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| **Year 10 History****Teacher: Miss Olivia Rose** | World War Two and Australia | Time: 4 weeks |
| **Inquiry questions** | * What were the events leading up to World War 2?
* Why was Australia involved in World War 2?
* What were some of the experiences of Australians as a result of their involvement in the war?
* What were the consequences of World War 2?
* What was the impact of the war on the Australian home front?
* How did Australia’s relationship with Britain and the USA change during World War 2?
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| **Outcomes** * 1. assesses the impact of international events and relationships on Australia’s history
	2. explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia

5.4 sequences major historical events to show an understanding of continuity, change and causation5.5 identifies, comprehends and evaluates historical sources5.7 explains different contexts, perspectives and interpretations of the past |
| **Suggested ICT*** Use of power point, you tube,
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| **Resources** : <http://www.anzacday.org.au/education/activities/homefront/images/homefront.pdf>Kokoda videos:<http://aso.gov.au/titles/tv/australians-at-war/clip1/> |
| **Depth study: *World War II*** In this unit plan, students investigate wartime experiences through an in-depth study of World War II. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, cause and effect, perspectives, empathy and significance.Students will:* Use chronological sequencing to construct a timeline identifying key events in the European theatre of war.
* use historical terms and concepts such as “historical sources”, “primary and secondary sources”, “evidence”, “chronology”, “timeline”, “perspective” and “empathy”
* identify, select, evaluate and enhance different kinds of questions about World War II to inquire about causes, feelings, events, outcomes and the broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement
* identify and locate relevant sources, using ICT and other methods, to consider the importance of historiography in evaluating evidence of Australia’s World War II experiences and involvement in international events from 1945 to the present
* Identify the origin, purpose and context of primary and secondary sources and evaluate their reliability and usefulness when examining the significant events, experiences and impact of World War II, including the Holocaust and the atomic bomb and Australia’s involvement and propaganda.
* process and synthesise information from a range of sources to identify and explain the impact and significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United States
* identify and analyse different perspectives and historical interpretations (including their own) of the experiences of Australian people and the Australian home front as a result of World War II
* analyse the life of Australian people and the Australian home front as a result of World War II
* Develop texts, using evidence from a range of sources, that describe and discuss the causes, events, outcomes, impacts and experiences of World War
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| **Key Words:*** Fascism
* Nationalism
* Nazism
* Communism
* Concentration Camps
* Pacific War
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| **Week 1**  | **2 x double lesson** **(90minutes)****1 x single lesson** **(45 minutes)** | An overview of the causes and course of World War II [(ACDSEH024)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH024)**Europe and the world prior to World War Two****Lesson One: (single)*** **Mind map- what do we know about World War Two? Introduce key terms for WW2- Nazism, Hitler, Concentration Camps, etc.**
* **What do we want to know about WW2? Fill in know/want/learn table.**

**Lesson Two: (double)*** **Introduce Germany prior to WW2. Set climate of Germany with a listening task.**
* **Group work: research individual countries prior to WW2 (Britain, Russia, Austria/America, Italy, Spain). Who is their leader? What is happening? Countries climate?**
* **Present back to class. Overall climate of world pre WW2? How easy was this for Hitler to come into power? How this links into causes:**

**Lesson Three: (single)*** **Fill in tables of countries. Recap of previous lesson (what do we know already). Watch video summarizing causes of WW2 up to 1939 and Germany invasion of Poland.**

**Lesson four: (double) – PD day: pupil free day/no lesson.** |
| **Week 2** | **2 x DL****1 x SL** | An examination of significant events of World War II, including the Holocaust and use of the atomic bomb **&** [(ACDSEH107)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH107)& The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) [(ACDSEH108)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH108)**Lesson One: (double)*** **Writing task: give students different resources to why Australia became involved in WW2: students spend 20 minutes writing a summary of reasons Australia became involved. (formative piece to get idea of students levels in class)**
* **Introduce students to blooms taxonomy assessment piece. (summative assessment one)**
* **Focus on the major events of WW2 in Europe: introduce the Holocaust, statistics, camps and personal stories. (focus on Anne Frank)**

