreck event in the context of the White Australia policy.

Analyse the [Dictation test and arrangements for survivors of SS *Clan Ranald* shipwreck](#). This source from the National Archives of Australia provides insight into surviving crew members first movements, treatment and the dictation test in the immediate aftermath of the shipwreck. Particular mention is made of Lucano Orico

Newspaper article from the *Register*. Tuesday 2nd of Feb 1909. [Appalling Shipwreck. Terrible Calamity in the Gulf. *Clan Ranald* sunk off Troubridge](#). This source Trove is indicative of the media coverage at the time. It provides detail into survivor reception in Port Adelaide and first-hand accounts by White and “coloured men” survivors of the shipwreck.

Part B Group discussion

As a whole class or in groups of five share:

- Two aspects of the ordeal that you wrote about in your letter.
- Why did you choose to tell you family that particular aspect and cite (tell us) which sources informed those parts of your letter?

Extension task

What do you wonder about this event or the people involved? Carry out further related independent research and source analysis through searching the topic. Try searching the [National Archives of Australia](#), [Trove](#) or Google to find out more.

Or

Read the [newspaper article publishing correspondence of Senator E. Pulsford to Alfred Deakin](#) from the National Archives of Australia.

How do the sentiments within Senator Pulsford's correspondence to Alfred Deakin seek to provide fair treatment for the survivors of the Clan Ranald?

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23.

1920S AUSTRALIA BY THOMAS NISBET

**1. Histogram: An exploration
of 1920s Australia through
social media**



[Ethel and Mary Page, wife and daughter of Earle Page,](#)
National Library of Australia, Public Domain

Curriculum context	VCE Unit 1: Modern History (VCAA, 2020)
Historical context	1920s Australia: ‘The ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change’ (VCAA, 2020).
Historical thinking concept	Historical perspectives
Learning intention	Identify and present the perspectives of Australians in the 1920s using ICT.

Activity

As history students, it is your responsibility to explore the different perspectives of those who experienced significant historical change. This will help to build a coherent and inclusive understanding of history. You will be completing a “Histogram” or historical Instagram post (VCAA, 2023), from the perspective of a person living in 1920s Australia. This will develop your critical thinking and inquiry skills as well as getting you to be creative with ICT.

You will utilise a [Zeoob](#) to create a fake Instagram post.

Please note, this is an educational tool and should not be used to create false information about people in the present.

To begin, think about the voice you would like to give power to. In the decade post-World War 1, what kind of people were living in Australia's Roaring Twenties? Technology was advancing, optimism was accompanied with economic prosperity and Australia's sense of identity was developing greatly. Your Histogram post should reflect this.

In pairs, brainstorm the different perspectives you could give voice to in your post. You can utilise online resources such as the [Royal Australian Historical Society](#) to assist your discussion.

Some points to consider:

1. The role of women

- The flapper

2. Arts and culture

- The rise of jazz music
- Fashion
- Film
- Modernist movement

3. Technology

- Suburban expansion
- Motor car and aeroplane developments
- Radio

4. Economy

- Motor car sales

- Developments in energy sources
- Employment rates

You may wish to select one of the above to incorporate into your Histogram post. To develop your inquiry skills, it is suggested you question the content. For example: Was the optimism of the Roaring Twenties felt collectively amongst the Australian population?

Begin to think about the forgotten voices. Australian soldiers returning from war may not have felt the same level of optimism as other Australians. Witnessing the horrors of war, their Roaring Twenties may have been experienced differently. Remember as history students, it is your role to develop a coherent understanding of history. A coherent understanding includes a diverse range of voices.

Using these points, construct your Histogram post. Think about perspective, voice and context.

Teachers Note: Your students can send you their post in PDF form. You could collate these and create a booklet displaying the collection of voices from 1920s Australia.

References

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2. 1930s Australia: An exploration into change, society and the Susso



[StateLibQld 1 111680 Crowd gathered for free food outside the McWhirthers' building, Fortitude Valley,](#)

[Brisbane, on Christmas Day 1933](#), Daily Standard, Public
Domain

Curriculum context	VCE Unit 1: Modern History (VCAA, 2022)
Historical context	1930s Australia: ‘The ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change’ (VCAA, 2020).
Historical thinking concept	Historical perspectives
Learning intention	Analyse artefacts of culture to highlight economic, political and social change in 1930s Australia.

Activity

As history students, it is important you can examine historical artefacts/sources for how they represent context and political, economic and social change. This is an active process, whereby you will interrogate the source material using historical questioning and inquiry skills.

You will be analysing a children’s nursery rhyme that was

popularised in 1930s Australia during the Great Depression. To combat the impacts of decreased employment levels and economic decline, the government implemented the sustenance relief rations, or “the Susso”. Your task is to construct an extended response that reacts to the poem:

We're on the susso now

We can't afford a cow

We live in a tent

We pay no rent

We're on the susso now

(Victorian Collections, 2019)

Extended Response: How does the poem depict the economic and social environment experienced by 1930s Australians? How does this position us to think about the change experienced from 1920s Australia? Focus on the perspective of ONE historical actor; either women, men or children.

Remember to develop your historical inquiry and questioning skills. This means you must interrogate the source material. What is it saying about Australia's economic climate? Why was it a popular children's nursery rhyme? Did the susso help?

References

Victorian Collections. (2019). *Making do on “the susso”: The material culture of the great depression*. Victorian Collections.

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24.

THE DEPRESSION BY ED STEPHENS

Introducing the Great
Depression and Ableism in
the USA



[Crowd gathering on Wall Street after the 1929 crash by US-](#)
[gov](#), Public Domain

Curriculum Context	VCE Modern History, Unit 1, Area of Study 2: Social and Cultural Change (VCAA, 2020)
Historical Thinking Concepts	Identify continuity and change Ask historical questions
Historical Context	The Great Depression/continuity and change in the Inter-war period (USA) and the New Deal Response
	Understand and form historical questions about the key events/impacts of the Great Depression.
Learning Intentions	Understand that President Franklin Delano Roosevelt (FDR) used new technology when confronted with Ableism. Identify continuities and/or changes between the interwar period and the present day

Activity

Using the textbook, your own internet searches, and pre-existing knowledge, do a brief self-investigation of:

- What caused the Great Depression?
- What was its biggest impact?
- Identify one topic/area/theme that you are interested in. Examples could include the role of women, financial market speculation or others.

Contribute your answers to the class Padlet using the provided link.

Source 1:



[Unemployed men queued outside a depression soup kitchen opened in Chicago by Al Capone, 1931](#), Unknown author, Public Domain

Using the student contributions to the class Padlet as a prompt, a class discussion identifies the key events, impact and themes, and a timeline of key events, in chronological order, is constructed on the whiteboard, or using ICT resources. The

teacher could link the intense stock market speculation in the lead up to the Stock Market crash of 1929, and the number of people who owned shares, to the contemporary phenomenon of Bitcoin and cryptocurrency. Students can identify similarities and differences, and reinforce the significance of the stock market crash as causing the Great Depression. Students are then encouraged to reflect on the timeline and identify any gaps/missed opportunities, with assistance from the teacher.

Source 2:



[Bronze Sculpture of a man listening to the 1930s valve radio](#) by [Koshy Koshy](#), ([CC BY 2.0](#))

Students conduct a mini-investigation to produce a definition of ableism in their own words and using the textbook and internet searches investigate this inquiry question:

How did President Franklin Delano Roosevelt (FDR) use radio broadcasts and restrict access of photographers to overcome entrenched ableist attitudes towards his physical mobility?

This can then lead into further investigation of the history of disability rights, the New Deal and a comparison with disability rights in Australia in the first part of the Twentieth century.

References

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

25.

THE 'MODERN GIRL' BY AMELIA LOWE

1. Influences of the 'modern girl'



[State Lib Qld 1 131355 Flapper in a 1929 Chrysler 75 roadster](#) Author unknown, John Oxley Library State Library of Queensland, Public Domain

Curriculum Context	VCE Unit 1 Modern History (VCAA 2020)
Historical Thinking Concepts	Analyse sources for use as evidence
Historical Context	Change and Conflict> the 'modern girl'
Learning Intentions	Analyse what conditions influenced the 'modern girl' and develop skills in using primary sources as evidence

Activity

Part A: Video

Watch this video as a class and take notes on the characteristics, qualities and things that influenced of the 'modern girl' e.g., war, independence, clothing, gender roles...

[WWI Legacies: Flappers](#)

The teacher will then brainstorm these ideas on the whiteboard and students will add to their notes.

Part B: Source analysis

Read this article about the Australian Flapper on Trove.

Source 1 [The Flapper \(by one who knows her\)](#)

Guiding questions:

- 1) Is this a primary or secondary source?
- 2) Who was the intended audience?

- 3) What does she do?
- 4) Does the author portray her in a positive light?
- 5) Was the 'modern girl' only in the west?
- 6) What influenced the 'modern girl'?

Source 2 [Suffrage farmerettes. Mrs Ruth Litt of East Patchoque, New York at work producing food](#), author unknown, National Archives Catalog, Public Domain

Analyse this source with a partner by conducting a character map where you will answer the questions below to gain a better understanding of women in WWI. When considering where this person might be going and the consequences of their choices, do this in relation to how women responded following WWI.

1. Head: What does this person think about their society?
2. Eyes: What has this person seen?
3. Ears: What has this person heard?
4. Mouth: What is this person saying?
5. Heart: What is this person feeling? What do they care about? Or who is at the centre of this person's universe of obligation?
6. Stomach: What is this person worried about?
7. Hands: What actions has this person taken? What choices have they made?
8. Feet: Has this person changed? Where might this person be going in the future? Or What might be some

consequences of this person's choices?

Debrief: Once students complete their character map, the teacher will select groups to answer each of the questions.

References

Facing History and Ourselves (n.d.) [Character Maps](https://www.facinghistory.org/sites/default/files/2022-06/Teaching_Strategies_UK.pdf), Facing History and Ourselves.
https://www.facinghistory.org/sites/default/files/2022-06/Teaching_Strategies_UK.pdf

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<https://trove.nla.gov.au/newspaper/article/123066598?searchTerm=flapper>

Wall Street Journal. (2014). WWI Legacies: Flappers, Wall Street Journal YouTube.
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2. Impact of the 'modern girl'



[Ingenues arrive, Central Station, Sydney, 1928-1929](#) by

Sam Hood, State Library of New South Wales, Public Domain

Curriculum Context	VCE Unit 1 Modern History (VCAA 2020)
Historical Thinking and Concepts	Analyse sources for use as evidence
Historical Context	Change and Conflict> the ‘modern girl’
Learning Intentions	Understand and evaluate the impact the ‘modern girl’ had on society while using sources as evidence

Activity

Part A: Paragraphs on source analysis

The 'modern girl' had a huge impact across the globe. Here are a few of the areas she influenced:

- Gender roles
- Fashion and media
- Social and sexual expression

Primary sources have been attached to each of these areas below. Your task is to write 1-3 paragraphs using the sources and your own research to answer the question, *discuss the impact the 'modern girl' had on society using your own research and the sources provided*. Each paragraph will be based on one of the three areas selected. Analyse the sources and use the questions attached to guide your response.

Paragraph Options:

1. Gender Roles

Source 1 [The Modern Girl: Seeking Her Own Fortune, Full of Self Reliance](#)

Questions:

- What has the role of women been in the past?

- What jobs are women doing in this article that a man would typically do?
- What characteristic does the 'modern girl' have?

2. Fashion and Media

Source 2 [*Portrait of Kono San at a Movietone event on board SS SIERRA*](#), Samuel Hood, Public Domain



Questions:

- Describe this woman's appearance?
- What country is she from? (see link above)

- What was her job? (see link above)
- How did people perceive her during this time?

3. Social and Sexual Expression

Source 3 [The Roaring 20s, flappers dancing the Charleston](#)
Questions:

- What does the 'modern girl' do for fun?
- How does she express herself sexually? Is she sexual?
- Were her actions in this clip accepted by all society?

Part B: Create a Headline

Using the sources above and your knowledge of the time, create a headline about the 'modern girl' which might be found in a newspaper after WWI. Consider the ideas and issues of the time. Headlines will be shared with the class.

References

Clips and Footage (2010). The Roaring 20s,

flappers dancing the Charleston, Clips and Footage. You Tube. <https://www.youtube.com/watch?v=7neA1l9K71c>

Daily Telegraph (8 November 1920). The Modern Girl: Seeking Her Own Fortune, Full of Self Reliance, *Daily Telegraph*, Trove. <https://trove.nla.gov.au/newspaper/article/153012868?searchTerm=modern%20women%20seeking%20employment>

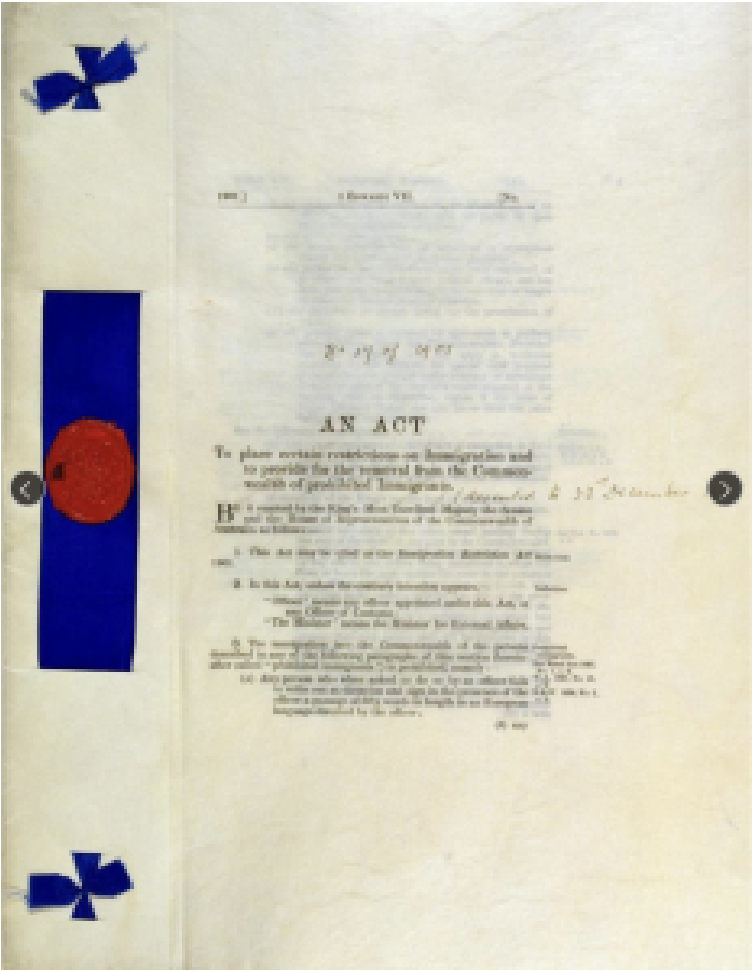
Facing History and Ourselves (2018), Create a Headline, Facing History and Ourselves. <https://www.facinghistory.org/resource-library/create-headline>

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26.

LISTENING TO MARGINALISED AUSTRALIAN VOICES DURING WORLD WAR I AND THE INTER-WAR PERIOD BY ALEX ELLIOT

**1 . Policies and practices of
racial exclusion in Australia
during World War I and the
inter-war period**



[Image of title page of *Immigration Restriction Act 1901*](#)
Commonwealth of Australia (National Archives of
Australia) (Public Domain)

Curriculum context	VCE Unit 1 Modern History, Area of Study 1 (VCAA, 2020)
Historical context	World War I 1914 – 1917; Immigration Restriction Act and Racial Enlistment Exclusions Continuity and change
Historical thinking concepts	Use of primary sources as evidence Taking historical perspectives Consider the “moral dimensions” or implications of the primary sources provided (Sharp et al., 2021, p.33). Students will build substantive knowledge of racially discriminatory policies during World War I with the intention of exploring historical ideologies, continuity and change and understanding different historical perspectives.
Learning intentions	Students will also develop procedural knowledge through honing source analysis skills and literacy skills through answering the attached questions.

Activity

In the following source analysis activity you are provided with several primary sources which relate to racially discriminatory policies affecting immigration and military enlistment in World War I. In response to this collection you are prompted to answer questions relating to the experience and perspectives of First Nations and non-European Australians.

Historical sources

Source 1: Image of title page of *Immigration Restriction Act 1901* © Commonwealth of Australia (National Archives of Australia) 2019.

Access source [here](#) (*Immigration Restriction Act 1901* / *naa.gov.au*, 2010)

Source 2: Image of Page 45 and 46 of *The Defence Act 1903*,

Access source [here](#) (Australia & Australia. Army., 1903)

Source 3: Image and Transcription of Page 9 Article Excerpt “Aborigines In Camp”(April 11, 1916),

Access source [here](#) (*The Age*, 1916)

Source 4: Image of *Military Order 200 1917* ©

Commonwealth of Australia (National Archives of Australia) 2019

Access source [here](#) (Military Board of Administration, 1917)

Source 5: Image of *Australian Imperial Force Enlistment of Samuel Tong-Way 1917* ©

Commonwealth of Australia (National Archives of Australia) 2019

Access source [here](#) (Australian Imperial Force, Base Records Office, 1917)

Questions to guide analysis:

1. What could motivate the creation of a European language dictation test, as described in the *Immigration Restriction Act 1901*?
2. What does the *Immigration Restriction Act 1901* reflect about Australian Society after federation?
3. Does Source 2 reflect change or continuity in policy affecting non-European Australians?
4. In Source 3 James Arden describes the other Aboriginal men in the Condah community as “true British

citizens”. What does this statement reflect concerning Civil Rights, Imperialism and Australian National Identity?

5. Is Source 3 a reliable record of James Arden and Richard King’s perspectives?
6. Source 5 shows the enlistment record of Samuel Tong-Way. Why was Samuel originally restricted from the defence force?
7. Source 4 is a Military order that repeals formerly existing policy denying non-European Australians enlistment in the army (see Source 2). Why would this policy have changed?
8. Using all the evidence available in Sources 1 – 5, How did the policies and practices of the Australian government and military impact Non-European and First Nations Australians?

References

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Australia. [Online] Available:

<https://www.naa.gov.au/students-and-teachers/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism/immigration-restriction-act-1901>

Australian Imperial Force, Base Records Office.
(1917). *Chinese-Australian brothers enlist twice in World War I* | *naa.gov.au*. National Archives of Australia. [Online] Available:

<https://www.naa.gov.au/students-and-teachers/learning-resources/learning-resource-themes/war/world-war-i/chinese-australian-brothers-enlist-twice-world-war-i>

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1up](https://nla.gov.au/nla.obj-38379987/view?partId=nla.obj-38395359#page/n153/mode/1up)

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castes' to enlist* / *nla.gov.au*. National Archives of
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learning-resources/learning-resource-themes/
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allowing-half-castes-enlist](https://www.naa.gov.au/students-and-teachers/learning-resources/learning-resource-themes/war/world-war-i/amendment-military-orders-allowing-half-castes-enlist)

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(2010). National Archives of Australia.[Online]
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teachers/learning-resources/learning-resource-
themes/society-and-culture/migration-and-
multiculturalism/immigration-restriction-act-1901](https://www.naa.gov.au/students-and-teachers/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism/immigration-restriction-act-1901)

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study-designs/history/Pages/index.aspx](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx)

2. Understanding the interwar period through primary sources



[Melbourne Victoria Australia Shanty Slum 1930s](#) State
Library of Victoria Collection, Flickr ([CC BY 2.0](#))

Curriculum context	VCE Unit 1 Modern History, Area of Study 1 (VCAA, 2020)
Historical context	Interwar Period; specifically considering the experience of different societal groups after World War 1.
Historical thinking concept/s	Use primary sources as evidence Taking historical perspectives Engage in an exploration of the interwar period's impact on different societal groups following World War 1.
Learning intentions	By examining the "Heidelberg Dress" (National Museum of Australia, 1931.) and its symbolism in representing the Great Depression's effects, students will analyse the imagery to understand the historical context. Working collaboratively, students will use provided primary sources to design cartoons or text decorations on dresses, reflecting the experiences of their assigned societal groups during the interwar period.

Activity

In this activity you are invited to view the *Heidelberg Dress*,

a garment constructed for an eight-year-old girl as part of a competition in 1931 (National Museum of Australia, n.d.). The dress was sewn by Patricia's mother and hand painted by her father in a bid to win the competition's cash prize (National Museum of Australia, n.d.). The dress focuses on the Heidelberg Unemployment Bureau's services as well as the family's general experience of The Great Depression (National Museum of Australia, n.d.). Form pairs to discuss the imagery of the dress and reflect on what it tells us about families' and unemployed persons' experience of The Great Depression.

See source [here](#) or search for "Heidelberg Dress" if it does not open up.



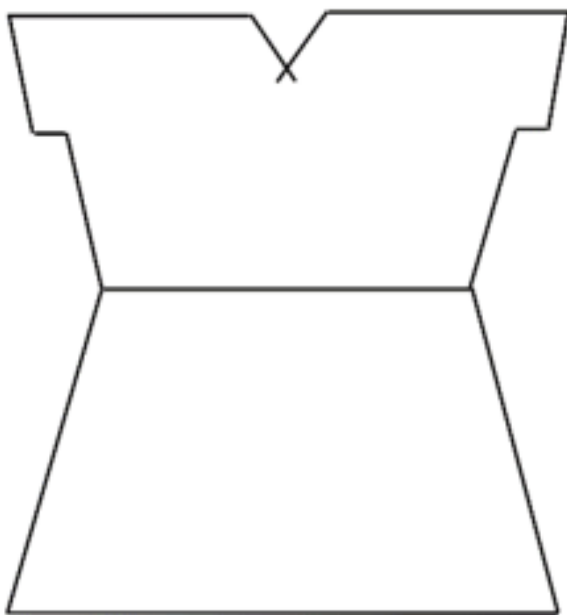
[Image of 'Heidelberg Dress'](#) Copyright National Museum
of Australia, [CC BY-SA 4.0](#).

