

Modern History 2019 v1.2

Unit 1 Teaching, Learning and Assessment Plan

Unit description

In Unit 1, students form their own knowledge and understanding about ideas that have emerged in the Modern World. The ideas examined include assumptions, beliefs, views or opinions that are of local, national or international significance. They consist of, for example: authoritarianism, capitalism, communism, democracy, environmental sustainability, egalitarianism, imperialism, nationalism, and self-determination. Students apply historical concepts and historical skills to explore the nature, origins, development, legacies and contemporary significance of these ideas within selected historical contexts, e.g. rebellions, restorations, revolutions or conflicts. Examples of key inquiry questions to help guide the course of study in Unit 1 are:

- To what extent did the ideas under investigation help to shape the Modern World?
- How did these ideas influence the development of the Modern World?

Examples of sub-questions to help guide the course of study in Unit 1 are:

- What terms, concepts and issues are linked to the ideas under investigation?
- Why did these ideas occur?
- When, why and how did individuals, groups, events or other factors contribute to the development of these ideas?
- To what degree did conditions remain the same or change while these ideas developed?
- How have historians or other commentators interpreted contestable and historical features linked to these ideas?

Unit objectives

By the end of this unit, students will:

1. Comprehend terms, concepts and issues and concepts linked to ideas in the Modern World
2. Devise historical questions and conduct research into issues associated with ideas in the Modern World
3. Analyse evidence from historical sources to show understanding about ideas in the Modern World
4. Synthesise evidence from historical sources to form a historical argument about issues associated with ideas in the Modern World
5. Evaluate evidence from historical sources to make judgments about ideas in the Modern World
6. Create responses that communicate meaning to suit purpose about ideas in the Modern World.

Assessment plan

Assessment details	%	Objectives to be assessed	Conditions	Date
Formative assessment: Examination - Short responses to historical sources based on Topic 5: French Revolution, 1789–1799 (Estates General meets – New Consulate established)	25	1. comprehend terms, concepts and issues linked to ideas in the Modern World 3. analyse evidence from historical sources to show understanding about ideas in the Modern World 4. synthesise evidence from historical sources to form a historical argument associated with ideas in the Modern World 5. evaluate evidence from historical sources to make judgments about ideas in the Modern World 6. create responses that communicate meaning to suit purpose about ideas in the Modern World. Note: Unit objective 2 is not assessed in this instrument.	Time: 2 hours plus 15 minutes planning time • Length: 3–5 questions with a total word length of 800–1000 words	After 20–22 hours (at completion of contextual and depth studies)
Formative assessment: Investigation — independent source investigation based on Topic 9: Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)	25	2. devise historical questions and conduct research associated with ideas in the Modern World 3. analyse evidence from historical sources to show understanding about ideas in the Modern World 5. evaluate evidence from historical sources to make judgments about ideas in the Modern World 6. create responses that communicate meaning to suit purpose about ideas in the Modern World. Note: Unit objectives 1 and 4 are not assessed in this instrument.	Time: recommended duration is approximately 15 hours of class time over a period of weeks; students may use class time and their own time to develop a response. • Length: 1500–2000 words total (suggested breakdown: rationale 200–300 words, source analysis 800–1200 words, critical summary of evidence 300–500 words). • Direct quotes are included in the word length unless cited for authentication purposes (E.g. direct quotes presented alongside the source analysis).	After approximately 10 hours of learning experiences, and 15 hours of independent research

Teaching and learning plan

Please be advised that this resource may contain images, voices, names or references to deceased persons. This may be in the form of photographs, film, audio recordings or printed material included or referenced as part of this resource. Some references may contain terms or reflect attitudes that are inappropriate today but are provided in a historical context.

Week of Study	Inquiry Model Stage/s	Subject matter and unit objectives	Sample learning experiences	Possible resources
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Contextual Study – The Road to Revolution

1. Comprehend terms, concepts and issues linked to ideas in the Modern World

3. Analyse evidence from historical sources to show understanding about ideas in the Modern World

Essential Question:

> How does a government survive or fail?