**Lesson Two: (single) (year 10’s away –missed class) (give homework to make up)- look up the initial reaction of Australians to WW2: how did Australia get involved in WW2?******Lesson Three: (double)***** **Look at the experiences of Australia during WW2. “initial reactions of Australians and from “phoney war to all in”**
* **In chronological order look at the Battle of Britain (quick outline and the effects/some statistics) Kokoda (look at two videos http://www.capthat.com.au/resources/kokoda**

**And answer questions. Individual research on Kokoda.commemoration.com and the fall of Singapore.** * **Look at Darwin Bombing- what happened? Consequence.**
* **Fill in the “Australia in WW2 timeline”** <http://www.timetoast.com/timelines/australia-ww2-timeline>
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| **Week 3** | **2 x DL****1 x SL** | The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) [(ACDSEH109)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH109)**Lesson One: (double)*** **Re-emphasis “phoney war to all in” – answer questions-group discussion**
* **Government controls: National Security Act of 1939- go through different laws andhow they changed and why (fill in table)**
* **Analyze three sources used in WW2 in Australia, discuss the importance of Australias mateship, propaganda etc in question booklet**
* **Focus on women- analyse using sources the changes of Australians women’s roles**
* **Design a propaganda poster for either soldiers/women/or new rules/**
* **Give out formative assesment**

**Lesson Two: (single)*** **Look at students posters**
* **Re-cap of what we have learnt so far**
* **Focus on Australia’s economy in WW2 (bring into class some examples of the rations that Australians would have lived on.**
* **What would it have been like to ration like that-look at examples and compare to todays world. What would happen if we had to do this today?**
* **1943 conscription: p/p and look at what it was. look at map and research names of places in the South West Pacific Area**
* **Would u support the conscription? Why/why not?**
* **Time to work on blooms taxonomy/formative assessment**

**Lesson Three: (double)** * **National Independence: look at what happened and categorize events into a table.**
* **Independent research further into the “mopping up” campaign. What would have diggers felt about this?**
* **“Enemy within” Internment camps and what happened to the POWs?**
* **Research the pros and cons of interning family and having “enemies” working in Australia. Fill in pros/cons table and write a diary entry from one of the people in the photo.**
* **Everyday life for Australia: what do we know already, look at cartoons such as “bluey abd curly” and look at humor in Australia. Look at other cartoons and analyze overall how Australia was going.**
* **What effect did the migration policy have on Australia.**
* **Individual research: (homework if need) how did Australia’s immigration policies change as a result of war> (I.e. white Australia policy etc)**
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| **Week 4**  | **2 x DL****1 x SL** | The [significance](http://www.australiancurriculum.edu.au/glossary/popup?a=H&t=Significance) of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and [Asia](http://www.australiancurriculum.edu.au/glossary/popup?a=H&t=Asia) [(ACDSEH110)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH110)**Lesson One: (double)*** **What do we know already?**
* **Introduction to what is happening in the world**
* **Australia and the USA**
* **Student conduct as SWOT analsysis (strengths, weaknesses, opportunities and threates between USA and Australia.**
* **Americas soldiers in Australia-what was the impact-socially and economically**
* **Students examine why americans were so attractive/exciting for Australians-who did they target to, how were they taken by Australian society, how did this go against Menzies pro british liberism. (source analysis)**
* **Domestic changes- consumer good become very popular- individual research- what are some of the consumer goods that were developed in ww2**
* **Time to work on assignments**

**Lesson Two: (single)*** **Post war migration- how was this different to before**
* **How did the world recover- migration activity/comparison to today migration policy**
* **Foundation of the UN**
* **Australia, Britaon and the US**
* **Australia and asia in the post**
* **Sum up post war period**

**Lesson Three: (double)*** **This lesson is free to finish off what hasent been done/collect assignment etc, sum up what we know/have learnt. Return know/want/learn forms to fill in with what they know**
* **Watch anne frank if time permits.**
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