You will now be assigned activity groups and each group will create their own dress. You may use the following

printed dress template or make a 3D dress out of butcher's paper. Design cartoons or text based decorations that represent the experience of assigned societal groups after World War I. Each group will receive primary source/s to guide their exploration of life for their group in the interwar period in addition to independent group research of internet resources.

(Please note: a variation of this activity could involve cutting paper to form a wearable dress structure that can be decorated and presented as worn by each group member.)

Dress template:



Primary sources for each group:

Historical Sources

Aboriginal and Torres Strait Islander Peoples

**Abridged Transcription of Page 2 Article
Excerpt “Communist Party’s fight for
Aborigines” (September 25, 1931), Out of
Copyright status [Free/ CC Public Domain](#)
access source [here](#) (The Workers’ Weekly,
1931:2)PROGRAM OF STRUGGLE AGAINST
SLAVERY**

Full Economic, Political and Social Rights

...NO POLITICAL RIGHT The Aborigines have no
political, social, or economic rights, no right to have

property; they are denied education, or to have schools of their own; intellectuals from among the Aborigines are not allowed to practice their professions; the tribal customs and arts are stifled; wages are not to be paid to Aboriginal workers excepting to the amount of 10/- per week, but the Government gets 5/- of this amount for the A.P.B., and no wages at all to be paid by holders of licences. Although subject to all the penalties of the capitalist criminal code in the courts of justice (?) Aborigines have no status therein, and their evidence is inadmissible in “mixed” cases. Police accusers have the right (and exercise it) to beat and even shoot the accused until they plead “guilty” to whatever crime the police desire to place upon them. ...

STARVATION RATIONS In N.S.W. the scale of rations of Aborigines is 3/10 per week for adults and 1/10 for children—little more than half that granted to white workers— which is just part of the general drive against the aborigines to make their standard of living considerably lower than that for other unemployed workers, and is part of the drive to exterminate the race. Under the regime of the social fas-cist Labor governments, Federal and State, the victimisation and exploitation of the aborigines are

intensified and repressive measures on the part of the police are encouraged...

**Abridged Transcription of Page 8 Article
Excerpt “AUSTRALIAN ABORIGINAL.
PROGRESSIVE ASSOCIATION” (October 7,
1925), Out of Copyright status [Free/ CC Public
Domain](#) access source [here](#) (Macleay Chronicle,
1925: 8)**

ABORIGINAL. PROGRESSIVE ASSOCIATION. (Continued from Page 4).A telegram received from Mr. W Page, Manager of the Australian Nat-ives Association ran as follows: 'Greetings, hopes for good results conference. Justice of claims undoubted. Abori-gines must be accorded full citizenship rights.' The Women's Auxiliary, formed wholly of coloured people, performed the task of seating 3 relays of delegates and representatives and managing the luncheon in a most creditable manner. In the matter of finances they were fine; every participant was reminded of the high cost of living by the Secretary of the Women's Auxiliary with her collection plate in hand. ...The people were joining up and trying to fit them-selves to become members of an asso-ciation with a progressive policy. The condition to which they had sunk under present conditions was deplor-able. Mrs. Hatton said she was quite sure that a small portion of land

given to them in their own right, with the right to develop their homes and families along their own lines, would bring an element of self respect into their lives, which would be the first step towards their redemption. P... Mr. F W. Maynard, President of the Central Association Branch, gave a paper on the Registration of the Association the work upon which he had been engaged for several months. He was loudly applauded as he spoke of his pleasure in being in Kempsey once more and also when he referred to the evident growth of the work....The president then read the following resolution which was received and carried unanimously: — “As it is the proud boast of Australia that every person born beneath the Southern Cross is born free, irrespective of origin, race, color, creed, religion or any other impediment we, the representatives of the original people, in conference assembled, demand that we shall be accorded, the same full right, and privileges of citizenship as are enjoyed by all other sections of the community.” A petition to Parliament was read and signed asking that the two objectives of the A.A.P.A be granted to the people. A long procession of Aboriginal people came to sign the petition, which was completed about 6 o'clock, when the session closed. On Sunday Mr. F. W. Maynard addressed a large open air meeting at Greenhill. The interest of the people as they listened to the impassioned appeal of the colored preacher was remarkable. Mr. Maynard appealed to the colored people to rise out of the ashes of the past and of the bad habits, and turn to Christ for help to alter their

conditions. Collections were taken up at every session to cover expenses of the Conference. It is noteworthy that so far the finances of the A.A.P.A have almost all been raised by the efforts of the colored people.

Immigrants

Image of of Page 6 Article Excerpt “White Australia Policy” (August 27, 1929), Out of Copyright status [Free/ CC Public Domain access](#) source [here](#) (Queensland Times, 1929: 4)

Image of of Page 12 Article Excerpt “British Labor Conference” (February 5, 1926), Out of Copyright status [Free/ CC Public Domain access](#) source [here](#) (The Age, 1926: 12)

Women

Prime Minister James Scullin © Commonwealth of Australia (National Archives of Australia) 2019 can be reused under the [CC-By licence](#) Access source [here](#) (Lynch, 1930)

Image of of Page 2 Article Excerpt “Bachelor Women” (June 20, 1922), Out of Copyright status [Free/ CC Public Domain Access](#) source [here](#) (Daily Standard, 1922, 2)

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[unemployed-women-deserted-wives-and-widows-letter-prime-minister-james-scullyn](#)

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Available: <https://collectionsearch.nma.gov.au/icons/piction/kau12/index.html#/home?usr=CE&umo=45410087>

Queensland Times. (1929, August 27). White Australia Policy. *Queensland Times*, 6. [Online]

Available: <https://trove.nla.gov.au/newspaper/article/118487335?searchTerm=white%20australia%20policy#>

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index.aspx](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx)

27.

THE SPREAD OF FASCISM BY AIDAN DAVIES

Fascism in Italy



[Mussolini receives a donation of “gold for the country” from rural women, 1937](#) Author Unknown, Wikimedia Commons, Public Domain

Curriculum Context	VCE Unit 1 Modern History, Ideology and Conflict (VCAA, 2020)
Historical Context	Fascism in Italy and the pacification of Libya 1922 – 1940.
Historical thinking concepts	Explore historical perspectives Construct historical arguments Students will learn how people both in and out of Italy were affected by Italian fascism.
Learning intentions	Students will be able to explain why Italian fascism caused conflict both domestically and internationally and understand why an individual or group of people were disposed to agree/disagree with fascism.

Activity

In this activity you will interact with a brief bibliography that provides insight into life as an individual (an imagined historical actor) who was living in or affected by Benito

Mussolini's fascist regime in Italy. You will apply your historical understandings of Italian fascism to construct a possible historical perspective on the National Fascist Party and fascism. Your group will need to justify how this individual's lived experiences may have shaped their perspectives and beliefs.

Step 1

In small groups you will discuss the possible experiences of one of the following individuals affected by Italian fascism. Applying your knowledge of Italian fascism, you will discuss with your group what their perspective would have been on Benito Mussolini and fascism.

Perspectives

Sayyid Muhammad Idris (Idris of Libya)

Born in Libya in 1889. Idris fought against the Italian Royal Army to defend his country until a peace

treaty was signed after World War One. In 1922 Benito Mussolini and the National Fascist Party began a new invasion of Libya which caused Idris to flee into exile in Egypt. Whilst Idris was in Egypt up to 12,000 Libyans were executed and many more interned in concentration camps by Mussolini's forces. Thousands of Italians colonised Idris' homeland following out the orders of Mussolini's fascist regime, attempting a demographic colonisation of Libya.

Luca Angelo

Born in Italy 1920. Raised in a middle-class family. His mother is a teacher, and his father is a builder who fought in World War One. Luca enjoys playing soccer with his friends and attending films. Luca and his father are able to go and watch sport together on a Saturday due to the new 40-hour work week introduced by the government that encouraged 'Sabato Fascista' or Fascist Saturday for leisure. Luca has a cousin who is Jewish.

Bianca Changretta

Born in Croatia in 1890 and moved to Rome to work

in politics. Bianca works for a socialist newspaper that advocates for an isolationist policy, African independence, and social welfare. Bianca does not wish to have kids and instead likes to write stories and teach in her spare time. Bianca has a long-term boyfriend who is of Ethiopian decent whom she visits on the weekends. Bianca enjoys using her education to spread information on social theories such as socialism, nationalism, communism, and capitalism.

Step 2

In your groups you will present to another group your individual's perspective on the National Fascist Party. Using your understanding of this time period you will explain your individual's position by using historical interpretations and historical perspectives. When you have finished presenting the other group will ask questions, respectfully challenging your historical understanding.

Step 3

The exit activity for this lesson involves you considering how you would have interacted with fascism if you were born in Italy in 1900. What would influence how you view fascism and how is this different to the present? What is influencing your thinking?

References

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum And Assessment Authority.
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

2. Fascism around the world



[Benito Mussolini and Hitler \(19th June 1940, Munich\),](#)

Unknown Author, Wikimedia, Public Domain

Curriculum Context	VCE Unit 1 Modern History: Ideology and Conflict (VCAA, 2022)
Historical Context	Fascism in England and the USA, 1922 – 1940.
Historical thinking concepts	Using sources as evidence. Establish historical significance. Students will learn how fascism as in ideology spread to countries around the globe and why.
Learning intentions	Students will be able examine a primary source, explain its historical significance, and use the source to understand its time. Students will use their research skills to independently find primary sources and interact with them critically.

Activity

During this activity you will be using your understanding of fascism to evaluate a set of primary sources. You will choose between Ireland, England, and the USA and complete a source analysis on the provided image. Once you have completed the source analysis you will use your research skills to find a

primary source relating to fascism and explain its historical significance.

Source Analysis

Historical questions about sources which may include:

What type of source is this? Who wrote or created it? Why did they write or create it? What was happening at the time the source was created? Who was the intended audience? How does it compare with other sources about the same person or event? How accurate is this source? (VCAA, 2020).

You may use the following structure to present their analysis:

1. What can I see?
2. What does this present to the audience?
3. What does this image reveal about the time it was created?

Sources



Source 2 – Benito Mussolini (left) and Oswald Mosley (right)



[Oswold Mosley & Benito Mussolini \(Italy, 1936\)](#), Wikimedia Commons,, Public Domain

Source 3 – British Union of Fascists advertisement in Action Magazine (28th May, 1938)

WAR!

FOR CZECHOSLOVAKIA

DO YOU WANT IT? THE PARTIES DO

THE GOVERNMENT COMMITS THE PEOPLE TO WAR IN ALIEN QUARREL
WITHOUT CONSULTING THEM — WHAT ABOUT FREEDOM HOW?

STOP WAR AND SECRET ALLIANCES

THE PROOF

"You (the Government) have now pledged yourselves that if France gets into trouble because of its action in protecting Czechoslovakia you will back her up."—(Mr. Lloyd George, Parliament, 1/5/38.)

"In a military sense, it is assumed that there now exists between the two countries a virtual defensive alliance, which is believed to cover more than the Eastern frontier of France."—(Observer, Government paper, 1/5/38.)

LABOUR LEADERS WANT WAR

"Czechoslovakia, in particular, should be assured at once that Great Britain and the other League powers will fulfil their obligations to maintain her integrity and independence."—(National Council of Labour, 24/2/38.)

"France would be involved by reason of her commitments, not only under the Covenant, but under the Franco-Czechoslovakian pact and in the event of France being involved, this country also will be involved."—(Mr. A. Henderson, Parliament, 24/2/38.)

"France, as we know, will fight for Czechoslovakia, and, when she fights for Czechoslovakia, we shall be drawn in. I am very glad that the Prime Minister went so far as he did this afternoon in recognising that fact."—(Mr. Noel Baker, Parliament, 24/2/38.)

Tories, Labour, Liberals—All Want War FOR CZECHOSLOVAKIA

BRITISH UNION SAYS



BRITONS FIGHT FOR BRITONS ONLY

JOIN AND HELP MOSLEY BUILD THE GREATER BRITAIN OF BRITISH UNION

Every week take "Action" from any non-combative Newspaper.

2d

Source 4 – Rally Poster for the German American Bund



[German American Bund Rally Poster \(New York, 1939\)](#) Public Domain, German American Bund, Wikimedia Commons,

Source 5 – Australian Journal Article (25th November 1939)



[Article on Nazism export \(Australia, 1939\)](#), Associated Newspapers Limited, Trove, [Public Domain](#)

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28.

NAZI GERMANY BY AARON REDMOND

1. Nazi Germany: Analysing and evaluating propaganda



[Reichsparteitag-Nurnberg 1936](#), Ludwig Hohlwein,
Wikimedia Commons, [CC BY-SA 4.0](#)

Curriculum context	VCE Unit 1: Modern History, Area of Study 2 (VCAA, 2020)
Historical context	World War II > The Holocaust > Nazi Propaganda
Historical thinking concept	Use sources as evidence
Learning intentions	<p>Understanding the use of propaganda to influence, change and control political and social agendas.</p> <p>Understanding the process of analysing primary sources by identifying helpful information and interpreting and evaluating its intended audience, message and effectiveness.</p> <p>Engage in collaborative work and discussion.</p>

Activity

You will be analysing propaganda produced by the Nazi Party to understand how the Nazis used it to influence, change and control political and social agendas. In groups, you will participate in a collaborative [gallery walk](#) where you will be using the [image analyse process](#) to analyse and evaluate Nazi propaganda (*Facing History and Ourselves*, 2008, 2009, 2022) . The class will then come together to discuss what information

has been gathered with each group briefing the class about their analysis and evaluation on one of the images.

Collaborative gallery walk and image analysis

In groups of four, you will be moving around the classroom, exploring a multitude of different Nazi Propaganda images (see below) to analyse and evaluate. To make sure each group has an ample amount of time to analyse and evaluate the images, your group will have five minutes to collect information from one image before moving to the next one in the gallery. Some basic information will be placed under the image to provide a base for your analysis such as its title and translation of the text. Use the image analysis handout to guide your analysis and evaluation of the sources:

Image Analysis Process

Step One: Description

This step involves describing what information you see, such as the colours, lines and placement of objects.

Step Two: Identification

This step involves recording basic information about the source. This includes finding out:

- Who created it?
- When was it created?
- If it involves text, what does it say?

Step Three: Interpretation

This step involves analysing the source's message based on what you know about the source:

- What message do you think the author wanted to express?
- Who is the intended audience for this image?
- What do you think about this message would be appealing to this audience?
- What do you think the author wanted the audience to think, feel and do once they saw the image?

Step 4: Evaluation

This step involves determining the source's effectiveness:

- Does the image successfully communicate its intended message?
- Does the image use misinformation to express

its message?

- Does the image express a positive or negative message?

Collaborative gallery walk images



Image 1: [The Eternal Jew 1937](#), Horst Schluter,
Wikimedia Commons, Public Domain



Image 2: [WWII Propaganda – Nazi Germany](#), Author Unknown, Openverse, [CC BY-NC-SA 2.0](#)

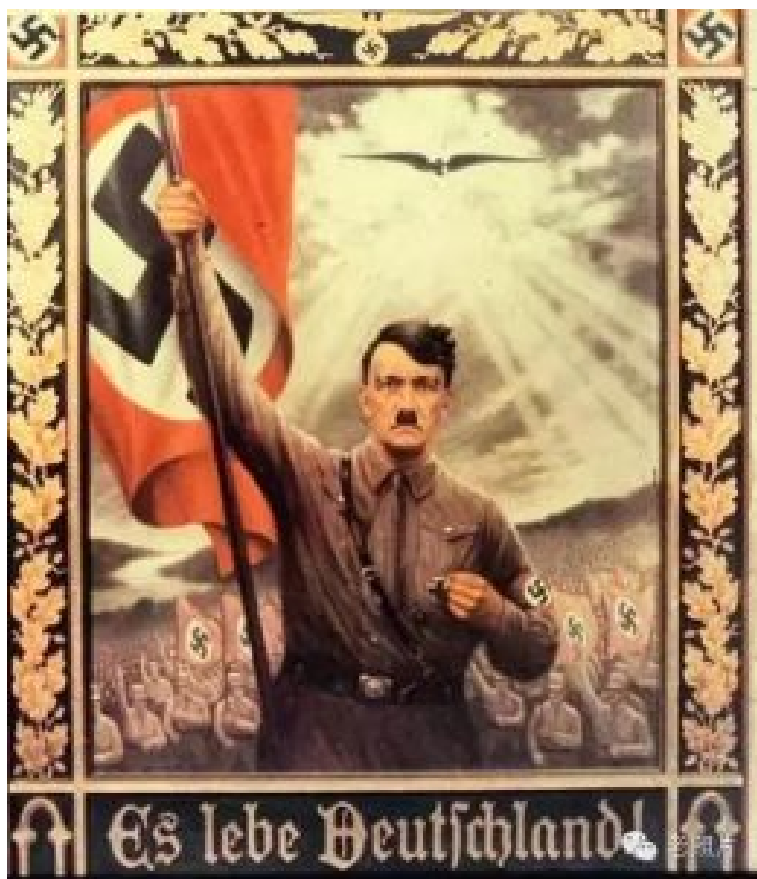


Image 3: [Long Live Germany 1933](#), K Stauber, Wikimedia Commons, [CC BY-SA 4.0](#)



Image 4: [World Meeting of Hitler Youth 1935](#), Ludwig Hohlwein, Wikimedia Commons, [CC BY-SA 4.0](#)



Image 5: ['Our Last Hope – Hitler' 1932](#), Hans Schweitzer, United States Holocaust Memorial Museum, Public Domain



Image 6: [‘Here’s the Culprit!’ 1941](#), Hamil, United States
Holocaust Memorial Museum, Public Domain

Part 3: Group presentation and discussion

As a group, share your answers from the image analysis process handouts about one of the Nazi propaganda images from the gallery walk to the rest of the class. Write down any information presented by the other groups that you might have missed about the other images.

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2. Nazi Germany's Jewish ghettos: Exploring historical perspectives



[Krochmalna Street Warsaw Ghetto](#), Stanislaw Poznanski,
Wikimedia Commons, Public Domain

Curriculum context	VCE Unit 1: Modern History, Area of Study 2 (VCAA, 2020)
Historical context	World War II > The Holocaust > Jewish perspectives and experiences
Historical thinking concept	Explore historical perspectives
Learning intentions	<p>Identify how exclusion and the political, social and cultural conditions changed everyday life through the exploration of Jewish historical perspectives and experiences.</p> <p>Develop historical empathy through understanding an historical event from the perspective of those who experienced it first-hand.</p> <p>Engage in collaborative work and discussion.</p>

Activity

You will be exploring the concept of historical perspectives and how engaging with them provides valuable insight into past events. You will be examining the perspectives of the Jewish people who were forced by the Nazi's to live in ghettos during World War II. You will be assigned a particular point of view character/historical actor and will be tasked with researching

what their perspective and experiences might have been inside the ghetto. You will then participate in a collaborative [café conversation](#) (*Facing History and Ourselves*, 2009) where you will be using the information you have researched in a conversation about life in the ghetto with the members of your group who are each representing a different point of view character. After this, the class will come together to discuss the conversations and what information has been learned.

Part 1: Researching Sources and Historical Perspectives.

You will be randomly assigned one of six point of views to represent. These include:

- A member of the Jewish Council
- A member of the Jewish Police
- A member of the Jewish underground resistance
- A parent with children
- A forced labourer working in one of the Nazi's factories
- A Rabbi

Working individually, you will research online, using your assigned character as a guide to find the relevant background information you'll need to know about their perspective of life inside the ghetto. As part of your exploration, you could use the following resources to guide your research:

- [*Jewish Uprisings in Ghettos and Camps, 1941-44*](#) | United States Holocaust Memorial Museum
- [*Labor in the Lodz Ghetto*](#) | Yad Vashem
- [*Ghetto Police*](#) | YIVO Encyclopedia of Jews in Eastern Europe
- [*Family During the Holocaust*](#) | Jewish Women's Archive
- [*Judenräte \(Jewish Councils\)*](#) | Britannica
- [*"On Religious Life"*](#) | USHMM

Part 2: Collaborative café conversation

You will then be placed into groups of six, participating in a café conversation with each group member representing a different point of view character. A member of your group will initiate the conversation with a question or statement about something which has transpired within the ghetto, such as ‘did you see ____ happened, what do you think about it?’. Make sure you record what you have been able to learn about the other point of view characters in your conversation.

It's important to note that you are not in 2023 representing yourself, you are in 1941, representing a Jewish individual living inside one of the Jewish ghettos during World War II.

This task aims to help you develop your historical consciousness and historical empathy skills. You are being challenged to look beyond your personal biases, feelings and experiences when engaging with these historical perspectives, while also acknowledging that you are empathising and using

your historical imagination that is shaped by your own worldviews and experiences in the present.

Part 3: Class discussion and reflection

The class will then come together to discuss and reflect on the café conversation activity, with each group sharing what it was like to take part in the café conversation, what you were able to learn about the other point of view characters and what you were ultimately able to learn about Jewish ghettos and your insight into the perspectives and experiences of the Jewish people who lived within them.

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29.

SOCIAL AND CULTURAL CHANGE IN NAZI GERMANY BY SARAH BISHAY

**1. Film analysis: *Swing Kids*
(1993) directed by Thomas
Carter**



[Hitler inspiserer Hitlerjugend under partidagen i 1935,](#)

Author Unknown, Public Domain

Curriculum context	VCE Modern History Unit 1: Change and Conflict, Area of Study 2: Social and Cultural Change (VCAA, 2020)
Historical context	How the Nazi government attempted to control, influence and resist political, social and cultural expression in the 1930s.
Historical thinking concepts	Exploring historical perspectives Using sources as evidence
Learning intentions	To adopt a critical and objective lens when analysing historical perspectives, voices and narratives of society in the 1920s and 1930s. To understand how the Nazi government controlled and influenced political, social and cultural expression.

Activity

Introduction

***Swing Kids* (1993) Plot Summary:** The film *Swing Kids* (1993) is set in the context of Nazi Germany before World War II. This film follows a group of rebellious young Germans who are captivated by their love of swing music and dance. Despite swing music being forbidden by the Nazis, their love for swing music grows and a secret underground dance club is formed. Amidst the backdrop of oppression, swing music becomes a

form of resistance and self-expression (Oxford University Press, 2009). The story delves into the lives of Thomas and Peter, who are both torn between conformity and individuality in a society filled with fear, propaganda and control (Oxford University Press, 2009).

After viewing the film *Swing Kids* (1993), it is time to evaluate the historical value this film holds, and its reliability in depicting the social and cultural aspects of society in the 1920s and 1930s by focusing on the development and change of these aspects (VCAA, 2023c). This activity is designed to target your historical thinking concepts as you explore historical perspectives, evaluate sources and use these as evidence to “understand the ideas, beliefs and values held at the time” (VCAA, 2023b)

Note for teachers: A legitimate copy of the film will need to be located, perhaps with the help of the school librarian. You might also be able to access the film through sites such as [Hoopla](#), using your local library card.

A) Video Analysis

There are key issues, themes and experiences that the film *Swing Kids* (1993) depicts. As a class we will view the Do you want me to report you? scene and examine the perspectives of both Thomas and Peter. At this stage in the film, Thomas has become a full-time Nazi, as opposed to Peter who still loves and believes in the power of swing music. After you watch this scene, think, pair and share with the person next to you and consider the mindsets of both Thomas and Peter. Think about possible internal struggles, conformity, and moral values and beliefs.

B) Research Task

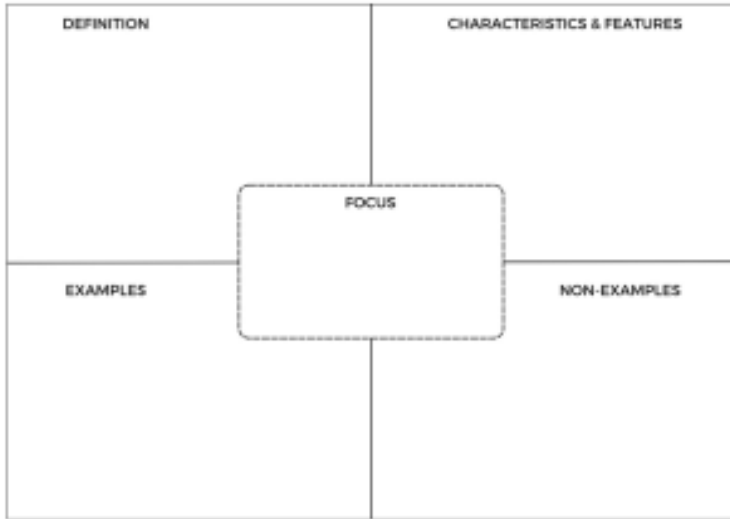
Historical events and individuals should not be oversimplified by labelling them as either right or wrong, or by categorising them as “goodies” or “baddies” (VCAA, 2023b). As you begin to “understand that people in the past often acted according to different moral frameworks to the ones we know today”, you will be able to “make informed judgments and better explain and evaluate the consequences of those events, understanding how people responded to changes brought to society” (VCAA, 2023b).

Below is a set of comprehension questions and resources for you to begin. By answering these questions, you will investigate and understand the diverse perspectives, voices and narratives of society in the 1920s and 1930s, whilst targeting your historical thinking concepts.

Explore the [Holocaust Encyclopedia](#) as it would be best suited to develop your responses to the comprehension questions below. The Holocaust Encyclopedia uses tags to link similar sources and content. Use keywords to search, some examples include Hitler youth, indoctrinating youth, music, culture, disabilities, ideology, etc.

Comprehension Questions (answer in full sentences):

1. What is the Hitler Youth?
2. What is the Nazi ideology?
3. With reference to the *Swing Kids* (1993), explain how the Hitler Youth was used to indoctrinate youth to Nazi ideology (VCAA, 2023c).
4. Resistance and conformity are two themes evident in the *Swing Kids* (1993) film. Choose one of these themes and analyse the different forms of resistance or conformity with reference to one or more specific scenes.
5. Using the Frayer model template (DET, 2022) below, select a focus to evaluate from the film:
 1. German Swing Culture
 2. The practices of the Hitler Youth
 3. The treatment of people with disabilities in Nazi society
 4. Approved Nazi music



C) Extended Response

1. Explain why the *Swing Kids* (1993) is OR is not reliable in depicting the social and cultural aspects of society in the 1920s and 1930s. Use evidence to develop your argument and justify your reasoning.
2. Make 3 suggestions as to how the film director could improve the historical accuracy and reliability of the *Swing Kids* (1993).

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06%3A_Art_History_%28The_Modern_West_a
nd_Non-Western_Art%29/
6.01%3A_Art_in_Nazi_Germany](https://human.libretexts.org/Courses/Lumen_Learning/Book%3A_Introduction_to_Art_Concepts_%28Lumen%29/06%3A_Art_History_%28The_Modern_West_and_Non-Western_Art%29/6.01%3A_Art_in_Nazi_Germany)

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2. Oppression vs. Resistance



[Degenerate Art Exhibition Germany 1937 Guide](#)

[Catalogue Brochure](#) Cover published by the

Reichspropagandaleitung, Amtsleitung Kultur 1937 ([CC BY-SA 4.0](#))

Curriculum context	VCE Modern History Unit 1: Change and Conflict, Area of Study 2: Social and Cultural Change (VCAA, 2020)
Historical context	Analysing why the Nazi government controlled cultural expression through art and propaganda to reinforce their cultural, social and political agendas.
Historical thinking concepts	Exploring historical perspectives Using sources as evidence Cause and consequence
Learning intention	To understand forms of resistance in the 1920s and 1930s through music and art. To analyse how the Nazi government used propaganda to reinforce their social, political and cultural agendas to tackle resistance.

Introduction

In the above activity we focused on an overview of how the Nazi government attempted to control, influence and resist political, social and cultural expression in the 1930s, with a focus on the *Swing Kids* (1993) film. There are various ways

individuals express their perspectives, voices and narratives. Some common forms of expression are through art, music and overall culture. In this lesson, we begin to analyse how, and why, the Nazi government controlled cultural expression *through* art, music and propaganda to reinforce their cultural, social and political agendas.

Below you will compare and contrast the difference between the 1920s and 1930s cultural expression through music and arts, and the Nazi concepts of degenerate music and arts. In doing so, you will further develop and refine your historical thinking skills by analysing sources and using these as evidence to discuss the cause and consequence of Nazi propaganda. Moreover, this will allow you to investigate the language and meaning in the context of Nazi Germany to better understand the ideas, beliefs and values that were held at the time (VCAA, 2023b).

A) Aryan Art vs. Degenerate Art

Propaganda is a powerful tool that is used to influence society. Throughout the 1920s and 1930s, the Nazi government adopted various propaganda tools to influence and resist cultural expression as they believed the ambiguity of modern art could endanger public security and order (United States Holocaust Memorial Museum [USHMM], 2020). The Nazi government claimed that modern art conspires to weaken German society and that only criminal minds were capable of such art (USHMM, 2020). In response, the Nazi government

labelled this art “degenerate” (USHMM, 2020). Whilst any art that was not problematic was labelled “Aryan” art, such pieces reflected youth, power, tradition and superiority (El-Mecky, 2012).

Source 1: Using [SCIM-C](#) (Virginia Tech, 2004), contrast the catalogue covers of *The 1937 Great Exhibition of German Art* (left) and the *Entartete Kunst* (Degenerate Art) Exhibition (right) using the SCIM-C source analysis method (VCAA, 2023c):

SCIM-C

- **S:** Summarise
- **C:** Contextualise
- **I:** Inferring
- **M:** Monitoring
- **C:** Corroborating

Read this article to help you conduct your SCIM-C analysis: [CLICK HERE: Nazi Art Policy](#) (El-Mecky, 2012).

analyse the different types of art pieces that belonged to each exhibition. Consider why some were labelled “degenerate” and some “Aryan” art.

B) Swing Music vs. Nazi Approved Music

In the mid-1930s, swing jazz emerged from the United States and gained popularity worldwide, even in Nazi Germany (Fackler, 2000, para. 1). It became a trend in popular music as the world began to recover from economic depression. Despite discrimination against jazz and swing culture in the Third Reich, swing found an enthusiastic and dance-hungry audience (Fackler, 2000, para. 1). For young fans, swing music and dancing represented a way of life and created their own discrete youth culture. However, for the Nazi government, this posed a threat to their control over society (Fackler, 2000, para. 1).

Source 2: Watch this clip and answer the following questions: [CLICK HERE: Nazi Germany: Swing Kids – Youth in Hitler’s Germany](#)

1. Describe what was happening at this time.
2. Explain why the youth’s rebellious attitude made a mockery of Nazi control.
3. Identify the characteristics used to describe swing culture. Whose perspective is this and why?
4. To what extent did the Nazi government go to stop the

youth from rebelling and how? What laws were put in place?

Source 3: Following this clip, visit this website and read about how the Nazi government adopted swing music as a tool for propaganda.

[CLICK HERE: Charlie and His Orchestra](#)

Consider the questions below to guide you in your comparative analysis:

- Who are Charlie and His Orchestra?
- Listen to the modified version of *St Louis Blues* (on the site).
 - Describe the views and beliefs in this song.
 - How did the Nazi government use swing music as propaganda?
 - What are the similarities and differences between the Nazi propaganda version and the type of music heard in the film *Swing Kids* (1993)?
 - How could propaganda through music influence society?

C) Art and Music under The Third Reich

The Nazi government imposed strict rules and controls over what could be enjoyed in terms of music and art, anything

out of the norms of society was categorised as degenerate and inferior (McKee, 2000, para. 1).

Source 4: Compare the *Entartete Kunst* (Degenerate Art) catalogue cover and the *Entartete Musik* (Degenerate Music) and respond to the short answer questions.

Read through this short article to formulate and synthesise your answers: [CLICK HERE: Art and Music under The Third Reich](#).

- Note down the literal and symbolic elements in the catalogue cover and the propaganda poster.
- Why were these created? Who were they created for?
- How does the artist “use language, words, symbols, gestures and colours to persuade the audience?” (VCAA, 2023b).
- What is the artist’s perspective and intention?
- What would the audience’s perspective be and why?
- Identify the underlying issue the Nazi government had with degenerate art and music and explain why.

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30.

RESEARCHING CULTURAL EXPRESSION IN INTER-WAR GERMANY BY ELEANOR HOGAN

Historical inquiry in a jigsaw
format



“Walter Röhrig, *The Idiot (Irrende Seelen)*, 1921” by

Walter Röhrig, Public Domain

Curriculum context	Modern History, Unit 1: Change and Conflict, Area of Study 2 Social and Cultural Change (VCAA, 2020)
Historical context	Germany from 1919 – 1933
Historical thinking concepts	Ask and use historical questions Establish historical significance Explore historical perspectives Use sources as evidence
Learning intentions	Use research skills to learn about a perspective and/or cultural expression present in Germany from 1919 – 1933 Evaluate the significance of events, ideas, individuals and movements that influenced and resisted change Construct arguments about social and cultural continuity and change using sources as evidence

Activity

This jigsaw activity is done in groups and will involve you researching a perspective and/or cultural expression from Germany 1919 – 1933 but everyone in the group will be researching a different perspective and/or cultural expression. Your information will be presented in a multimedia presentation to your group and your presentations will be marked by the peers in your group using a rubric developed by the group.

Step 1: Choose a focus

Move into home groups and decide which perspective each group member will research. The group or whole class then needs to develop a rubric by deciding on key criteria and achievement standards.

Select a focus for your historical inquiry

Perspectives:

- Jewish community
- Feminists
- LGBTQIA+
- Nazi youth
- Nazi supporter
- Anti-Nazi perspectives
- Romani community
- or another perspective you are interested in researching

Forms of cultural expression:

- Architecture/architects
- Art/artists
- Film/film makers
- Literature/writers
- Music/musicians
- Photos/photographers

- Modernist movements (*Expressionism, Bauhaus Movement*)
- another cultural expression you are interested in researching

Step 2: Researching

Find other people in the other groups who are doing the same perspective with you and work with them as an expert group. When you have completed your presentation, you will move back to present to your home group. Use the, who, what, when, where, why, how question structure to begin planning historical questions for your historical inquiry.

What if I'm stuck and don't know where to start researching? Use these questions to help form your base research:

Who contributed to the perspective/cultural expression present in Germany from 1919 – 1933?

Who was influenced by your perspective/cultural expression?

What are the main views of your perspective?

What is your perspective/cultural expression trying to say about life in Germany?

When did your perspective/cultural expression first emerge in Germany? Was there an initial person/group who brought this perspective/cultural expression to Germany?

Why is this perspective/cultural expression important to social, cultural and/or political development of Germany?

Why did you chose to research this perspective/cultural expression? Why is it important to you? What do you think other people should know/learn about this perspective/cultural expression?

Step 3: Designing presentation

Develop a multimedia presentation, remembering your home group will be your audience. See your teacher about how it should be referenced.

Step 4: Presenting and peer feedback

Back on your home groups, take turns to present and use the rubric to provide peer feedback.

Step 5: Discussion

Use the following question to frame your group's discussion:

To what extent were these perspectives/cultural expressions

*significant to social, cultural and political change in Germany
from 1919 – 1933?*

*Which perspective/cultural expression was the most
significant to the social, cultural and political change in
Germany from 1919 – 1933?*

Develop an argument in response to one of these questions.
Include a contention and supporting evidence.

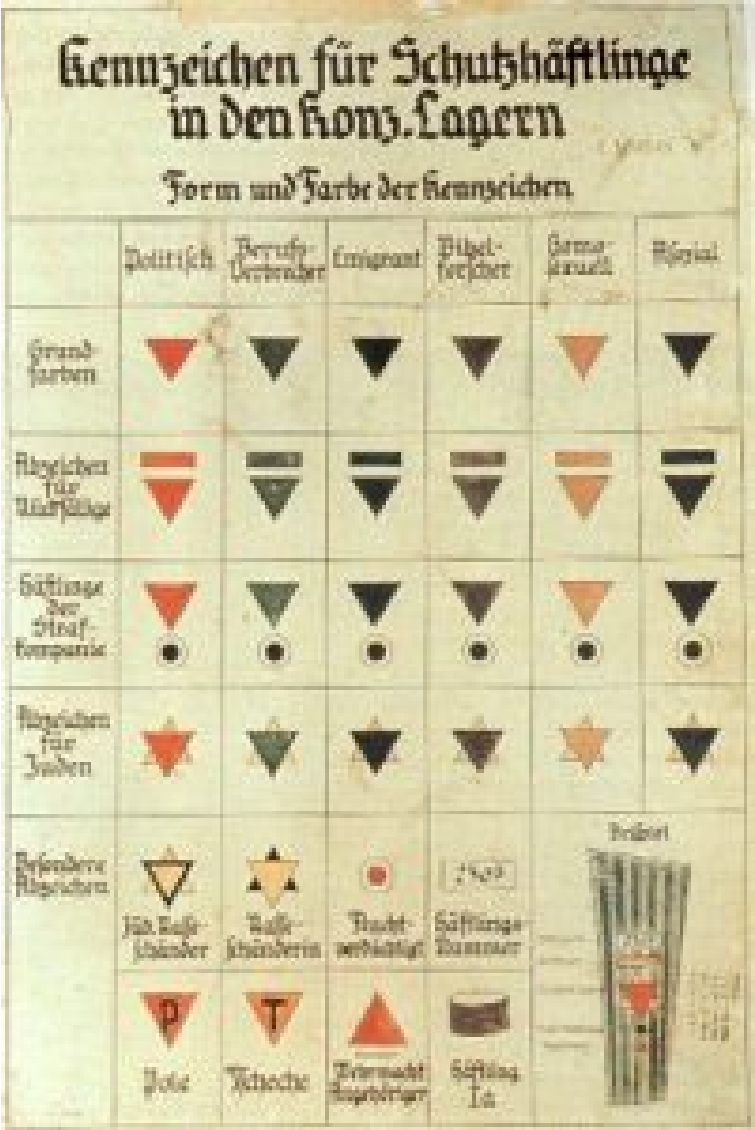
References

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2022-2026. Victorian Curriculum And
Assessment Authority.
[https://www.vcaa.vic.edu.au/curriculum/vce/vce-
study-designs/history/Pages/index.aspx](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx)

31.

THE TREATMENT OF DIFFERENT MINORITY GROUPS IN NAZI GERMANY BY DECLAN MCLAUGHLIN

Delving deeper into the
treatment of different
minority groups in Nazi
Germany



[Kennzeichen für Schutzhäftlinge in den Konzentrations
Lagern Nazi Germany concentration camp prisoners' badges](#)

by Unknown Author, Wikimedia Commons, Public Domain

Curriculum Context	VCE Modern History Unit 1, Area of Study 2 (VCAA, 2020)
Historical Context	How Jewish, Romani and homosexual people were treated under the Nazi regime in Germany and occupied areas.
Historical Thinking Concepts	Explore historical perspectives Ask and use historical questions
Learning Intentions	Understand the unique and similar perspectives of and challenges faced by the different minority groups during the Holocaust. Use historical questions to spark further inquiry.

Activity

Create a small group of 2-4. Building on your previous understanding of how the Jewish were targeted during the Holocaust, delve deeper into how other minority groups (specifically homosexuals and Romani) were treated by the Nazi regime. You should explore different perspectives from homosexuals and Romani at the time, as well as how historians recount the events and persecution which occurred. As you encounter new information, you should ask yourself: “How is

this different from how other groups were treated? How is this similar?”

Resources

Feel free to use the following resources to start your investigation, although you should be looking to find your own sources through your research:

[Gay Men Under the Nazi Regime](#)

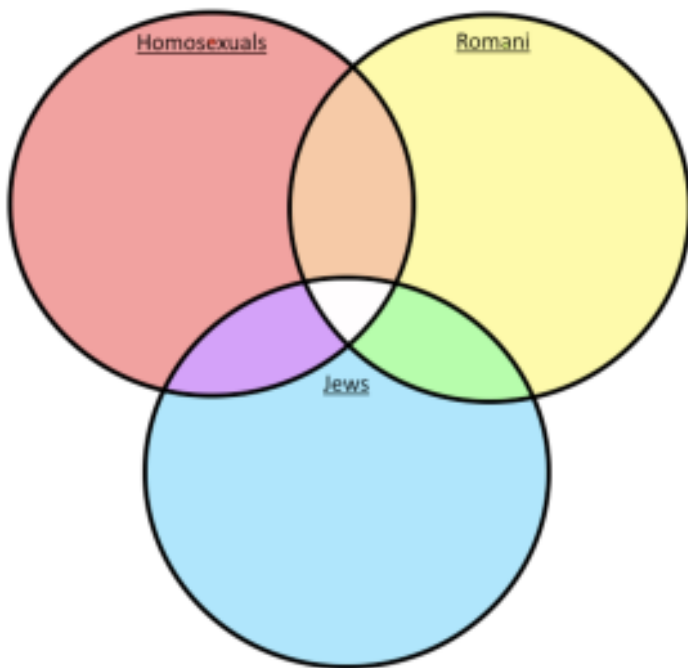
[Opression – Roma](#) (look through the images for firsthand accounts)

[Homophobic Propaganda and the Denunciation of Same-Sex-Desiring Men under National Socialism](#)

Once your group has completed its research and analysed the findings using the questions mentioned above, you must complete the Venn Diagram (below) to gain a visual representation of the similar and unique treatments each

group faced. Ensure you reference where you got the information from.

How were different groups persecuted?



Extension: If you complete this section of the activity before the other groups, begin investigating how these different groups were treated in Australia in the same period.

References

Micheler, S. (2002). Homophobic Propaganda and the Denunciation of Same-Sex-Desiring Men under National Socialism. *Journal of the History of Sexuality* 11(1), 105-130. doi:10.1353/sex.2002.0011.

The Holocaust Explained. (n.d.). *Opression – Roma*. The Holocaust Explained.
<https://www.theholocaustexplained.org/life-in-nazi-occupied-europe/oppression/roma/>

United States Holocaust Memorial Museum.
(2021). *Gay Men Under the Nazi Regime*. United States Holocaust Memorial Museum.
<https://encyclopedia.ushmm.org/content/en/article/gay-men-under-the-nazi-regime>

Unknown Author. (n.d.). *Kennzeichen für Schutzhäftlinge in den Konzentrations Lagern Nazi Germany concentration camp prisoners' badges* [photograph]. Wikimedia Commons.
https://commons.wikimedia.org/wiki/File:Kennzeichen_f%C3%BCr_Schutzh%C3%A4ftlinge_in_den_Konzentrationslagern.jpg

VCAA. (2020). *VCE History Study Design*,
Victorian Curriculum and Assessment Authority.
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

32.

THE HOLOCAUST AND PEOPLE WITH DISABILITIES BY MEGAN MOONEY

1. People with disabilities during the Holocaust



[The original German theatrical release of Hitlerjunge Quex: Ein Film vom Opfergeist der deutschen Jugend \(Hitler Youth Quex\), also known in the United States as Our Flag Leads Us Forward. \(1933\), Public Domain](#)

Curriculum context	VCE, Modern History Unit 1, Area of Study Two – Social and Cultural Change (VCAA, 2020)
Historical context	Unheard victims of the Holocaust
Historical thinking concepts	Ask and use a range of historical questions to explore how everyday life changed prior to World War Two Identify the perspectives of people and how perspectives changed over time
Learning intentions	Demonstrate the wide scale impact of the Nazi regime. Explore different perspectives during this time. Develop an understanding of the impact on disabled people during this time.

Activity

This activity begins by introducing Hitler’s ideology that led to Nazi racism, specifically during the time period of 1933-1945. This provides you with appropriate context to explore the unheard victims of the Holocaust. This activity

will specifically focus on people with disabilities during this time, and how the Holocaust impacted them

Inquiry question: Who were the victims of the Holocaust?

A) Introductory Activity

1. You will have three minutes to write down prior knowledge of the Holocaust.
2. As a class you will compare similarities on your lists and identify questions you would like to investigate.

B) [Powerpoint](#)

As a class we will discuss and take notes on this presentation.

C) Text Analysis

Read about the treatment of disabled people: [Holocaust Memorial Day Trust: Disabled People](#)

D) Short Answer Questions

1. What year did Hitler and the Nazi party come to power?
(1 Mark)
2. What does T4 stand for? (1 Mark)
3. When was T4 brought in and what was the purpose of it? (2 Marks)

4. Why were the Nazi targeting people with disabilities? (4 Marks)
5. What is Hitler's master race? How do people with disabilities not fit into this? (4 Marks)

E) Class discussion

This discussion is about providing you with the space to talk about what you just read. For topics that are as confronting as this, it is important to have respectful class discussions.

References

Unknown. (2023). *Disabled People*. Holocaust Memorial Day Trust. <https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/nazi-persecution/disabled-people/>

Unknown. (1933). Hitler Youth Quer [unknown]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Hitlerjunge_Quex.jpg

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Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

2. Understanding the unheard victims of the Holocaust



[Buchenwald Disabled Jews 13132 Crop](#), United States
Holocaust Memorial, Public Domain

Curriculum Context VCE, Modern History Unit 1, Area of Study Two
– Social and Cultural Change (VCAA, 2020)

Historical context Unheard victims of The Holocaust you will choose
one group of people to focus on.

Analyse sources for use as evidence

Historical thinking concepts Identify the perspectives of people and how
perspectives changed over time
Evaluate the historical significance of events,
ideas, individuals and movements

Learning Intentions Demonstrate your research skills whilst exploring
the unheard victims of the Nazi regime.

Teach another group about your chosen topic.

Activity

This activity assists you to improve your research and text analysis skills. You will work in pairs and choose a group people who were unheard victims of the Holocaust to focus a presentation on. You will then present to your peers who are completing a different topic.

A) Introductory Activity

Summarise the last lesson by brainstorming the shared

knowledge we acquired on the whiteboard. This will enhance your understanding of the unheard victims of the Holo

B) Student Choice

In pairs you will use [this website](#) to investigate one of the groups of people who experience persecutions at the hands of the Nazis from 1933-1945.

C) [Paired Task](#)

In pairs you will create a powerpoint presentation about your focused group, based on the template is provided to you.

D) Presenting in Groups

You will present your findings to another group of students who have chosen a different topic. You are expected to be respectful and note take whilst your peers are presenting to them.

References

Holocaust Memorial Day Trust. (2023). Nazi persecution of other groups.

<https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/nazi-persecution/>

Unknown. (2023). *Disabled People*. Holocaust Memorial Day Trust. <https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/nazi-persecution/disabled-people/>

Unknown. (1938). Buchenwald Disabled Jews 13132 Crop [United States Holocaust Memorial]. PICRYL. <https://picryl.com/media/buchenwald-disabled-jews-13132-crop-75b360>

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33.

THE HOLOCAUST: MEMORY AND LEGACY BY RAKA CHATTERJEE

**Analysing historical artifacts
to find out about historical
events**



[Auschwitz Muzeum Shoes](#) by [Bibi595](#), Wikimedia
Commons ([CC BY-SA 3.0](#))

Curriculum Context	VCE Unit 1 Modern History, Area of Study 2 (VCAA 2020)
Historical Context	The exclusion, marginalization, and organized mass killings of six million European Jews by the Nazi German regime and its allies and collaborators in the 20th century through a case study of the Holocaust.
Historical Thinking Concepts	Analysis and use of sources as evidence Continuity and change.
Learning Intentions	To use sources as evidence and answer questions to develop knowledge and understanding of the Holocaust. To construct arguments for a debate using sources as evidence

Activity

Step 1: Look closely at this [image of a shoe](#) and fill in the table individually.

SEE THINK WONDER (make list of questions)

Step 2: Discuss with your table group and write your common understandings and questions.

Step 3: Now watch the video (around 8 mins) [*Footprints \(UN\) on YouTube*](#), a film by Cornelia Reetz (The Holocaust Centre, 2009)

Step 4: Reflection

1. Refer to your See, Think, Wonder notes. What did you learn? Can you now answer any of the questions in the wonder column?
2. Write one or two sentences describing what might have happened to the child that wore this shoe.
3. Describe how this artifact has helped to tell the story of historical events.
4. Now make a list of inquiry questions that you have about the Holocaust more broadly.

Step 5: Research

Part 1: Look at some of the artifacts and their stories on these Holocaust museum sites:

[Artifacts Unpacked: United States Holocaust Memorial Museum](#)

[Yad Vashem. The World Holocaust Remembrance Center](#)

Select an artifact, draw an impression of it and summarise its story and historical significance in a paragraph. Share your drawing and story with the class.

Part 2: With the help of the sources answer the following questions:

Source 1: [Introduction to the Holocaust: What was the Holocaust? | Holocaust Encyclopedia \(ushmm.org\)](#)

1. Why did the Nazis target the Jews? Did antisemitism originate under the Nazi regime?
2. Who were the Nazis allies and collaborators in the Holocaust? What role did they play in the persecution of the Jews?
3. What was the final solution?
4. Why did the Nazis establish ghettos?

Source 2: [Timeline of the Holocaust](#)

1. Why is Kristallnacht significant in the history of the holocaust?
2. What was the significance of the Nuremberg Laws? What was its impact on the persecution of the Jews in the pre-war years till 1938?
3. What forces of continuity and change are visible in the persecution of the Jews after the outbreak of the Second World War between 1939-1945 with respect to pre-war years? Did the War impact the Final Solution to the “Jewish question?”

3-2-1 Reflection:

- 3 key learnings about the Holocaust that have deeply impacted you
- 2 questions you still have
- 1 thing you are wondering about as a person learning about the Holocaust in 21st century

References

Reetz, R. (2009) *Footprints*, Holocaust and the United Nations Outreach Programme.

<https://vimeo.com/4852447>

Timeline TOTH. (n.d.). Timeline of the Holocaust.

<https://timelineoftheholocaust.org/>

United States Holocaust Memorial Museum.

(2021). *Introduction to the Holocaust*.

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Yad Vashem (2023). Artifacts on Display in the Holocaust History Museum. <https://www.yadvashem.org/artifacts/museum.html>

34.

JEWISH SURVIVOR VOICES BY DIANA AZADZOI

Listening to stories of survival



[A Group of Orphan Holocaust Survivors](#) by [Government Press Office](#), ([CC BY-NC-SA 2.0](#))

Curriculum context	VCE Unit 1 Modern History (VCAA, 2020)
Historical context	<i>Post World War One ideologies;</i> Nazi, Germany
Historical thinking concepts	Exploring historical perspectives Use primary sources as evidence
Learning intentions	To explore different historical perspectives from Jewish survivors of Nazi, the Holocaust.

Activity

In this activity, you will explore the diverse experiences of Australian Jews in Nazi Germany by visiting the digital exhibition, [Closer: Portraits of Survival at the Sydney Jewish Museum](#).

These stories will help you to understand the adversity experienced and the systematic execution of millions of innocent Jewish people. By exploring the voices and narratives of these people, history then seems to become a personal and emotional tale, reminding us of our social responsibility to retell the stories of those individuals whose lives were affected.

A second key element is to preserve memory through primary sources. Recording and preserving diary journals, excerpts, testimonies/and or artefacts, ensures that experiences and atrocities are not forgotten – serving as a valuable resource that future generations can remember and honour.

Read the stories of at least four survivors from [Closer: Portraits of Survival](#) and complete the following:

1. Extended response: Use the guiding questions to help you write a 500 word response that responds to this statement from the exhibition introduction:

“Through the eyes of survivors, we can begin to understand the enduring and profoundly human impact of the Holocaust” (Sydney Jewish Museum, n.d).

Discuss.

Guiding questions

How do these sources provide insight to the experiences, challenges or strategies for survival?

What were the common themes identified from the different experiences?

How did the Jewish communities portray strength and resilience in the face of horror?

How do these stories/testimonies shape your understanding of the impact of Nazism and the Holocaust?

How do the artefacts help to tell these stories?

Why preserve these stories and historical sources?

2. **Email:** Draft an email that you could send to the Sydney Jewish Museum communicating your response to the exhibition.

3. **Virtual museum visit:** Find another Holocaust Museum to visit anywhere in the world and see if they have digital exhibitions. Then pair up and share what you learnt from your virtual visit.

References

Sydney Jewish Museum. (n.d). Closer: Portraits of Survival

https://www.exhibitions.sydneyjewishmuseum.com.au/exhibition/closer-portraits-of-survival/?_gl=1*1esj4l6*_ga*NDcwMzE3MTI5LjE2OTE3MDgxMzE.*_ga_MK2FRKLHQ8*MTY5MTcyODk2Mi4zLjEuMTY5MTcyOTAyNy41OC4wLjA.

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

35.

EXPERIENCES OF AFRICAN AMERICANS IN THE EARLY TWENTIETH CENTURY BY HAYDEN BOOKER

**1. The social and cultural
impacts of African Americans
during the Interwar period**



[Bessie Smith \(1936\) by Carl Van Vechten](#), Wikimedia
Commons, Public Domain

Curriculum context	VCE Unit 1 Modern History, Area of Study 2 (VCAA, 2020)
Historical context	Social and Cultural shifts > Interwar period > Early 20th century > United States
Historical thinking concepts	Ask and use historical questions Establish historical significance
Learning intentions	Develop substantive and procedural historical knowledge – explore and understand the social and cultural impacts of African Americans in the face of Jim Crow laws during the early 20th century.

Previously you will have looked at the restrictive, harsh and unjust realities faced by African Americans during the Interwar period under Jim Crow laws. We will now have a look at stories that challenged this narrative. In this activity you will explore the achievements and lasting influence of African Americans in the early stages of the 20th century by investigating and establishing the historical significance of an event, period or phenomena.

In small groups chose **ONE** of the following areas to explore:

- 1936 Olympic Games
- Negro Leagues Baseball
- Chicago blues music

You are to implement the 5 Rs (Counsell, 2004) in assessing your chosen areas historical significance:

1. Remarkable – observed as important by those of the time or now.
2. Remembered – important at some point in history within the shared memory of a group/s.
3. Resonant – impacted people after the period or event.
4. Resulting in change – had future effects.
5. Revealing – of or links with some other aspect of the past.

You are to expand your thinking on these 5 categories and present your findings to the class. Use the images and links provided as a **starting point** for your group's research.

1936 Olympic Games



[Jesse Owens \(left\), Ralph Metcalfe \(second left\), Foy Draper \(second right\) and Frank Wykoff \(right\), the USA 4×100 metres Relay Team at the 1936 Olympic Games in Berlin. The USA won the gold medal in this event,](#) by Unknown (IOC Olympic Museum, Switzerland), Wikimedia Commons, Public Domain

Links:

[Olympic Games Berlin 1936](#)

[The Nazi Olympics Berlin 1936](#)

Negro Leagues Baseball



[First colored world series, opening game Oct. 11, 1924, Kansas City, Mo. / photo by J.E. Mille\[r\], K.C.,](#) by Library of Congress, Wikimedia Commons, Public Domain.

Links:

[Negro Leagues History](#)

[Negro League](#)

[The International Impact of the Negro Leagues](#)

Chicago Blues music



[Maxwell Street Camp Meeting](#), By [IMLS Digital Collections & Content](#), Flickr, ([CC BY 2.0](#))

Links:

[Discovering Music: the Blues](#)– see the section “A [Short History of the Blues](#)”

References

Britannica (n.d.). Negro league.

<https://www.britannica.com/sports/World-Series>

Counsell C (2004). Looking through a Josephine-Butler-shaped window: focusing pupils’ thinking on historical significance, *Teaching History*, 114(30), 33-36.

Holocaust Encyclopedia (n.d.). The Nazi Olympics Berlin 1936. <https://encyclopedia.ushmm.org/content/en/article/the-nazi-olympics-berlin-1936?series=22>

IOC (n.d.). Olympic Games Berlin 1936. <https://olympics.com/en/olympic-games/berlin-1936>

Negro Leagues Baseball Museum (n.d.). Negro Leagues History. <https://www.nlbm.com/negro-leagues-history/>

Negro Leagues Baseball Museum (n.d.). Undeniable Episode 2: The International Impact of the Negro Leagues. <https://www.youtube.com/watch?v=oaYZ77VOADs>

The Open University (2023). Discovering music: the blues. <https://www.open.edu/openlearn/history-the-arts/discovering-music-the-blues/content-section-5>

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum And Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

2. Voices of the past: Tweets of African American experiences during the early 20th century



[Social Media – The Noun Project icon from the Noun Project](#), By XOXO, [Noun Project](#), (CC0 1.0)

Curriculum context	VCE Unit 1 Modern History, Area of Study 2 (VCAA, 2020)
Historical context	Social and Cultural shifts > Early 20th century > United States
Historical thinking concept/s	Exploring historical perspectives Historical empathy (Sharp et al. 2022)
Learning intentions	Explore and understand the social and cultural impacts of African Americans in the face of Jim Crow law during the early 20th century.

Using the areas of historical significance that your group previously investigated, as a class, you are to create a social media feed from the perspective of the individuals of the time. Keep the “posts” brief – 280 characters to encapsulate the thoughts of your chosen historical person of interest.

This activity requires you to explore the perspectives of how those in the past saw the world in which they lived. You may need to do a little more research on your chosen individual. Below are some examples:

Jesse Owens – Winning gold in front of the Fascist dictatorship.

Ralph Metcalfe – Contrast experience between Germany and USA.

Tidye Pickett – 1st African American woman to compete at an Olympics.

Satchel Paige – Illustrious and storied baseball career spanning 5 decades!

Jackie Robinson – 1st African American to break the MLB colour barrier.

Rube Foster – Incredible player, successful team owner and organiser of the 1st Negro League.

Roberto Clemente – Outstanding Puerto Rican player – inspired by NgL in Caribbean?

Muddy Waters – Pioneering Chicago Blues musical – thoughts on arriving in Chicago.

Ella Fitzgerald – Queen of Jazz – thoughts or experience with Chicago Blues.

Bessie Smith – Empress of the Blues- thoughts on the experience of black working class women and the music industry

Willie Dixon – Influential Chicago Blues musician – migrated to Chicago from the South.

Remember these are just a few examples – you may have someone else that you found interesting.

References

Sharp H, Dallimore J, Bedford A, Kerby M, Goulding J, Heath TC, von Güttner D & Zarmati L (2022) *Teaching Secondary History*, Cambridge University Press.

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum And Assessment Authority.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

VCAA (2022). *Advice for Teachers – History*.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/advice-for-teachers/Pages/Index.aspx>

36.

AFRICAN AMERICANS IN THE INTERWAR YEARS BY HANNAH JONES

1. Source analysis: African Americans in the interwar years



[African American boy selling The Washington Daily News](#), National Photo Company Collection, Public Domain

Curriculum Context	VCE Unit 2 Modern History: Changing World Order (VCAA,2020)
Historical Context	Interwar Years> African Americans in the Interwar Period
Historical Thinking Concepts	Ask and Use Historical Questions Source Analysis
Learning Intention	Develop the skills involved in source analysis and broaden their knowledge of African American perspectives during the interwar period.

Activity

Analyse the following primary and secondary sources annotating and paraphrasing where appropriate. For each of the sources below answer the following questions:

- Describe what you see?
- Who made this source and when was it made?
- Who is depicted in this source and how are they represented?
- What is the purpose of this source?
- What is the socio-political climate surrounding this source?
- What information can be gathered from the sources in relation to the socio-political climate?

Primary Sources:

Source 1: [American Red Cross – Classes in Red Cross Work \(workrooms and classes\) – Colored girls doing Red Cross Work](#) C.P.I War Department, Wikimedia Commons, Public Domain



Source 2: [Kelly Miller's history of the world war for human right](#) Kelly Miller, Wikimedia Commons, Public Domain



Transcript:

'HOME AGAIN. OH, HOW JOYFUL!

*Back from France, and what a grand reception awaited them!
Conquering heroes on the battlefield and the warmth and
enthusiasm over their homecoming are beyond words to describe.'*

Source 3: [‘Coloured Boys’ Attending Workers Training](#)’

Wikimedia Commons, Unknown Author, Public Domain



Secondary Source:

Source 1: As Pawłowska (2014, pp. 5-6) discusses, the New

Negro Art during the Interwar period reflects an ambivalence within African-American culture.

THE NEW NEGRO MOVEMENT

“During the Interwar period African-Americans seized the opportunity to promote political, economic and social agendas that would benefit the black community nationally. Organizations like the National Association for the Advancement of Colored People (NAACP) and the National Urban League were instrumental in promoting the New Negro movement, also called the Negro or Harlem Renaissance, in their respective journals, “Crisis” (1910), and “Opportunity” (1922). The Negro Renaissance denoted a cultural revitalization in the cities. Its capital was Harlem (uptown Manhattan in New York), which had the largest African-American urban population. The Harlem Renaissance consequently represented most visibly what was also happening in other major American cities. The cultural historian Nathan Huggins noted that: The Negro Renaissance was a struggle to show an African-American cultural “coming of

age” that paralleled the same phenomena [sic] in American culture as it moved from under European cultural hegemony, and sought to reinvigorate itself. Literature, theatre, visual arts and, later, music were seen as a means to define and establish “membership in the African or black race,” and simultaneously to enhance the reputation and self-esteem of African-Americans in America.

As was noted by the novelist James Weldon Johnson (1871-1938) in *The Book of Negro Poetry* (1927), “No people that has ever produced great literature and art has ever been looked on by the world as distinctly inferior.” Achievement was not to be defined by that cultural production which only imitated European or white America, but by an art which expressed a distinctive African-American cultural identity, most strongly grounded in folk culture. This expressive and mature African-American was the New Negro. The ideology of the concept replaced that of the “race” of the men (and women) of the previous century. It was incumbent upon the black middle class, whom W.E.B. Du Bois called the “Talented Tenth” (approximately ten per cent were

educated in the middle class), to lead the way, and consequently to prove their worthiness as American citizens, and provide role models for the less fortunate African-Americans.”

(Pawłowska, 2014, pp. 5-6)

References

Pawłowska, A (2014), The Ambivalence of the African-American culture: the new negro art in the interwar period, *Art Inquiry. Recherches sur les arts*, vol. XVI, ISSN 1641-9278, Department of Art History, University of Łódź.

<https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-809b3e46-4cbc-4bc6-8b6a-a93d68215ccd>

VCAA. (2020). *VCE Study Design: History*

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Assessment Authority.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

Wiscount, L. A., Halovanic, E., & Mariner, V
(2023) Analyzing Images, OER Commons.

<https://oercommons.org/courseware/lesson/69428/overview>

2. Head, heart, and conscience: African-American experiences and perspectives in the interwar years



[Girl With Umbrella 1937](#) by Dorothea Lange, Public
Domain

Curriculum Context	VCE Unit 2 Modern History: Changing World Order (VCAA,2020)
Historical Context	Modern History > African Americans in the Interwar Period
Historical Thinking Concepts	Explore Historical Perspectives
Learning Intention	Select and investigate an African American perspective, communicating this in the form of a head, heart, and conscience activity

Activity

Your task, in groups of 3, is to undertake an extended investigation into the experiences and perspectives of African Americans and how they evolved and changed during the interwar period (1918-1939). Complete the following ‘Head, Heart, and Conscience activity’.

Select and focus on one of the following:

- African American Soldiers
- African American Women
- African American Migrants
- LGBTQIA+ African Americans

Please approach the teacher if you have any alternative African American people groups to investigate.

Head, Heart, and Conscience

HEAD:

How did the Interwar period impact continuity and change to the social life and experience of African Americans?

What were the perspectives and experiences of those affected by such social and cultural change?

Analyse the conditions which influenced these changes, such as World War I, socio-political changes, and economic conditions.

HEART:

What emotions does this raise for you?

Are there any moments, images, or stories that stand out?

CONSCIENCE:

What questions about justice, fairness, and equity does this raise for you?

What choices did key figures make and what values may have guided those choices?

How were people impacted by this event? Are there any peoples who should be held accountable? If so, who?

The following resources are available to assist you, however, you are encouraged to research a wide variety of materials to bring depth to your investigation.

African American Migrants:

[Definition, Causes & Impact – HISTORY](#)

[Smithsonian Magazine](#)

[Priceconomics](#)

African American Soldiers:

[Slavery to Liberation](#)

[Smithsonian Institution \(si.edu\)](#)

African American Women:

[Ida B. Wells, 1862-1931](#)

[AFRICAN AMERICAN WOMEN IN WW1](#)

LGBTQIA+ African Americans:

[Queer and African American Women in Interwar Period](#)

[Timeline: African American LGBTQ+ U.S.](#)

[Queering African American History](#)

Extra Resources:

World War One:

[How WWI Changed America: African Americans in WWI](#)
[– YouTube](#)

[World War I: The African American Experience – YouTube](#)

Economy

[ECONOMY in the INTERWAR Period](#)

The Great Depression

[Race Relations in the 1930s and 1940s](#)

[African Americans – Great Depression, New Deal,](#)
[Struggles | Britannica](#)

[How the Great Depression Affected African Americans](#)

You and your group will now share their Head, Heart and Conscience responses to the class and upload them to collaborative space.

References

Department of Education and Training. (2023).
Reading, interpreting and analysing History
sources, Literacy Teaching Toolkit.

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/reading-analysing-historical-concepts.aspx>

Facing History and Ourselves. (2021) Head, Heart, Conscience.

<https://www.facinghistory.org/resource-library/head-heart-conscience>

Kendall, CM (2016), '[International Activism of African Americans in the Interwar Period](#)', Graduate College Dissertations and Theses, no. 564, University of Vermont, accessed 2 August 2023.

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

37.

CHANGING OPINION: AMERICA'S ISOLATIONISM AND ITS PATH TO WAR BY MITCHELL BARRY

1. Isolationism in America



[Radio Press Fireside Chat 1939](#) by Harris & Ewing, Public
Domain

Curriculum context	Unit 1: Change and Conflict: Outcome 1: Isolationism and Capitalism in the USA (VCAA, 2020)
Historical context	WWII > American involvement in war
Historical thinking concepts	Explore the social, political and economic perspectives of America prior to its involvement in WWII To conceptualise the way that American politics shaped the social sentiments to engaging in another war.
Learning intentions	Understand the barriers in place by congress to intervening in armed conflict beyond American borders. Create a point of reference for students to understand how social change can occur through political leadership.

Activity

Overview

President Roosevelt recognised the threats that the Axis Powers posed in Europe but most American citizens were focused on the financial burdens they faced due to the ongoing effects of the Great Depression. They also still felt the losses of WWI and the terror associated with an overseas war. Many Americans felt protected by the war in Europe by the ocean

that separated their continent from Asia and Europe. Roosevelt recognised this and aimed to assist allied nations that were already at war with the axis powers of Germany, Italy and Japan. In 1939, the American army was in no state to go to war with few enlistments and equipment to support this. Also, the Neutrality laws that were put in place in the 1930s limited the sale of American weaponry to nations that were at war putting President Roosevelt in a tight situation.

Individual task: Source analysis

Historical source: [September 3, 1939: Fireside Chat 14: On the European War](#)

This activity is aimed at developing your analytical skills by identifying what President Roosevelt was saying in his address to the nation and how it would be received by the American people. First, you will listen and read through the primary source of President Roosevelt's Fireside Chat, September 3, 1939 and highlight all key information that relates to **anti-war sentiment** and **protecting American interests**. Remember to consider the lived experiences of Americans during WWI and the Great Depression.

Once you have read through the speech you must consider how this will affect a **broad range of citizens** (wealthy, poor, immigrant, person of colour, female, child, old, young, etc.) then respond in **paragraph form** to the questions below. Be

sure to draw upon our previous lessons on WWI, the Great Depression and the associated Wall Street Crash of 1929.

1. How does President Roosevelt assure and comfort Americans in the threat of war? (Provide 3 examples)
2. What arguments does Roosevelt use to maintain the Isolationist stance of America? (Provide 3 examples)
3. How does President Roosevelt maintain 'national unity' in his citizens?
4. What affect does the quote 'This nation will remain a neutral nation, but I cannot ask that every American remain neutral in thought as well' have on American citizens? How does this separate people and politics? How does it position America moving forward?

Group task: Historical source analysis

Break into small groups and analyse the image below. Discuss how the American government were **moving away from Isolationism** through the Neutrality laws of the 1930s and slowly edging **toward war intervention** with the Lend Lease Act of 1941.

The following resources will help you contextualise Americas shift from the Neutrality Laws and toward the Lend Lease act:

1. [US Neutrality Acts of the 1930s and the Lend-Lease Act](#)
2. [WW2: The Resource War – Lend-Lease – Extra History – #2](#)
3. [FDR and Lying: Lend-Lease](#)



[The Way of a Stork – Punch](#) by Leslie Illingworth, Public
Domain

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2. Nationalism and the American war effort



[Naval photograph documenting the Japanese attack of Pearl Harbour](#), Author unknown (Public Domain)

Curriculum context	VCE Modern History Unit 1: Change and Conflict: Outcome 1: Isolationism and Capitalism in the USA (VCAA, 2020)
Historical context	WWII > American involvement in war
Historical thinking concepts	<p>Explore the social, political and economic perspectives of America prior to its involvement in WWII</p> <p>Understand why America became heavily involved in the war effort after the Japanese attack on Pearl Harbour.</p>
Learning intentions	<p>Understand the removal of barriers previously put in place by congress that allowed full intervention in World War II.</p> <p>Understand how political influence can mobilise a society to adapt to new laws and social standards through speeches and propaganda.</p>

Activity

Overview

Prior to Japan's attack on Pearl Harbour, many Americans were against involvement in what was considered a European war. Though within hours of the attack, public opinion changed dramatically, and citizens were inspired to support the war effort to protect itself as the war had now come to them.

President Roosevelt, an avid supporter of the Allied war effort, released another fireside chat hours after the Japanese attack on Pearl Harbour. This address to the nation outlined the political change from non-involvement to an 'all in' approach to the war effort. World War II was now no longer a political issue becoming a social issue as citizens now felt the immediate threat from the Axis powers. We will investigate how the Japanese bombing of Pearl Harbour was used as a tool to inspire the American population to contribute to the war effort.

Group task

Part 1: Historical source analysis

Primary Source: [December 9, 1941: Fireside Chat 19: On the War with Japan](#)

This analysis task will develop your skills in understanding how perspectives change over time in regard to politics and economics. Also, it will draw on how nations grow through changing ideologies powered by territorial aggression. In small groups, you will each **select a section** of the primary source transcript to read through and listen to President Roosevelt's Fireside Chat of December 9, 1941 and highlight all key quotes that **inspire nationalism and American involvement in WWII**. Remember to draw from the previous lessons on American Isolationism and neutrality that focused on the anti-war sentiment within the American

people. Once completed go through the sections from start to finish and **share your key quotes and ideas** from this national address with your group.

Key points to consider:

- What kinds of citizens are being called upon to act?
- How does Roosevelt inspire national pride?
- What new rules and laws will come into affect?
- What materials will be in high demand?

Part 2: Historical perspectives

In your groups, you will each write a 400-500 word letter to your local politician from the perspective of one American citizen in early 1942 based on the possible perspectives an historical actor from one of the following demographics and the resources below. This will help you conceptualise American war engagement and the effect it would have on the different types of American citizens. It will also strengthen your knowledge of the social impact of World War II.

- Japanese-American
- Black-American
- Working class woman
- Rural farm owner
- Jewish-American

Useful resources:

[The Impact of Pearl Harbour on America](#)

[Ugly History: Japanese American incarceration camps –
Densho](#)

[World War II Part 2 – The Homefront: Crash Course US
History #36](#)

[Minorities On The Home Front](#)

Part 3: Historical source analysis

Once you have completed your letter, move onto analysing the war posters below. Consider how these posters **inspire nationalism**, benefit the government's war effort and **represent the different social groups** of America. Some points to address include:

- Who is this poster aimed at?
- Why would the government publish this poster?
- What kinds of Americans are benefiting from this poster?



[We Can Do It!](#), J. Howard Miller (Public Domain)



[THIS IS A JAP WAR FACTORY](#), C. X. R. Miller (Public
Domain)



[When you ride alone, you ride with Hitler!](#), Weimer Pursell
(Public Domain)

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PART IV

**MODERN HISTORY:
THE CHANGING
WORLD ORDER
ACTIVITIES**

38.

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES LAND RIGHTS MOVEMENTS BY EMILY FRANKEN

Investigating the Wave Hill
walk-off



[Vincent Lingiari, 1968](#) by Peter Ellis, Wikimedia
Commons, ([CC BY-SA 4.0](#))

Curriculum context	VCE Modern History Unit 2: The Changing World Order, Area of Study 2: Challenge and Change (VCAA, 2020)
Historical context	Aboriginal and Torres Strait Islander peoples' land right movements
Historical thinking concepts	Using historical sources as evidence Ask and use historical questions
Learning intentions	Students will be able to understand Aboriginal and Torres Strait Islander Peoples' motivations/perspectives behind the 1968 Wave Hill walk-off. Students will analyse and evaluate primary evidence regarding the land rights movement.

Activity

Before starting activities, we will watch [The Land Owns Us](#) with Yankunytjatjara Elder and Traditional Owner of Uluru, Bob Randall. This is to show the importance that Aboriginal and Torres Strait Islander Peoples feel about being connected to their Country. Follow with a class discussion on appropriate terminology.

In this activity you will analyse and investigate a primary source that is directly related to the Wave Hill walk-off. Students will need to answer literal, inferential, and evaluative questions. After these questions have been answered you need

to pair up with someone who evaluated the opposite resource to you and discuss answers.

After this, you must then create 1 literal question, 1 inferential question, and 1 evaluative question on a primary source you have found that relates to an Aboriginal and Torres Strait Islander Peoples land rights movement. Students are encouraged to find a source that relates to a different movement (Tent Embassy, Handing back Uluru). Sources can be a photograph, newspaper article, video etc.

Resource 1 – [Gough Whitlam pour soil into the hands of Vincent Lingiari](#)

Literal questions:

1. What is happening in the image? Describe what you see
2. Who is pictured within the image? Are they important people?

Inferential questions:

1. Describe the symbolism of Whitlam pouring soil into Lingiari's hand
2. What do you think the papers that Lingiari is holding entail? Describe what might be stated on them
3. What does this picture celebrate for Aboriginal and Torres Strait Islander peoples'?

Evaluative questions:

1. Considering where this source was published, do you think it presents exaggerated information? Why/why not?
2. What is your initial evaluation of this event in relation to the struggle of Aboriginal and Torres Strait Islander peoples' regarding land rights?

Resource 2 – [1968 'Land Rights For Aborigines' pamphlet](#)

Literal questions:

1. What was the purpose of this pamphlet?
2. Who was this pamphlet produced by?

Inferential questions:

1. How do you think the producer of this pamphlet wanted their audience to respond? Are they trying to evoke an emotional response?
2. Why would the pamphlet highlight that land rights of White Australians will not be affected?
3. Why does the pamphlet highlight 'Aboriginal successes' that have already taken place? What is the significance of them?

Evaluative questions:

1. Does this source show any bias to either Aboriginal and Torres Strait Islander peoples' or white Australians at the time?
2. Considering where this source was published and who produced it, is it likely that all the information presented within is accurate and reliable?

References

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2. Analysing song lyrics



[Kev Carmody performing at Pig City Concert Brisbane
July 2007](#) by [Reina Irmer](#), State Library of Queensland ([CC
BY 4.0](#))

Curriculum context	VCE Modern History Unit 2: The Changing World Order, Area of Study 2: Challenge and Change
Historical context	Aboriginal and Torres Strait Islander peoples' land rights movements
Historical thinking concepts	Explore historical perspectives Identify continuity and change
Learning intentions	Students will be able to develop and construct a timeline representing movements related to Aboriginal and Torres Strait Islander peoples' land rights. Students will progress their historical skills judging the significance and reliability of events/sources

Activity

Paul Kelly and Kev Carmody's song '[*From Little Things Big Things Grow*](#)' (Kelly & Carmody, 1993) communicates the outcome and the success of the Wave Hill walk-off that took place in 1966. The lyrics highlight the Gurindji Peoples' perspectives towards their land rights. Together as a class we will unpack the lyrics within the song to highlight Aboriginal and Torres Strait Islander peoples' perspective regarding their rights to their land.

Questions

1. The lyrics “Gurindji were working for nothing but rations” and “Gurindji decided they must make a stand” who is ‘*Gurindji*’ referring to?
2. When offered to have their wages doubled why do you think Vincent’s response was “Uh-uh we’re not talking about wages, We’re sitting right here ’til we get our land”. What does this suggest about Gurindji Peoples’ perspective about their land and Country?
3. What do you think the lyric “If we fall, others are rising” means? What does it show about Aboriginal and Torres Strait Islander peoples’ perspective and hope for their future?

Timeline

After completing the questions you will collaboratively create a timeline using websites such as Canva or Venngage. The teacher will designate groups a particular time period to look into. Once all groups have finished creating a timeline for their time period, they will be merged together to create one whole timeline the class has collectively created. After the whole timeline is created, groups are to present their findings to the class.

Creating a timeline that specifically includes successes relating to laws and policies regarding Aboriginal and Torres

Strait Islander peoples' land rights will you to recognise what has changed for Aboriginal and Torres Strait Islander peoples' and what has remained the same.

Timelines should have examples of the following:

- Key movements/events
- Legislation, policies, and laws implemented (e.g. *Native Title Act*)
- Key groups/significant figures

When adding an event to your timeline include these key features:

- Date
- Name of the movement/event/policy
- A brief description of the event (where did it take place? Who was involved? What did it entail?)
- Include a picture (photographs, newspaper etc.)

References

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39.

ABORIGINAL AND TORRES STRAIT ISLANDER RIGHTS AND FREEDOMS MOVEMENT BY GRACE MORONEY

Timeline: Aboriginal and
Torres Strait Islander Rights
and Freedoms Movement



[Sorry in Sydney, National Sorry Day 2015](#) by [butupa](#),
Flickr, [CC BY 2.0](#)

Curriculum Context: Unit 2 Modern History, Area of Study 2 (VCAA, 2020)

Historical Thinking Concepts

Sequencing Chronology

Identify Continuity and Change
Using Historical Sources as Evidence

Historical Context:

Social and Political Movements > Civil Rights
Campaigns in Australia > Aboriginal and Torres
Strait Islander History

Learning Intentions:

Analyse the social, political, and cultural impacts
of the Indigenous Rights and Freedoms
Movement on contemporary Australian society.

Construct a chronological sequence of key events
in the Indigenous Rights and Freedoms
Movement.

Activity

Part 1: Know, Want to Learn, Learned

We are going to begin by watching a video – [40 years on from the 1967 referendum \(2007\) | Retro Focus | ABC Australia](#) – that explores key events and perspectives related to this Aboriginal Rights and Freedoms Movement. Using the template provided, you will need to complete a ‘Know, Want to Learn, Learned’ (KWL) Chart to organise your knowledge and questioning.

You will be given time to complete the ‘Know’ and ‘Want to Learn’ sections before viewing the video. Following viewing the video you will be given to document what you ‘Learned’ before engaging in a class discussion to unpack the Civil Rights Movement for Indigenous Australians.

KWL: Civil Rights Movement for Indigenous Australians

- What do I **KNOW**?
- What do I **WANT** to learn?

- What have I **LEARNED**?

Part 2: Timeline of Key Events in the Indigenous Rights and Freedoms Movement in Australia

The Indigenous Civil Rights Movement correlates with the Aboriginal and Torres Strait Islander peoples' fight to achieve recognition, equality, and justice within Australian society. Characterised by efforts to address past injustices, advocate for land rights and self-determination, and combat racial discrimination the movement continues in contemporary Australian society. Indigenous Australians and their allies continue to advocate for systemic change, cultural preservation, and a more inclusive and equitable Australia.

In this activity, you will work in pairs and become an expert on a key event in the Indigenous Civil Rights Movement in Australia. Each pair will create a poster that will unpack their key event which will contribute to the construction of a timeline that will chronologically sequence the movement's social, political, and cultural impact on Australian Society.

Teacher's note: Alternatively, this activity could be adapted to incorporate ICT using a collaborative platform such as Google Slides to create a *live document* that can be amended and adapted for future use.

Following the completion of your posters, we will come back together as a class and each pair will present to the class. Each presentation will conclude with 2-3 minutes of hot seat-style questioning time, allowing for students to clarify any confusion with their class experts.

Key Events:

1901: Federation and the Exclusion from the Australian Constitution	1914-1918: Indigenous participation in WWI	1938: Day of Mourning and Protest	1939-1945: Indigenous participation in WWII
1946: Establishment of the Australian Aborigines' League	1962: Right to Vote	1965: Freedom Rides	1967: Referendum
1972: Tent Embassy	1992: Mabo Decision	1997: Bringing Them Home Report	2008: National Apology
2017: Uluru Statement from the Heart	2023: Australian Indigenous Voice referendum		

Your poster should include information such as:

- Name of the event
- Date of the Event
- Detailed description of the event (100-150 words)
- Key contributors (social/political groups and leaders)
- Key legislation (if relevant)
- Detailed description of the social, political and cultural impact/s of the event (100-150 words)
- Find **at least** two primary sources (Newspaper articles, cartoons, interviews, photographs) that explore the diverse perspectives of the event.

Useful Resources:

See these examples from SBS ([Timeline: Indigenous Rights Movements](#)), the Australian Human Rights Commission ([Track the History Timeline: The Stolen Generations](#)) and the ABC ([Timeline: Recognition of Australia's Indigenous People](#)) which provide you with a broad overview of the Indigenous Rights and Freedoms Movement in Australia. These might be useful guides for building your understanding of your event's significance.

Other useful resources for locating primary sources include [Trove](#) (for newspaper articles) and the [National Archives of Australia](#) (legislation, photographs, interviews, manuscripts, propaganda).

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Analysing Historical Sources: Civil Rights Movement for Indigenous Australians



[Graffiti and debris on SAFA bus, 17 February 1965 – The Tribune](#), Courtesy of The Tribune, Wikimedia Commons,
Public Domain

Curriculum Context: Unit 2 Modern History, Area of Study 2 (VCAA, 2020)

Historical Thinking Concepts: Using Historical Sources as Evidence
Identify Continuity and Change

Historical Context: Social and Political Movements > Civil Rights
Campaigns in Australia > Aboriginal and Torres
Strait Islander History

Learning Intentions: Analyse the social, political, and cultural impacts
of the Indigenous Rights and Freedoms
Movement on contemporary Australian society.
To develop critical thinking and historical analysis
skills by examining primary sources related to the
civil rights movement for Indigenous Australians.

Activity

In this source analysis activity you will critically examine and interpret historical sources related to the Indigenous Rights and Freedoms Movement in Australia. Historical sources can be visual, written or oral (or multimodal) which historians use to understand events of the past.

Working in small groups, this activity will help you gain a deeper understanding of significant historical events and develop essential analytical skills. Each group will be assigned one of the eight sources (below) and use the guiding questions to analyse the source.

After this activity, each group will have the opportunity to share their analysis with their class.

Use these guiding questions to analyse your allocated source:

- a.** Identify what type of source/s is it? (e.g., newspaper article, government policy, photograph, speech, etc.)
- b.** Identify the target audience/s of the source/s.
- c.** Cite the author/s or creator/s of the source/s, identify their perspective or bias.
- d.** Identify when the source/s was created. Outline whether it is a primary or secondary source.
- e.** Summarise the main message or purpose of

the source/s? Justify your response with reference to features of the source/s.

- f.** Explore the significant historical event/s it was created in response to?
- g.** What context does the source/s provide about the Indigenous Civil Rights and Freedoms Movement in Australia?
- h.** Determine the prevailing attitudes the source/s reflects towards the Indigenous Rights and Freedoms movement?

Sources

Source 1: [Aborigines Claim Citizen Rights: Day of Mourning and Protest](#)

Source 2: [Tribune – Historic Ride](#)

Source 3: [Petition for a referendum to remove discrimination against Aborigines from the federal constitution](#)

Source 4: Aboriginal Tent Embassy (1972) [Aboriginal Embassy under a beach umbrella, Canberra, 27 January 1972. Left to right- Michael Anderson, Billy Craigie, Bert Williams and Tony Coorey](#)

Courtesy of The Tribune, Wikimedia Commons, Public Domain



Source 5: [The reasons why Mabo is not just another Land Rights Case](#)

Source 6: [Bringing Them Home Report, \(Exerts\) Written Testimonies](#)

"...I've often thought, as old as I am, that it would have been lovely to have known a father and a mother, to know parents even for a little while, just to have had the opportunity of having a mother tuck you into bed and give you a good-night kiss – but it was never to be..." –

Confidential evidence 65, Tasmania: child fostered at 2 months in 1936.

“...These are people telling you to be Christian and they treat you less than a bloody animal...” – **Confidential evidence, New South Wales: man removed to Kinchela Boys’ Home in the 1960s**

“...The culture that we should have had has been taken away. No, it’s not that I don’t like the people or whatever, it’s just that I’d never really mixed with them to understand what it is to be part of the tribal system, which is the big thing...” – **Confidential evidence 160, Victoria: removed to an orphanage in the mid-1940s.**

Source 7: [Telling Our Stories – Our Stolen Generations](#)
([Florence Onus](#))

Today is an historic day. It's the day our leaders – across the political spectrum – have chosen dignity, hope, and respect as the guiding principles for the relationship with our first nations' peoples. Through one direct act, Parliament has acknowledged the existence and the impacts of the past policies and practices of forcibly removing Indigenous children from their families. And by doing so, has paid respect to the Stolen Generations. For their suffering and their loss. For their resilience. And ultimately, for their dignity. By acknowledging and paying respect, Parliament has now laid the foundations for healing to take place and for a reconciled Australia in which everyone belongs...For today is not just about the Stolen Generations – it is about every Australian. Today's actions enable every single one of us to move forward together – with joint aspirations and a national story that contains a shared past and future...” – Dr Tom Calma, Aboriginal and Torres Strait Islander Social Justice Commissioner **[‘Response to government to the national apology to the Stolen Generations’](#)** (2008)

Source 8: [National Apology 2008](#)

“...today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history. We reflect on their past mistreatment. We reflect in particular on the mistreatment of those who were Stolen Generations – this blemished chapter in our national history. The time has now come for the nation to turn a new page in Australia’s history by righting the wrongs of the past and so moving forward with confidence to the future. We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians. We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities, and their country. For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry. To the mothers and the fathers, the brothers, and the sisters, for the breaking up of families and communities, we say sorry. And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry. We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation...” – Hon Kevin Rudd MP, **[‘Apology to Australia’s Indigenous peoples’](#)** (2008)

Extension:

Locate a primary resource related to the Indigenous Rights and Freedoms Movement in Australia and using the same source analysis guiding question (above), analyse your chosen source.

Useful Resources: (for locating your resource)

- [Trove](#)
- [National Archives of Australia](#)
- [National Library of Australia](#)
- [Australian Institute of Aboriginal and Torres Strait](#)

Islander Studies

Part 2: Reflection

After the source analysis and class discussion you are to answer the following questions:

1. What did you learn from analysing these historical sources?
2. How do these sources contribute to your understanding of the Indigenous Rights and Freedoms Movement in Australia?
3. Why is it important to study primary sources when examining historical events?

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40.

AUSTRALIAN INDIGENOUS RIGHTS MOVEMENT BY JAMES NOWLAND

Protection Act: Source analysis



[Aborigines day of mourning](#) by State Library of New South Wales, Public Domain

Curriculum Context	ACT Senior Curriculum (ACT Board of Senior Secondary Studies, ND).
Historical Context	Modern History: Change in the 20th century (ACT Board of Senior Secondary Studies, ND).
Historical Thinking Concepts	Continuity and change Significance Students will begin to understand the key features of the Indigenous rights movement and its significance to 20th century change in Australia.
Learning Intentions	Students will critically analyse a historical source to begin to understand indigenous human rights abuses within Australia as well as consider Aboriginal perspectives.

Activity

Part 1

a) Source Analysis (Protection Act)

Using this link [NSW Protection Act 1909](#), analyse the New South Wales Aboriginal protection act and answer the following questions.

Analysis Questions:

Contextual Understanding:

- What historical events or social conditions led to the introduction of the New South Wales *1909 Aboriginal Protection Act*?
- How did the Act aim to regulate and control the lives of Indigenous Australians?

Purpose

- What was the primary purpose of the *1909 Aboriginal Protection Act* in New South Wales?
- How did the Act's provisions affect the rights and freedoms of Aboriginal individuals and communities?

Implications:

- How did the 1909 Act change the legal status and rights of Indigenous Australians in New South Wales?
- In what ways did the Act reflect prevailing attitudes and beliefs about Aboriginal people during that time?

Consequences:

- How might the *1909 Aboriginal Protection Act* have influenced the trajectory of Indigenous rights and relationships with the Australian government and

society over the following decades?

b) Stolen Generations Testimonies

Choose two testimonies from [The Stolen Generations Testimonies Foundation](#) pertaining to the stolen generations. After you have listened and taken some notes, respond to the questions below.

- What emotions and experiences do they convey, and how do these stories contribute to our understanding of the impacts of forced removal policies on Indigenous individuals and communities?
- How did these policies violate the rights and cultural heritage of Indigenous people? What were the intended and unintended consequences?
- What common themes emerge from their testimonies, and how do their stories shed light on the broader scope of Indigenous rights violations?
- How can these stories contribute to fostering empathy, understanding, and a more inclusive society that respects Indigenous rights and cultures?

Compare your answers with the person next to you and discuss which [UN human rights](#) are being abused.

Part 2

Read the article below and respond to the questions.

[The Birth of Modern First Nations Protest](#)

1. What is the main focus or central theme of the article in relation to the Day of Mourning, and how does it contribute to our understanding of the historical significance of this event in Australian Indigenous history?
2. Who are the primary authors or contributors of the article, and what perspectives or expertise do they bring to the discussion of the Day of Mourning?
3. How does the article describe the events and context leading up to the Day of Mourning in 1938? What specific grievances and demands were expressed by Indigenous Australians during this event?
4. Analyse the portrayal of the reactions from government officials, non-Indigenous Australians, and the media in response to the Day of Mourning. How do these reactions reflect the prevailing attitudes and power dynamics of the time?
5. Consider the broader historical and social context in which the Day of Mourning took place. How did other significant events, policies, or movements (such as the Stolen Generations, land rights activism, or racial discrimination) intersect with the Day of Mourning and

influence its goals and outcomes.

References

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act_senior_secondary_system/curriculum/
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universal-declaration-of-human-rights](https://www.un.org/en/about-us/universal-declaration-of-human-rights)

41.

THE RED POWER MOVEMENT IN THE UNITED STATES BY DAVID SPEER

1. Chronicling the leaders and activists involved



Exhibit Copy: NSA, Park, Archives, Ball-Kendall, American Indian Character Collection, 2002A, 1447001

[Native American activist Richard Oakes, Nov. 1969,](#)

National Parks Gallery via Picryl, Public Domain

Curriculum Context	VCE Modern History Unit 2: The Changing World Order, Area of Study 2 (Challenge and Change) (VCAA, 2020)
Historical Context	Civil Rights Movement in the United States – The Red Power Movement – Significant Participants
Historical Thinking Concepts	Explore historical perspectives Establish historical significance Using sources as evidence Describe how the Red Power Movement advocated for change.
Learning Intentions	Identify the significant individual leaders of the Movement and how they worked to affect change. Present information through a bibliographic writing style.

Activity

Part A:

You will start by individually researching the Red Power Movement between (1961-1980) and detail the aims and objectives of this entire movement. Create a mind map

detailing the different events and people involved. Include dates. Discuss the findings as a class.

Part B:

You will then research **one** organisation within the Red Power Movement (the American Indian Movement [AIM], Women of All Red Nations [WARN] for example) and find the main leaders involved in these movements (John Trudell, Dennis Banks, Russell Means [AIM], Madonna Thunderhawk, Lorelei Decora Means, Phyllis Young [WARN] to name a few). You could also choose another leader within the broader movement (Richard Oakes for example).

Choose **one** leader and write a 1-2 page biographical flyer about them, including details with these key prompts:

1. Standard biographical details (place of birth, date of birth ect.) and all names associated with the individual.
2. Write one paragraph on their early life before involvement in any Movements. Make note of any significant events in their early life, including but not limited to cultural assimilation, military service and/or politics.
3. What significant events were they involved in within the Red Power Movement and in what way were they involved? How did they present their case, and to whom?
4. Find three (3) contemporaneous quotes about the

person, including one that was critical of the leader. Consider using newspaper sources and other primary sources for the quote. Attribute the quotes to the correct person or institution. Evaluate whether the person or institution was fair in their assessment

5. A paragraph on this leaders' life after the Red Power Movement.
6. A summary paragraph that details the impact and legacy of your chosen leader on their specific movement, and on the Red Power Movement as a whole.

Include photos, colour and references.

References

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum and Assessment Authority. <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

2. The American Indian Movement: Analysing a significant Red Power Movement event



Golden Gate N.E.A. Park Archives: American Indian Occupation Sites, c. 1970, GOGA 3698. 001

[“Indian Land” Painted Entrance, c. 1970](#), GOGA Park
Archives, via Flickr [CC BY-ND 2.0](#)

Curriculum Context	VCE Modern History Unit 2: The Changing World Order, Area of Study 2 (Challenge and Change) (VCAA, 2020)
Historical Context	Civil Rights Movement in the United States – The Red Power Movement – Significant Participants
Historical Thinking Concepts	Explore historical perspectives Establish historical significance Using sources as evidence Work in a group to establish detailed knowledge of a significant event.
Learning Intentions	Apply prior knowledge to new information to gain a greater sense of chronology and significance. Provide new information in an informative and engaging way.

Activity

Part A:

Working in groups of 3-4 students, you will choose one significant event that the Red Power Movement engaged in, and create a 4-5 minute presentation detailing the event. Make sure there is only one event per group so the class can gain the widest knowledge.

Some events can include:

- The Occupation of Alcatraz Island ([Richard Oakes delivering the Alcatraz Proclamation \(1969\) – YouTube](#))
- Trail of Broken Treaties (and the Twenty Point Position Paper) ([National Park Services article](#))
- The Longest Walk ([National Park Services article](#))
- Protest at Mount Rushmore ([Mount Rushmore History TED Talk – YouTube](#))
- Wounded Knee Occupation ([PBS Learning Media documentaries](#))
- Takeover of the Bureau of Indian Affairs ([NY Times Article](#))
- Or select one event of your own choosing that you have found through research.

Use the sources provided as a starting point for your research. Your research should include several more sources, and a mixture of primary and secondary sources.

Here are some questions you can ask and explore within the presentation::

1. What was the reason for this event? What was the significance of the event?
2. How long did the event last?
3. Who was involved in the event / what opposition was there to the event / what methods were employed by those involved to express their views?
4. Was the event similar in any way to the Civil Rights and

Black Power Movement events?

5. Was the event successful in its outcomes?
6. What effect did these events have on dominant power structures and do these events have any impact today?

Use at least one primary source for every question you address.

The presentation can contain:

- Audio
- Interviews
- Video
- Music
- Contemporaneous news reporting
- Government reports

Part B:

After the presentation, you will follow up with a question-and-answer session with the whole class. Then, combine the presentations into one digital document, in chronological order, for each student to keep as a study guide.

References

American Experience (2022) [The American Indian Movement and Wounded Knee | We Shall Remain: Wounded Knee](#)

Blair, W.M. (1972) [Indians in Capital Defy a Court Order](#), *New York Times*

Intelligent Channel (2013) [Richard Oakes delivering the Alcatraz Proclamation \(1969\) -from THE EDUCATION ARCHIVE](#), *YouTube*.

National Park Service [NPS] (2023) [The Longest Walk, 1978](#).

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TED-Ed (2021) [The Dark History of Mount Rushmore – Ned Blackhawk and Jeffrey D. Means](#), *YouTube*.

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42.

JIM CROW LAWS AND THE AMERICAN CIVIL RIGHTS MOVEMENT BY GEMMA BRISTOWE

Understanding the context of the Jim Crow laws



[Civil rights march on Washington, D.C](#) by Library of
Congress, [Unsplash Licence](#)

Curriculum content	VCE Modern History Unit 2: The Changing World Order, Area of Study 2 (VCAA, 2020)
Historical content	The Civil Rights Movement
Historical thinking concepts	Identify change and continuity
Learning Intentions	Students will understand the social climate of United States of America (USA) during the 1950s.
	Students will understand what laws were imposed upon African Americans that began to be challenged in the Civil Rights Movement.

Activity

In this activity we will be focusing upon the emerging social changes and dynamics in the USA during the 1950s that led to the Civil Rights Movement. We will use websites to gain an understanding on what life was like in the 1950s. Then, we will each compare the way society enabled some groups of people and discriminated upon others.

Step 1

Please watch this [video about Civil Rights and the 1950s](#).

Whilst watching the video, dot point down any key information that emerges about the context of USA in the 1950s.

Step 2

Please read through this [website page that outlines the Jim Crow laws](#).

Step 3

Individually and then as a whole class, we will use the Venn diagram structure below to identify the different and/or similar laws, restrictions and rights imposed upon two groups of people living in USA in the 1950s. Using any prior knowledge and the previous resources, dot point down any information you deem relevant and share your information with the class.

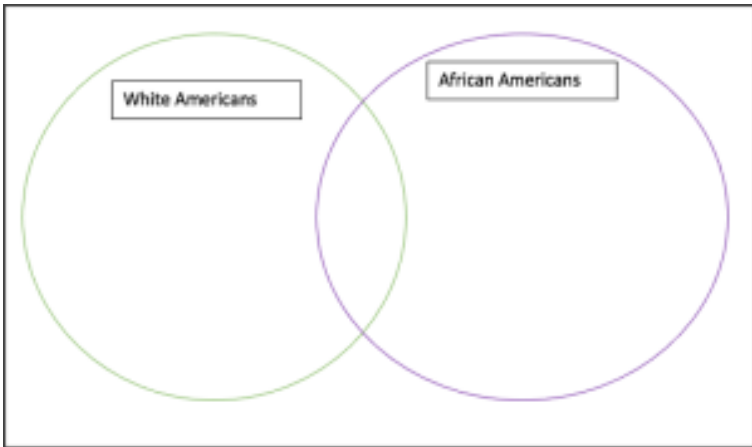


Image created by author

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Crash Course. (2013). Civil Rights and the 1950s: Crash Course US History #39.

<https://www.youtube.com/watch?v=S64zRnnn4Po&t=50s> Jim Crow

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43.

PERSPECTIVES OF CIVIL RIGHTS MOVEMENTS IN AUSTRALIA BY HANNAH GRACE

Land rights for First
Australians: Analysing
sources



First day of the Aboriginal Tent Embassy, outside
Parliament House, Canberra, 27 January 1972. Left to right:
Billy Craigie, Bert Williams, Michael Anderson and Tony
Coorey. State Library of New South Wales, No known
copyright restrictions

Curriculum Context	VCE Modern History: Unit 2 The Changing World Order (VCAA, 2020)
Historical context	Political and social movements
Historical thinking concepts	Change and Continuity Use sources as evidence
Learning Intentions	To investigate diverse perspectives and sources about in civil rights movements in Australia that have impacted continuity and change in modern history through the evaluation of primary and secondary sources.

Activity

1. The first part of your task is to analyse a pamphlet used to petition for land rights for First Nations Australians and answer the following questions:

1. Is this a primary or secondary source? Justify your answer.
2. How do you know that this source is reliable?
3. What is the social/political context?
4. What is the purpose of the pamphlet?
5. Discuss how groups of people can promote societal and political change.

Source

[Land Rights for Aborigines: Answering your questions](#) by Queensland Council for the Advancement of Aborigines and Torres Strait Islanders and the Office of Aboriginal Affairs, 1968.
National Archives of Australia.

2. The second part of this task requires you to research and find one primary source and one secondary source that provides evidence about the Aboriginal land rights movement. You also need to justify why you think it is a primary or secondary source as well as showcase its relevance and usefulness. The purpose of this task is to work towards being able to identify the types of sources and correctly apply them as an essential skill history students must possess. This [framework on source criticism from historyskills.com](#) may also help you think about evaluating sources.

Suggested websites to guide research:

[Australian Museum: Land rights](#)

[Land rights: Australian Institute of Aboriginal and Torres Strait Islander Studies \(AIATSIS\)](#)

[National Archives of Australia](#)

[Trove: National Library of Australia](#)

References

AIATSIS. (n.d.). Land rights. Australian Institute of Aboriginal and Torres Strait Islander Studies.

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Australian Museum. (n.d.). Land rights.

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44.

CAUSES AND CONSEQUENCES OF THE COLD WAR BY KATE GILESPIE

Cold War annotated timeline



[Children in a duck and cover drill, New York 1962,](#) Author
Unknown, Library of Congress, Picryl, Public Domain

Curriculum Context	VCE Unit 2 Modern History, The Changing World Order (VCAA, 2020)
Historical Context	Causes, Course and Consequences of the Cold War. Students in this unit are expected to investigate the nature and impact of the Cold War and the challenges to social, political, and economic systems and structures of power from the second half of the twentieth century into the twenty-first century (VCAA, 2020).
Historical thinking concepts	Analyse cause and consequence Historical interpretations about the causes and consequences of the Cold War
Learning intentions	Students are able to understand the causes and consequences of key events during the Cold War and how those events impacted society, politics, migration, and technology. Students are able to construct an annotated timeline using historical research and analysis skills.

Activity

Learners in this activity will work in small groups to develop an annotated timeline of a particular decade during the Cold War period. Each group will be given a decade to analyse, research and present their annotated timeline at the end of the lesson, including images and links to historical sources.

To begin students will be shown examples of annotated timelines and the teachers will detail sort of the information required in an annotated timeline and how the learners will need to identify the causes and consequences of the key events in the decade students are researching in. Students will then engage in their groups and will be allocated a decade to research further.

Using the following resource from the Truman Library as a starting point (noting this is an American interpretation of key events) students will reserach key events that occurred in their decade during the Cold War:

[Truman Library Cold War Timeline](#)

The groups are then expected to develop their timeline physically on paper or digitally. This should include researchingkey events further encouraging primary and secondary source analysis skills, to then annotate the events in the timeline.

Cause and consequence: Additionally, the timeline should identify the cause and effect or consequence that event had on the events following it or the cause and effect or consequences that event had on politics, social dynamics, migration, and or technology. One way to do this would be to identify long and short term consequences.

After each group presents their timelines, the class can discuss or brainstorm how events from the timeline their group created affected events that occurred on the other groups' timelines.

References

Truman Library. (N.D.). Timeline of the Cold War.

https://www.trumanlibrary.gov/sites/default/files/TrumanCIA_Timeline.pdf

VCAA. (2020). VCE Study Design: History 2022-2026. Victorian Curriculum And Assessment Authority.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

45.

PERSPECTIVES ON THE COLD WAR BY SHAUNA ANDERSON

1. Perspectives on the Cold War:
Newspaper article & letter to the
editor



[Black and white image of blank newspaper](#) by OpenClipart
([CC0 1.0](#))

Curriculum context	VCE Modern History Unit 2 Area of Study 1 (VCAA, 2020)
Historical context	Cold War: Nuclear Arms Race
Historical thinking concept/s	Explore historical perspectives
Learning intentions	<p>By the end of the activity students can outline the differing perspectives on the Nuclear Arms Race</p> <p>Students can interpret different perspectives around the causes the Cold War and represent them in newspaper articles.</p>

Activity

Newspaper Article

In pairs or individually create two different newspaper articles (about 300 words each) with punchy headlines about the perspectives of the Cold War. These articles should include the differing perspectives of key people and civilians during the time of the Nuclear Arms Race. The article should reflect the ideologically opposed political climates such as communism or capitalism and how this may influence individual and collective opinions. Although the piece reflect the political context, aim to reflect possible perspectives from the time rather than your own.

- Include key dates and events surrounding the specific date of the newspaper article.
- Not include any information on events after to the date of the article.
- Include what country you as the writer are writing from.

Letter to the Editor

Individually, using a [Random Number Generator](#) from 1-3, create a character/imagined historical actor using the character traits in the table below. Once you have created a character, investigate what kind of values your character might have had during the Cold War. Once you have enough understanding of this person's values and way of life, write a letter to the editor to be submitted into a newspaper during May 1945, just 2 months before the first atomic bomb gets dropped on Hiroshima on the 6th of August 1945. The opinion piece should be based on primary and secondary sources on the Nuclear Arms Race which will influence your character's thoughts and feelings at the time.

Number	Gender	Age Group	Social Class	Employment Status	Nationality
1	Male	15-25 years old	Lower Class	Unemployed	American
2	Female	25-45 years old	Middle Class	Employed	Russian
3	–	45-65 years old	Upper Class	Retired	Australian

- Include important dates.
- Make you character traits clear.
- Include the characters beliefs, values and ideological position.
- Make it clear why your is writing in the newspaper, how does the Nuclear Arms Race affect them?

Peer review

At the conclusion of the activity, each group will conduct a peer review of another group’s newspaper article and letter. When doing so you need to look for grammar and punctuation as well as possible errors in historical information. You will need to complete a ‘3 Stars and a Wish’ feedback form

for one of the newspaper articles so that the group can make any changes before being displayed in the classroom.

Resources:

[After The Bomb](#)

[U.S.- Russia Nuclear Arms Control](#)

[The Soviet-American Arms Race](#)

[The Nuclear Arms Race and the Psychology of Power](#)

References

American Museum of Natural History (2018). *The Manhattan Project* / AMNH. [online] AMNH.

Available at: <https://www.amnh.org/exhibitions/einstein/peace-and-war/the-manhattan-project>.

Atomic Heritage Foundation (2014). *Soviet Atomic Program – 1946 – Nuclear Museum*.

[online] <https://ahf.nuclearmuseum.org/>.

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Nuclear Arms Control. [online] Council on Foreign Relations. Available at: <https://www.cfr.org/timeline/us-russia-nuclear-arms-control#:~:text=The%20nuclear%20arms%20race%20was.>

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Swift, J. (2009). *The Soviet-American Arms Race / History Today*. [online] Historytoday.com. Available at: <https://www.historytoday.com/archive/soviet-american-arms-race>.

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2. Perspectives on the Cold War: Walk and talk



[A question mark drawn with chalk on small board](#) by Tero Veralainen ([Freerange Stock, Equalicense](#))

Curriculum context	Modern History Unit 2 Area of Study 1 (VCAA, 2020)
Historical context	Cold War: Nuclear Arms Race
Historical thinking concepts	Causes and consequences Construct historical arguments Students will be able to present historical arguments on the causes of the Cold War based on the Nuclear Arms Race.
Learning intentions	By the end of the lesson students can make and defend judgements based on evidence on the causes of the Cold War in a whole classroom discussion.

Activity

Around the classroom you will see statements below about the Nuclear Arms Race written on large pieces of butchers paper. As you move around the room, share your thoughts and opinions with a peer on each of the topics. After students have shared opinions on each of the statements, as a whole class we will have a discussion where students will position themselves on a continuum of agree to disagree in the classroom for each statement. Students will then have a discussion to justify their thoughts and ideas about each of the statements in a fashion of an informal debate.

- Demonstrate your knowledge on the context and circumstances of the Cold War
- Demonstrate your knowledge of the Nuclear Arms Race and the key events leading up to the dropping of nuclear bombs on Hiroshima and Nagasaki and the events prior to the dropping.

Statements

- Nuclear bombs being dropped during World War II was inevitable.
- The United States of America were always going to win the Nuclear Arms Race.
- Do you think another nuclear bomb will be dropped in your lifetime? Why/ why not?
- If the Soviet Union won the nuclear arms race, do you think they would have dropped their nuclear weapon on Nazi Germany?
- The desire to end the war was the largest reasons for the creation of the nuclear bomb.
- On a global scale, the creation of nuclear weapons resulted in more power and influence for the United States of America. However, The Soviet Union still remained the most powerful and influential. Discuss.

Resources

[The Manhattan Project & Einstein](#)

[Soviet Atomic Project- 1946](#)

[Spies Who Spilled Atomic Bomb Secrets](#)

[Soviet Tests](#)

References

American Museum of Natural History (2018). *The Manhattan Project* / AMNH. [online] AMNH. Available at: <https://www.amnh.org/exhibitions/einstein/peace-and-war/the-manhattan-project>.

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46.

EXAMINING THE CAUSES OF THE COLD WAR BY MADDIE JAMIESON

Conflicting ideologies: The
triumvirate of power



[Colorized Picture of Churchill, Roosevelt and Stalin from the Yalta conference \(1945\)](#) by Army Signal Corps Collection in the U.S. National Archives. (Public Domain)

**Curriculum
Context**

VCE Modern History Unit 2: The Changing World Order, Area of Study 1: causes, course and consequences of the Cold War (VCAA 2020)

**Historical
Context**

The Big 3 – Analyse conflicting ideologies and how this triggered the Cold War > reason with each political intention and suggest a resolution.

**Historical
thinking
concepts**

Analyse cause and effect

**Learning
Intentions**

Identify and evaluate how multiple positions of power can cause conflict

Activity

In this activity you are being asked to create a profile for each Big 3 key player. You will investigate Joseph Stalin, Winston Churchill and Franklin D. Roosevelt and develop a profile that analyses their backgrounds, ideologies, policies, and contribution to the Cold War. Consider the [Yalta Conference](#) in your inquiry. Utilise these profiles to assist you in

diversifying your understanding of political perspectives and in answering questions about causes of the Cold War.

Part 1: Big 3 Profiles

Create your own profile table based on your own research and include an image of each leader.

Profiles

Joseph Stalin:

Background:

Ideologies:

Policies and contribution:

Winston Churchill:

Background:

Ideologies:

Policies and contribution:

Franklin D Roosevelt:

Background:

Ideologies:

Policies and contribution:

Part 2: Causes of the Cold War

1. How might the ideological differences between a communist dictatorship and a capitalist democracy shape the motivations between the USSR and the US following WWII? Use your profiles to help formulate your answer.

2. Did the Yalta Conference create a fertile ground for the Cold War? Consider the geopolitical climate at the time.

3. “The introduction of the Marshall Plan cemented the Netherlands distinctively into western sphere of influence... (however) the United states had decided in the late 40s that the western allies would not be able to hold off the Red Army in case they would start a conventional attack” Rob Verhofstad et al. (2010)

a) Were the Netherlands part of NATO?

b) What is Peripheral Defence?

c) What was the Ijssel-line and what was its purpose?

4. *“Poland was one of the closet Soviet satellites and important factor in the eastern bloc...No other eastern European country suffered so strongly the consequences of Stalin’s aspirations for territorial gains. As a result of the II World War Poland lost approximately one fourth of its territory to the soviet union and was moved westwards without any international recognition”* (Spasimir Domaradzki et al, 2020).

a) What was the Polish Provisional Government of National Unity? Why was it established?

b) What made provisions from the Yalta Conference easy for the Soviets to manipulate? How would this impact Poland?

5. “According to Soviet interpretations, one of the main results from World War II was the formation of the two new “lines” in the world of politics: the line of peace presented by the soviet union and the line of war presented by the US... all Soviet foreign policy acts were seen as peaceful even if they were military interventions.” Maryna Bessonova et al. (2010)

a) What was the Zhdanov doctrine? What was its ideological significance?

b) What policies were implemented towards the USSR regarding trading of commodities?

c) How might the Soviet Union have interpreted Winston Churchill’s speech in Fulton March 5, 1946? How would this escalate tensions?

References

Britannica. (2023). Yalta Conference. *Encyclopedia Britannica*.
<https://www.britannica.com/event/Yalta-Conference>

VCAA. (2020). *VCE Study Design: History 2022-2026*. Victorian Curriculum And Assessment Authority.
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47.

COLD WAR PROXY WARS BY BRODIE CLANCY

1. Investigating proxy wars: Jigsaw activity



[Crossing the 38th parallel. United Nations forces withdraw from Pyongyang, the North Korean capital 1950.](#) Author unknown. Flickr ([CC BY-NC-ND 2.0](#))

Curriculum context	VCE Modern History Unit 2: The Changing World Order, Area of Study 1: Causes, course, and consequences of the Cold War (VCAA, 2020)
Historical context	<p>Proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War: The Korean War, the Vietnam war, the Cuban missile crisis, and the civil war in Angola</p> <p>Analyse sources for use as evidence</p>
Historical thinking concepts	<p>Identify different historical interpretations about the causes and consequences of the Cold War</p> <p>Analyse the causes and consequences of the Cold War</p> <p>Develop an understanding and become a ‘mini expert’ in your group’s proxy war.</p>
Learning intentions	<p>Use research skills to find, summarise and present information on your group’s topic.</p> <p>Develop an understanding of other group’s proxy wars.</p>

Activity

For this activity you will need to break up into four different home groups. Each group member will be assigned a different proxy war from the following:

1. The Korean War
2. The Vietnam War
3. The Cuban Missile Crisis
4. The Civil War in Angola

Group members will then move into their expert groups to investigate their topic and become ‘mini-experts’ in order to create a presentation they will then use to teach their peers in their home group about their topic. Presentations should be backed up by evidence and each group needs to carefully select their sources and reference appropriately. The presentations must be able to be displayed or stored digitally for everyone to access after the activity has ended.

The presentation should cover these essential aspects:

- What historical, political, and social factors led to this war?
- Why is this event called a proxy war?
- Who were the main powers involved in each war?
- How do the ideological differences between the US and USSR effect these events?

- What impact did media coverage have on these conflicts?
- What were the perspectives of the people in those areas?
- How were these conflicts resolved?
- How do perspectives differ now in the future?

Sources to start with:

[The Korean War](#)

[The Cuban Missile Crisis](#)

[Domino Theory](#)

[Vietnam War](#)

[US Involvement in the Korean War](#)

[Angolan Civil War](#)

[The Korean War](#)

[The Vietnam War](#)

[The Cuban Missile Crisis](#)

[Angola Independence and Civil War](#)

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2. Tweeting perspectives



[President MPLA \(Angola\), heer Neto door Den Uyl ontvangen; premier Den Uyl en A. Neto](#) by Rob Mieremet / Anefo ([CC0 1.0](#))

Curriculum context	Unit 2: The Changing World Order, Area of Study 1: Causes, course, and consequences of the Cold War (VCAA, 2020)
Historical context	<p>Proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War: The Korean War, the Vietnam War, the Cuban missile crisis, and the civil war in Angola</p> <p>Analyse sources for use as evidence</p>
Historical thinking concept/s	<p>Identify the perspectives of people and how perspectives changed over time</p> <p>Identify different historical interpretations about the causes and consequences of the Cold War</p> <p>Analyse the causes and consequences of the Cold War</p>
Learning intentions	Identify the perspectives of people during these events and how they changed over time.

Activity

Based on the previous research on proxy wars you should select one event to focus on with this activity. This can be the event you researched or one from another group. Using your event,

you will create a series of ‘Tweets’ that make up the feed of a historical figure during this time . This can be a well-known historically significant figure, a soldier, a journalist or a normal person. Be creative! But no matter whose perspective you choose to write from their perspective must be grounded in historical research.

Identify 5-10 key moments that represent a perspective on the Cold War or event. These moments can be both historically significant and significant to your historical actor, this could include:

- when the US entered the Vietnam War,
- the Geneva accords
- the 13-day period in the Cuban missile crisis
- president Truman finding out about the war in Korea
- the death of a loved one
- enlisting in the army
- being affected by one of the wars

No matter what moment you choose to represent with your figure you must adhere to the conventions of a normal tweet and get your point across in 280 characters or less. Your tweets and feed must be presented in the manner typical to the platform and can utilise other features from the platform such as a unique username and retweets. Capture the character’s thinking in their feed and maybe even reflect a shift in perspective as each event goes on. You can be as creative as you

like however you should use language that is appropriate to the time and the context.

You can use the template provided below to plan your tweets and then create Tweets in a [Tweet generator like Zeoob](#). Please note these tools are for educational purposes only and should be used responsibly.

Resources on differing perspectives to start your thinking:

- PSB Learning Media [Joseph Rank Fightin' For video](#)
- Korean War Legacy Foundation [Multiple Perspectives](#)
- National Archives [One Step from Nuclear War](#)
- American Archive of Public Broadcasting [Hot Wars in the Cold War](#)

These sources are just a jumping off point, and you should read widely to evidence your characters perspective but

remember to always be conscious of the reliability of your source!

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48.

FRENCH IMPERIALISM AND THE DEVELOPMENT OF THE INDOCHINA WAR/ ANTI-FRENCH RESISTANCE WAR BY KIM WONG

**Investigating the impact of
imperialism and colonialism
on the people of Indochina**

FRENCH IMPERIALISM AND THE DEVELOPMENT OF THE
INDOCHINA WAR/ANTI-FRENCH RESISTANCE WAR BY KIM



[Ho Chi Minh in Paris 1946](#), Author unknown, US
National Archives, Public Domain

Curriculum Context	VCE Unit 2 Modern History, Area of Study 2 (VCAA, 2020)
Historical Context	Decolonisation and self-determination movements > The rise of the First Indochina War
Historical Thinking Concepts	Analysing cause and effect Using historical sources as evidence
Learning Intention	To research the history of French Indochina and understand how colonisation impacted the lives of its citizens. To explore how the events of colonialism in Indochina eventually led to the desire for independence.

Activity

Part A: The impact of French imperialism

You are to begin with independent research. You will conduct research starting from the formation of French Indochina, up until the beginning of the First Indochina War. Find out about:

- The motive for the colonisation of Indochina and its people.

FRENCH IMPERIALISM AND THE DEVELOPMENT OF THE INDOCHINA WAR/ANTI-FRENCH RESISTANCE WAR BY KIM

- The relationship between the colonisers and the colonised.
- The effects of French imperialism and how the colonised population were treated by their colonisers.

These websites can be used as starting points for finding information:

[Effects of French colonial rule](#)

[French colonialism in Vietnam](#)

[Ho Chi Minh: Appeal Made on the Occasion of the Founding of the Indochinese Communist Party](#)

After researching, you and other students form a Socratic circle and share what you found to be significant information. Half the class will form the inner circle while the other half forms the outer circle. Switch after the inner circle has finished sharing and discussions. The Socratic circles then discuss the question: *How did these effects contribute to the war for independence?*

Part B: Investigating the Indochina War/Anti-French Resistance War

Forming groups, you must work together to create short presentation explaining the significance of an event or group relating to the Indochina War/Anti-French Resistance War. Consider the following guiding questions:

- What significance does this event or group have in terms of motivating the desire for independence?
- How did this event or group impact the lives of the colonised people?
- How did this event or group impact the lives of French colonisers?
- To what extent is this event or group significant to outcome of the First Indochina War/Anti-French Resistance War?

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49.

PERSPECTIVES ON THE VIETNAMESE/ AMERICAN WAR BY SOPHIE BRIGGS

1. Identifying perspectives on
intervention in Vietnam
(1945-1956)



[President of the Republic of Vietnam Ho Chi Minh,](#)
[speaks at the City Hall, Paris, July 4, 1946, during](#)
[negotiations with the French,](#) by Associated Press, (editorial
use only).

Curriculum Context	Unit 2 Modern History, Area of Study 1 (VCAA, 2020)
Historical Context	The Cold War > Proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War > The Vietnam War
Historical Thinking Concepts	Analyse sources for use as evidence Identify the perspectives of people and how perspectives changed over time Use historical knowledge to identify perspectives within primary sources
Learning Intentions	Contextualise the causes of the Vietnam War within the Cold War world Develop understandings of the impact and perceptions of foreign intervention on the Vietnamese people and the emergence of an independent Vietnam

Activity

Students will conduct a Big Paper activity (Facing History & Ourselves, 2008), silently annotating and analysing one of three sources representing varied perspectives in groups of no more than four. This activity allows students to collaborate in identifying differing perspectives on intervention in Vietnam between 1945 and 1956 drawn from primary source evidence. Students will begin to develop interpretations of how and why American, Russian and Chinese Cold War tensions played out in Vietnam and consider this proxy war not only in the global

Cold War context but also contemplate the war from the perspective of the Vietnamese people in the context of decolonisation and self-determination.

Suggested Sources

[Ho Chi Minh's Declaration of Independence \(1945\)](#)

[America's acknowledgement of Vietnamese Independence \(1950\)](#)

[Le Duan on Communist revolution in South Vietnam \(1956\)](#)

Part 1: Big Paper activity

Each group will be given a large sheet of paper with a primary source in the centre. In small groups, read and then silently annotate and analyse your source. Drawing on prior knowledge of the Cold War world and the situation in Vietnam during this period, you should annotate your source with connections to historical knowledge, perspectives identified, and questions you might have. You may add on to the ideas of others already on the big paper or contribute your own ideas. Each group member should contribute at least four annotations to the paper.

Each group will now move to another group's big paper with a different source to their own. Read the new source and the annotations, then add any questions, thoughts, connections, or ideas of your own to the paper. Each group member should contribute at least one annotation to the paper. When instructed, move to the next group's paper, and repeat the process with their source. Each group will now have had a chance to read and annotate all three sources.

Part 2: Whole Class Discussion

Your teacher will lead a whole class discussion on the findings from the Big Paper activity, devoting discussion time to each source in turn. Each group's paper will be displayed on the wall or whiteboard during the discussion.

Part 3: Exit Ticket

Write a reflection on this activity, addressing the following questions:

1. What did independence mean to Ho Chi Minh in Vietnam post-French colonisation?
2. How did the U.S. see Vietnamese independence?

3. How did Le Duan perceive the “democratic” government of South Vietnam?
4. What was your main take away from this activity?

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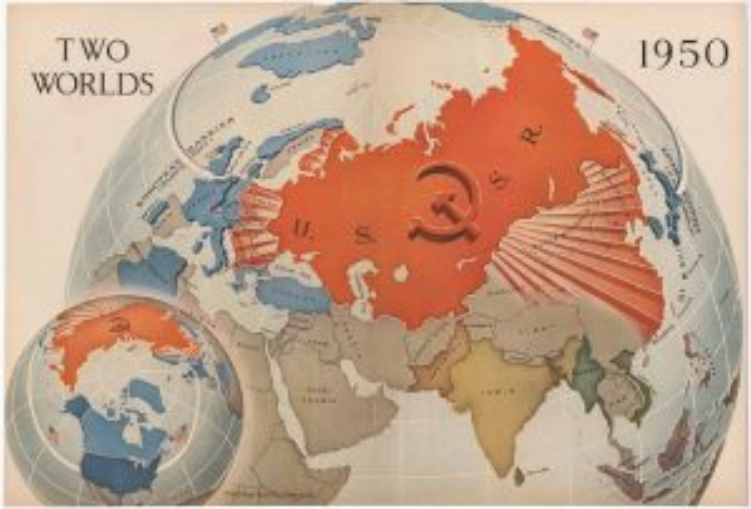
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2. Comparing American and North Vietnamese perspectives on intervention in Vietnam: Fishbowl discussion



[Two Worlds](#) by Robert M. Chapin, Public Domain

Curriculum Context	Unit 2 Modern History, Area of Study 1 (VCAA, 2020)
Historical Context	The Cold War > Proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War > The Vietnam War
Historical Thinking Concepts	Construct arguments about the causes and consequences of the Cold War using sources as evidence Use historical knowledge to construct arguments and historical interpretations about the causes of the Vietnam War
Learning Intentions	Understand how different perspectives can affect interpretations of historical events Exercise empathy when considering different perspectives

Activity

Students will participate in a fishbowl discussion (Facing History & Ourselves, 2009) exploring American and North Vietnamese perspectives on the causes of the Vietnam War drawing on prior knowledge of events, ideology, and primary sources studied in class. Students will practice historical skills while also exploring how different perspectives influence the way in which historical events are interpreted by taking the position of one perspective in the discussion. This activity provides students an opportunity to practise the skills of historians by constructing arguments based on historical

knowledge, while also exercising empathy as they embody differing perspectives.

Part 1: Preparation

You will be split into two groups: American and North Vietnamese. Prior to the discussion, you will prepare arguments from your assigned perspective about why the Vietnam War occurred. You should draw on your prior knowledge of events, ideology, and primary sources studied in class. Remember to consider only arguments that support your perspective!

Part 2: Fishbowl discussion

You will form two circles, one group on the inner circle, one on the outer circle. The inner circle will begin the discussion, arguing their perspective on the causes of the Vietnam War. The outer circle should observe and take notes on the discussion. After fifteen minutes, the discussion will end. Before switching groups, add one observation, thought, or idea from your notes on the first group's discussion to the mind map on the whiteboard under the appropriate perspective's heading. All students should add at least one idea to the mind map.

Groups will then switch places and repeat the process with

the other perspective. At the end of the fishbowl discussion, both perspectives have been articulated and there will be two mind maps on the whiteboard outlining the key ideas from each perspective.

You should have a set of notes reflecting each perspective from participating in and observing the discussion.

Part 3: Whole class discussion

Your teacher will lead a whole class discussion using the mind maps on the whiteboard to stimulate discussion. Add any new ideas from the mind map to your own notes, paying close attention to similarities, differences, and contradictions in the differing perspectives.

Part 4: Written reflection

Write a reflection addressing the following two topics. You should use formal academic writing conventions, writing in full sentences and paragraphs and referring to events, people, places, ideology, primary sources, and dates where appropriate.

1. Imagine you are a historian writing about the causes of the Vietnam War for a school textbook. Using your knowledge of differing perspectives, how would you explain the causes of the war?

2. What have you learned about how perspectives colour our interpretation of historical events?

References

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50.

THE VIETNAM WAR BY MONTANA THAI

1. Domino theory – with dominoes!



[Dominoes falling](#) by [Kurt.S](#), Flickr, ([CC BY 2.0](#))

Curriculum Context	VCE Unit 2: The Changing World Order. Area of Study 1: Causes, course and consequences of the Cold War (VCAA, 2020).
Historical Context	The Vietnam War as a significant event in and a product of the Cold War.
Historical Thinking Concepts	Sequencing chronology Analysing causes and effect
Learning Intentions	Understand the cause and course of the Vietnam War in context of the Cold War, including the idea of the domino theory and the strategies of containment that drove actions of the United States regarding the Vietnam War.

Activity

This is a three-round domino activity. You will be allocated a paper domino that has an event printed on it.

For round one, you will conduct 15 minutes of research about your event, and then we will convene as a class to line your dominoes up, in order of events relating to the Vietnam War. Everyone will briefly present their notes about their respective events.

For round two, your teacher will then produce more dominoes, and you will again conduct research about the one

you are assigned. You will work collaboratively to place them accordingly to highlight the events of the Vietnam War in context of the Cold War.

In round three, dominoes with the names of countries involved in the hypothetical domino theory will be handed out and integrated into the sequence. Once a majority vote is conducted to confirm that most of the class agrees with the sequence, the teacher will quote 34th president of the United States of America, Dwight D. Eisenhower (cited in Office of the Federal Register, General Services Administration, 1954, p. 384), by announcing:

“You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly”.

You will knock the first domino over and discuss the ideas behind Domino Theory.

Round 1: Vietnam War

ROUND 1: VIETNAM WAR

September 1945: Hồ Chí Minh declares North Vietnam as independent,	July 1946: The Viet Minh engage in a guerrilla war against the French,	February 1950: With help, The Viet Minh increase their offensive against French outposts.
May 1954: French rule ceases in Indochina after Battle of Điện Biên Phủ.	July 1954: The Geneva Accords establish North & South Vietnam using the 17th parallel.	July 1946: The Viet Minh engage in a guerrilla war against the French,
October 1955: Ngô Đình Diệm becomes leader of South Vietnam.	May 1959: The building of the Hồ Chí Minh Trail begins,	September 1960: Hồ Chí Minh is replaced by Lê Duẩn to lead North Vietnam,
December 1960: The National Liberation Front (NLF) is formed. AKA the Viet Cong.	January 1962: Operation Ranch Hand begins, at the hands of the U.S,	January 1963: The Battle of Ap Bac results in Viet Cong victory.

ROUND 1: VIETNAM WAR

November 1963: Ngô Đình Diệm is assassinated.	June 1965: General Nguyễn Văn Thiệu becomes president of South Vietnam.	March 1965: The U.S. launch Operation Rolling Thunder.
August 1965: Operation Starlite strikes against the First Viet Cong Regiment.	November 1965: Both North and South Vietnam claim victory at the Battle of Ia Drang.	January 1968: The Tet Offensive begins in over 100 cities in South Vietnam.
March 16, 1968: The Mai Lai massacre takes place at the hands of the U.S.	December 1969: The U.S. government reintroduces military draft lottery.	March-Oct 1972: The Easter Offensive takes place.
January 27, 1973: President Richard Nixon signs the Paris Peace Accords and U.S. troops are withdrawn.	April 1975: The capital of South Vietnam is seized by communist forces at the Fall of Saigon.	July 1975: The North and South join to become the Socialist Republic of Vietnam.

Round 2: Cold War

ROUND 2: COLD WAR

March 1947:
The Truman
Doctrine is
declared in
address to
Congress,

August 1949:
The Soviet
Union explodes
its first atom
bomb in
Kazakhstan.

January
1950: The
Soviet Union
supply aid for
Democratic
Republic of
Vietnam.

June 1950:
The United
States
increase
military
assistance to
France,

April 1954:
U.S. President
Dwight D.
Eisenhower
mentions
Domino
Theory.

August 1949:
The Soviet
Union explodes
its first atom
bomb in
Kazakhstan.

July 1959:
Guerilla raids
result in the
first U.S.
soldier
casualties
near Saigon.

May 1961:
President John
F. Kennedy
approves secret
operations
against the
Viet Cong.

November
1963: Lyndon
B. Johnson
becomes U.S.
president
after JFK
assassination.

August 1964:
U.S. Congress
passes the
Gulf of Tonkin
Resolution.

November 1964:
The Soviet
Politburo
increases
military aid to
North Vietnam.

February
1965: The
U.S. launch
Operation
Flaming Dart.

ROUND 2: COLD WAR

July 1959: Guerilla raids result in the first U.S. soldier casualties near Saigon.	May 1961: President John F. Kennedy approves secret operations against the Viet Cong.	November 1963: Lyndon B. Johnson becomes U.S. president after JFK assassination.
August 1964: U.S. Congress passes the Gulf of Tonkin Resolution.	November 1964: The Soviet Politburo increases military aid to North Vietnam.	February 1965: The U.S. launch Operation Flaming Dart.
July 1965: The U.S. military draft increases to 35,000 each month.	April 1967: Anti-war protests increase in both Vietnam and the U.S.	November 1968: Republican Richard M. Nixon becomes U.S. president.
April 1975 - The communist Khmer Rouge seize power after capturing Phnom Penh.	December 1975 - The communist Pathet Lao seize power after winning Laotian Civil War.	1976-86 - 94,000+ refugees from Laos, Vietnam & Cambodia settle in Australia.

Round 3: Domino Countries

ROUND 3: DOMINO COUNTRIES

VIETNAM	LAOS	THAILAND
BANGLADESH	CAMBODIA	INDIA
BURMA	KOREA	MALAYSIA
UNITED STATES	AUSTRALIA	SOVIET UNION

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2. Evaluating contextual

perspectives of the Vietnam War



[Vietnamese children during the war](#) by [U.S. Information Agency. Press and Publications Service. ca. 1953-ca. 1978](#)
[National Archives](#) (Public Domain)

Curriculum Context	VCE Unit 2: The Changing World Order. Area of Study 1: Causes, course and consequences of the Cold War (VCAA, 2020).
Historical Context	The Vietnam War as an event that impacted multiple nations and peoples.
Historical Thinking Concepts	Using historical sources as evidence Determining historical significance
Learning Intentions	Analyse sources to explore multiple perspectives about the Vietnam War, and use them to respond to evaluative questions about the event. Synthesise knowledge to write a cohesive extended response to a question relating to historical significance.

In groups of 2-3, you will be analysing ten different historical sources relating to the Vietnam War at designated ‘stations’. Each station will feature either a primary or secondary source, covering multiple perspectives relating to the people who were directly involved or indirectly connected to the war effort. There are 1-2 questions located at each station that you must answer. You will have 8 minutes at each station to view, discuss, and answer before moving onto the next station.

In the remaining time, you will then write an extended response to answer the question “*What is the historical significance of the Vietnam War, in the context of the Cold War?*”, making explicit reference to the domino theory, and

how the war had far-reaching impacts for multiple nations. You must reference at least two perspectives you have engaged with from the sources. A model response will be provided to guide you regarding the appropriate length and expected conventions you will follow in your response. The dominoes used in the last lesson will also be available for use.

Source 1: VIEW – Australia

[Anti-Vietnam War protest at Wynyard Street, Sydney, NSW](#) (8 April 1965) by SEARCH Foundation and State Library of New South Wales, Sydney, Australia ([CC BY 4.0](#)) via Wikimedia Commons.

- What does this source indicate about the feelings some Australians felt on home soil, whilst Australian soldiers were fighting in Vietnam?
- What might the term “dirty” imply when referring to the Vietnam War?

Source 2: WATCH – North Vietnam

[Vietnam’s Proclamation of independence by Ho Chi Minh in 1945, Democratic Republic of Vietnam – BCC](#). (6:48-7:36)

- Imagine you are a North Vietnamese citizen listening to this part of Ho Chi Minh’s speech, freshly liberated from a 67-year-long French rule. How would it make

you feel about him?

Source 3: READ – Laos

[Laos, 1959–1975](#): read the first paragraph on p. 447.

- What might the term “victim of geography” imply about the nature and causes of Laos’ involvement in the Vietnam War?

Source 4: VIEW – Soviet Union

[Klucis, Выше знамя Маркса, Энгельса, Ленина и Сталина!](#) (1936) by Gustavs Klucis, ([CC0](#)), via Wikimedia Commons.

- Do you think it would have been easy for citizens to question or oppose the foundation of communism in their nation? Why or why not?

Source 5: WATCH – South Vietnam

[South Vietnamese Veterans’ Perspective on End of Vietnam War – Iowa PBS](#).

- What does this source reveal about the true effectiveness of the Paris Peace Accords for those involved in the

Vietnam War?

Source 6: READ – Cambodia

[Cambodia, 1967–1975](#): Read the first two paragraphs on p. 309.

- What does this source reveal about the Cambodia-Vietnam relationship during the war?

Source 7: WATCH – United States of America

[Story of survival, Vietnam War veteran Gary Rodgers – NBC4 Columbus](#). (0:00 -2:50)

- Judging the emotions that Gary expresses, what does this source reveal about the lifelong impacts of those who fought during the Vietnam War?

Source 8: VIEW – Mai Lai Civilians

[My Lai massacre woman and children](#)

- What does this photograph reveal about the primary victims of the Mai Lai Massacre?
- What emotions do you think the women and children in this photograph may have been feeling when this

photograph was taken, moments before their executions?

Source 9: WATCH – Women of War

[Experiences of a Nurse During the Vietnam War.](#) (0:00 and 1:29)

- How did nurses use their femininity in a positive way when treating their patients?

Source 10: WATCH – Australia

[Francis Adrian Roberts – Home – Australian Department of Veterans' Affairs.](#)

- What does this story reveal about some of the soldier motivations about joining the war effort and their perceptions of Vietnamese people?

References

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[Klucis, Выше знамя Маркса, Энгельса, Ленина и Сталина!](#). (1936) by Gustavs Klucis, ([CC0](#)), via Wikimedia Commons.

[My Lai massacre woman and children](#). (16 March 1968) by Ronald L. Haeberle (Library of Congress), Washington DC, United States of America ([CC0](#)) via Wikimedia Commons.

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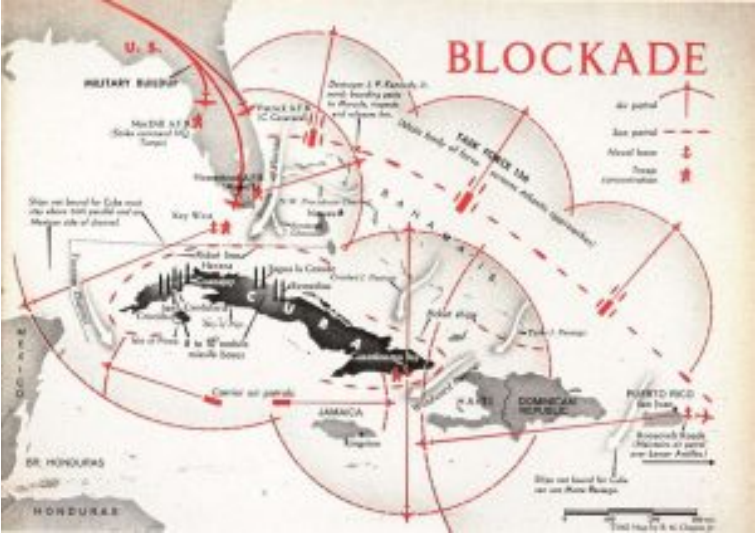
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51.

CUBAN PERSPECTIVES ON THE CUBAN MISSILE CRISIS BY DEVON BENNETT

1. Evaluating tensions:
timeline activity



[Blockade over Cuba 1962](#), Author unknown, Wikimedia
Commons (Public Domain)

Curriculum context	VCE Modern History Unit 2 (VCAA, 2020)
Historical context	Cuban Missile Crisis 1962
Historical thinking concepts	Evidence and interpretation Historical perspectives Students can evaluate the Cold War tensions during the Cuban Missile crisis and display their data in a graph.
Learning intentions	Students can explain and justify their choices in the data with connections to the historical events of the Cuban Missile Crisis. Students can revise their data when centring the Cuban perspective.

Activity

Part 1: Tensions timeline

Using the information [this source on key moments in the Cuban Missile crisis](#) you will view the events from October 16 – October 29, 1962 and evaluate the tension (likelihood of war). You will rank each day and put it in the graph with 0 equating to peace and 10 equating to war. There should be no days ranked at 10.

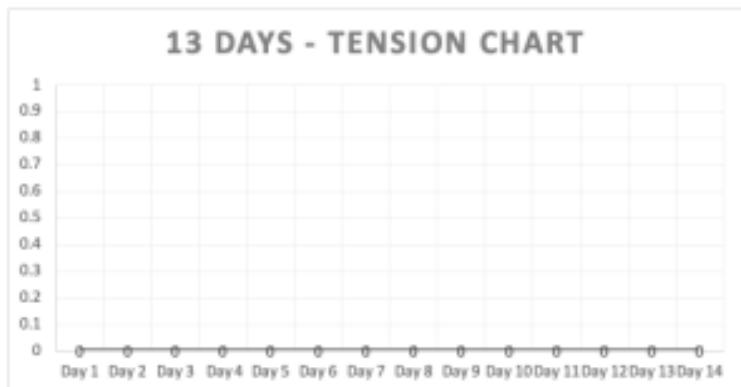


Chart created by author

1. Explain why you selected your highest tension day. Make sure you use historical evidence to support your answer.
2. Identify whose perspective is centred when you were evaluating the tension? Justify in a short response using evidence and reasoning.
3. If you were to centre the Cuban perspective in this chart, what would you revise and why? Justify your answer using historical evidence (you may need to research this).
4. Was it more challenging for you to centre the Cuban perspective? Explain.
5. Analyse what this tells you about the historical evidence relating to the Cuban Missile Crisis? Identify any biases.
6. In an extended response, identify the tensions between ideologies of the American, Russian, and Cuban perspectives.

Part 2: Historical source analysis



Map of Missile Range in Cuba, National Archives, Public
Domain

1. Identify the information Source 1 conveys.
2. List the countries in the source which would have been threatened by the missiles in Cuba.
3. Analyse what the map communicated to the Kennedy and his administration.
4. Washington D.C. falls within the second circle of the map. What can be inferred from the CIA's map?
5. Looking at the nautical mile (NM) measurements marked on the map, explain what could be considered odd about them?
6. Explain how these measurements might increase the urgency of response from President Kennedy.

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2. Evaluating historical perspectives on the Cuban Missile Crisis



[Militaire blokkade van Cuba, President Kennedy](#) by The
Algemeen Nederlandsch Fotobureau, Picryl, Public Domain

Curriculum Context	VCE Modern History Unit 2 (VCAA, 2022)
Historical context	Cuban Missile Crisis, 1962 Evidence and interpretation
Historical thinking concepts	Continuity and change Historical significance Students can interpret historical sources and evidence and write an analysis of them.
Learning intentions	Students can assess how the Cuban perspective is situated in the Cuban Missile Crisis through historical sources. Students can identify biases and their causes.

Activity

Source 1

“We were eyeball to eyeball and I think the other fellow just blinked.”

Dean Rusk, US Secretary to State on the

**Cuban missile crisis, October 1962 (Alpha
History, 2023)**

Questions:

1. Identify the historical perspective of this quote (traditional, revisionist, post-revisionist).
2. Describe the context of the above quote. Use your historical knowledge.
3. Using your historical knowledge, and historical interpretations, assess how this quote by the US Secretary of State included or excluded the Cuban perspective during the Cuban Missile Crisis.
4. To what extent does this quote reflect the American sentiment towards the USSR during the Cold War more broadly? Discuss.
5. Explain how this quote pertains to the 'brinkmanship' that the US and the USSR were known for during the Cold War? Include a brief definition of 'brinkmanship' in your answer.

Source 3

“Photographs were shown to us. Experts arrived with their charts and their pointers and told us if we looked carefully we could see there was a missile base being constructed in a field near San Cristobal. I for one had to just take their word for it. I looked and I examined the pictures carefully and what I saw appeared to me no more than clearing a field for a farm or the basement of a house. I was relieved to hear later that this was the same reaction of virtually everyone at the meeting, including President Kennedy.”

**Robert F. Kennedy, *Thirteen Days* draft.
(Kennedy, 1967)**

Questions:

1. Analyse how Robert F. Kennedy’s recollection of being shown the CIA photos from his memoir *Thirteen Days* explains President Kennedy’s blockade approach?
2. *Thirteen Days* is considered a traditionalist perspective, discuss how the above excerpt could support a revisionist

reading.

3. John F. Kennedy was assassinated in 1963. This made him the perfect American President. To what extent did his death contribute to the traditionalist perspective of the Cuban Missile Crisis? Write a short response using evidence.

Source 4



[This hurts you more than it hurts us](#) by Edmund Valtman
1962, Library of Congress, Public Domain,

Questions:

1. Identify the people portrayed in Source 4.
2. What can you infer from this image about Cuba's sovereignty and power?
3. In a short response, analyse what the artist is conveying through this image about Fidel Castro and Cuba's position during the Cuban Missile Crisis.

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<https://alphahistory.com/coldwar/quotations-kennedy-cuba-1960s/>

Kennedy, R. F. (1967). *Subject Files: Kennedy, Robert F.: Cuban Missile Crisis Article, [Thirteen Days Draft]*. John F. Kennedy Presidential Library and Museum.

https://www.jfklibrary.org/asset-viewer/archives/JBKOPP/SF079/JBKOPP-SF079-001?image_identifier=JBKOPP-SF079-001-p0001

52.

PERSPECTIVES ON THE KOREAN WAR BY KIMBERLY EASTHAM

1. Perspectives comparison: North and South Korea



[Student soldiers entering the army by train](#) By 대한민국
국군 Republic of Korea Armed Forces, Flickr ([CC BY-SA
2.0](#))

Curriculum context	VCE Modern History, Unit 2: The Changing World Order, Area of Study 1: Causes, course and consequences of the Cold War (VCAA, 2020)
Historical context	Proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War, focusing on The Korean War: the causes and consequences of the conflict, reasons for international involvement and the impact on people, countries and the Cold War superpowers (VCAA, 2022:24)
Historical thinking concepts	Explore historical perspectives Use sources as evidence
Learning intentions	To compare and contrast the differing views of North and South Korea during the Korean War.

Activity

1. First, divide the class in two and assign one half to North Korea and the other half to South Korea.

2. In order to conduct thorough research, you will have the opportunity to work collaboratively in groups. This research will focus on exploring and analysing the various viewpoints about the country assigned to your group during the Korean War. * It is important for you to keep a record of your sources so that you can refer back to them during presentations.

a) Each group is encouraged to research the viewpoints of the country they have been assigned in order to understand their perspectives on:

- i. the causes of the war
- ii. reasons for their involvement and international involvement
- iii. the impact of the war on their nation (socially and economically) and consider their perspectives on how it should be resolved.

Sources

To aid you in this endeavour, the following sources have been provided for your use.

[Korean War, 1950-1953 | Wilson Center Digital Archive](#) (*Korean War, 1950-1953 | Wilson Center Digital Archive* 2023)

[Korean War Legacy – Korean War History Chapters](#) (*Korean War Legacy – Korean War History Chapters* 2023)

[The Korean War: 10 Key Events In The Story Of A Divided Korea. The Origins Of Present-Day Tension.](#) (Segal 2022)

[Korean War Legacy – Multiple Perspectives on the Korean War](#) (*Korean War Legacy – Multiple Perspectives on the Korean War* 2023)

[The Korean War 101: Causes, Course, and Conclusion of the Conflict](#) (Matray 2012)

[Uncovering the Hidden History of the Korean War](#) (Miller 2020)

3. Next, analyse the findings from your research together with your group and provide a summary of the key aspects from the perspective of the assigned country.

a) consider factors such as the underlying causes of the war

- b) public reactions to the involvement of the international community
- c) the impact of the war on their society, economy, and political structures
- d) potential threats or benefits perceived,
- e) the enduring impacts of this conflict on your nation

4. As a group, you will work together on producing a presentation that provides a concise overview of your findings.

- a) The presentation should have a duration of seven to ten minutes.
- b) During the presentation, it is important to explore the reasons behind your country's participation in the conflict as well as their goals and reactions to the conflict's resolution.
- c) Using visual aids like maps, political cartoons, photographs, or propaganda posters is permitted to enhance your presentations.
- d) Additionally, ensure that proper citations are provided for all sources utilised.

* Presentations can be in PowerPoint, Canva or other suitable presentation platforms.

5. Please select two students from your group who would be willing to be the presenters for your presentation.

6. After the presentations, a class discussion will take place where we can delve into comparing and contrasting the two

points of view. It is encouraged to ask questions regarding various matters, for instance:

- i. How did each country assess the threat posed by the other?
- ii. Alternatively, you could inquire about their individual objectives once the Korean War came to an end.
- iii. What may have caused the different viewpoints between the two countries regarding these particular events?
- iv. How did each country's perspective impact their actions throughout the war?
- v. Consider the enduring influence of these contrasting viewpoints on current inter-Korean relations.
- vi. Deliberate upon both the advantages and obstacles encountered while using primary and secondary sources in historical investigation.

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study-designs/history/Pages/index.aspx](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx)

2: Civilian perspectives



[Long trek southward: Seemingly endless file of Korean refugees slogs through snow outside of Kangnung, blocking withdrawal of ROK I Corps. January 8, 1951, Authour Unknown, Morning Calm News, Flickr, \(CC BY-NC-ND 2.0\)](#)

Curriculum context	Modern History, Unit 2: The Changing World Order, Area of Study 1: Causes, course and consequences of the Cold War (VCAA, 2020)
Historical context	Proxy wars and conflicts that reflected the consequences of tensions and divisions of the Cold War, focusing on The Korean War: the causes and consequences of the conflict, reasons for international involvement and the impact on people, countries and the Cold War superpowers (VCAA, 2020, p.24)
Historical thinking concepts	Explore historical perspectives Use sources as evidence
Learning intention	To employ empathy and gain a thorough understanding of the Korean War through the perspectives and the experiences of Korean civilians.

Activity

In this activity you will conduct some research on the civilian experiences during the Korean War. It is crucial to bear in mind that civilians encompassed a diverse range of individuals, and their experiences were influenced by factors such as age, gender, geographical location, and socioeconomic status. For this activity, you will be using the information gained from the previous activity, the research and discussion conducted at the beginning of this activity as well as the provided photographs to assist in your creative piece.

1. Use the following historical sources as prompts for you beginning your research:

[Korean war orphans](#), 1950 Republic of Korea National
Archives, Public Domain



[Korean War refugee with baby](#), Maj. R.V. Spencer, UAF
(Navy). U.S. Army Korea – Installation Management
Command, Public Domain



[Refugees crossing Taedong River 1950-12-03](#), US Army,
Public Domain



[Civilians recovering building materials from the ruins in Seoul](#), 1950 Korean National Archives and Records, 대한민국 국가기록원 관리번호 DTC0000011, Public Domain



[Two North Korean nurses caught by U.S soldiers](#),
Unknown author, Public Domain



2. After completing your research, the class will come together to brainstorm and capture the different experiences that civilians went through during the conflict based on what you have collected and looking at the photographs provided. To keep track of everyone's ideas. You can record them on a shared digital document. This brainstorming session will serve as a starting point for the next phase of the activity by

incorporating real experiences and challenges encountered during the Korean War.

- i) address various issues like the anxiety and unpredictability of living in a war zone
- ii) the consequences of being forced to move
- iii) the breaking apart of family connections and
- iv) the long-term impacts of the war.

4) Based on the information you have gathered, imagine a civilian character (imagined historical actor) residing in either North or South Korea during the conflict. Write a short narrative about their experiences. Consider aspects such as their age, occupation, family situation, and location when writing about them. The purpose of these writings is to explore the characters' experiences, emotions, challenges, and hopes during a specific event or period in the war. Do not forget to utilise your research and brainstorming process. After finishing your narratives, please kindly submit them to a class blog or digital portfolio.

5) To wrap up the activity, it is important to have a class reflection session. You will discuss what you have learned about the civilian experience during the Korean War and consider how it might have altered your viewpoints on the conflict. Consider questions such as:

- i) In what ways has this activity impacted your understanding of the Korean War?

- ii) What emotions or experiences did you find were commonly shared in the narratives?
- iii) How has this creative writing activity promoted historical empathy?

References

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<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/index.aspx>

53.

KOREAN WAR PROPAGANDA BY MASON MONTGOMERY

1. The crisis over Korea



[Col. James Murray, Jr., USMC, and Col. Chang Chun San,](#)

[of the North Korean Communist Army, initial maps showing the north and south boundaries of the demarcation zone, during the Panmunjom cease fire talks](#), 11 October 1951, F.

Kazukaitis, Public Domain

Curriculum Context:	VCE Unit 2 Modern History, Area of Study 1 (VCAA 2020)
Historical Context:	The Korean War
Historical Thinking Concepts:	Establish Historical Significance
Learning Intentions:	<p>Develop an understanding of the political and ideological tensions between the United States and the USSR in the years preceding the Korean War.</p> <p>Identify the key factors that led to the division of Korea along the 38th parallel.</p>

Activity

As a class, establish a timeline to build your understanding of the Korean War in the context of the Cold War.

Instructions

- Form small groups of 2-4 students
- Select a key political group to research and represent
- Identify the key events that demonstrate their ideology, aims or contributions to the Korean War
- Create an A3 poster displaying this information (anything else related to the theme)
- Each group will briefly explain their posters to the rest of the class as they place them on a colourful paper timeline on display in the classroom

Questions to aid comprehension:

- Who took part?
- What did they hope to achieve?
- What resulted from this?
- What was the impact on Korea?
- What were the implications for Cold War relations?
- What was the human cost and who bore it?

Resources

- [Article: The Korean War 101: Causes, Course, and Conclusion of the Conflict](#)
- [Truman Library containing historical documents](#)
- [70 Years Later Koreans are Still working to Formally End the Korean War](#)
- [Cold War TV Youtube Channel](#)

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The Korean War: Creating propaganda



[Demoralization Leaflet 1040 Korean War](#), 1951, United Nations, Wikimedia Commons, Public Domian

Curriculum Context:	VCE Unit 2 Modern History, Area of Study 1 (VCAA 2020)
Historical Context:	The Korean War
Historical thinking Concepts:	Construct historical arguments, Use sources as evidence
Learning Intentions:	Explore propaganda and understand its purpose and impact, The United Nations’ influence on the Korean War and the consequences for the Korean people and country.

Activity

In this activity you will be creating some propaganda to explore and voice the different ideological perspectives of different political forces throughout the Korean and Cold War.

Instructions

- Form small groups.
- Select a political group to represent.
- Create a piece of propaganda that could have been used by your chosen political group during the cold war
- Present your creation to the class and place it on the timeline to signify when you think it would have been most effectively used

Some mediums to consider:

- Poster
- Leaflet
- Radio Broadcast

Resources to investigate

- [Video on Clickview about Selling Ideologies](#)
- [Propaganda in South Korea](#)
- [Korean War Propaganda Leaflet Collection at the Library of Congress](#)

- [This collection contain propaganda leaflets produced by the United States Army a as well as leaflets produced by the communist forces in Korea](#)

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Digital Horizons. (2023) Korean War Propaganda Leaflets. <https://digitalhorizonsonline.org/digital/collection/ndsu-korea>

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REVIEW STATEMENT

This collection of teaching and learning resources for senior secondary History has gone through a peer-review process. It was reviewed by a History education academic and an experienced senior secondary History teacher.

Please contact the editor, Rebecca Cairns r.cairns@deakin.edu.au, if you have any feedback or questions.