- Class Discussion
 - Australian Government in the past five years – Why did successive prime ministers in Australia not ‘survive’ their full term as prime minister? How do students feel about those events?
 - Connect with prior learning – French Revolution from last term. What did students learn about the survival or fall of government from the topic studied last term?
- Frontloading activity - opinionaire about government success and failure and/or wonder wall creation of student ideas about how/why government succeeds or fails.
 - Sample Questions in the opinionaire could include:
 - What personal qualities does a good government leader need?
 - What is the best form of government?
 - How can the people of a country bring about change?
 - Summary of possible wonder wall ideas:

How government succeeds	How government fails
▪ Strong economic base	▪ Economic instability, imbalance in social classes → peasant uprising
▪ Support of elites/business	▪ Loss of support by big business/elites
▪ Support of army	▪ Loss of military support
▪ Electoral support	▪ Weak/self-interested government that loses sight of ‘common good’ (class disparity)
▪ Historical precedent (e.g. monarchy, etc.)	▪ Economic depression/destabilisation of markets – high taxes, high unemployment/limited job opportunities, war, famine
▪ Fear/control	▪ Pressure from factions/groups gains momentum
▪ Suppression of liberty (e.g. media/speech)	▪ Loss of middle class and rise of working class/peasant

- Return to wonder wall/opinionaire throughout the term – What does this event/situation suggest about the criteria for government success/failure? **NOTE:** As the activity is returned to throughout the term, students must use evidence/data to support their answers, much like they would do in a historical response based on sources. Emphasise: How do you know...?
- Russia today including Putin – What do students know? What does government in Russia today suggest about the reasons governments survive or fail (make links to the essential question)?
- Russian Revolution – preliminary questions quadrant about Russian Revolution based on student knowledge and roundtable video
 - I already know:
 - I want to know(questions):
 - I think maybe:
 - I don’t know

Introduction to early 1900s imperial Russia


- Contrasting images of life for the different social classes
- Bloody Sunday (causes, effect of Tsar Nicholas’ response)
 - Primary Source document: Working Class Petition (to the tsar) – Who are the key stakeholders? What does the petition suggest about the concerns of the Russian people and the perceived failures of the tsar?
 - Overview video of the events of Bloody Sunday (1905)
 - Source work – October Manifesto. What does the tsar’s response suggest about how governments fail and succeed?

- [Just a regular Joe \(or Bill or ScoMo\): how our leaders work hard at being ‘ordinary’](#)
- [Why Australia changes prime ministers](#)
- [10 Reasons countries fall apart](#)

- [Roundtable: What is the legacy of Russia's Bolshevik Revolution?](#) (comparisons with Russia today)

- Russia prior to revolution
 - Hoepper et al. 2018 p. 103-106; Webb, p. 16-18
- Working Class Petition (to the tsar) 1905 - Evans & Jenkins, p. 128; Malone, p. 67; Webb, p. 32-33
- Bloody Sunday
 - Hoepper et al. 2018 p. 108-114;
 - Comprehensive discussion and sources – Evans & Jenkins, p.126-146;
 - Malone, p. 64-76;

	<ul style="list-style-type: none"> ○ <i>What do I know about the topic?</i> ○ <i>How do I know it?</i> ○ <i>What experiences do I have with this topic?</i> ○ <i>What do I want to know?</i> ○ <i>What ideas am I interested in?</i> ○ <i>What are my questions?</i> ○ <i>What am I feeling?</i> 		<ul style="list-style-type: none"> • REFLECTION: Introduce students to the process questions (see 'Inquiry Model Stage' column of this document) – personal reflection from students and class discussion <p>Key concepts – bourgeoisie, autocracy, tsar, proletariat</p>	<ul style="list-style-type: none"> ○ Source work - Webb, p. 34-36 • October Manifesto (17 October 1905) <ul style="list-style-type: none"> ○ Malone, p. 73-74; ○ Historian's interpretation – Webb, p. 42-43 • Process Questions
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	<ul style="list-style-type: none"> ○ Where might I go to find more information? ○ What resources might I use? ○ What key words could I use in my searches? ○ Where can I find different points of view on this? 			
2	<p>Explore (cont.)</p> 	<p>Depth Study – Causes of the Russian Revolution (1905-1917)</p> <ol style="list-style-type: none"> 1. Comprehend terms, concepts and issues linked to ideas in the Modern World 2. Devise historical questions 3. Analyse evidence from historical sources to show understanding about ideas in the Modern World 5. Evaluate evidence from historical sources to make judgments about ideas in the Modern World 6. Create responses that communicate meaning to suit purpose about ideas in the Modern World. 	<p>➤ How did individuals, groups, events or other factors play a role in the decline of the Romanov family and the success of the Bolsheviks?</p> <ul style="list-style-type: none"> • Question Formulation Technique (QFT) (especially what makes a good question) <ul style="list-style-type: none"> ▪ QFT: Students produce questions → improve questions → Prioritise questions → Next steps ▪ Aim is for students to create inquiry questions about the October Revolution • Russia 1905-1917 – video and timeline activity • Russia in Revolution 1917 (briefly discuss Julian of Gregorian calendar) <ul style="list-style-type: none"> ○ Video and mind map of long term factors, short term triggers <ul style="list-style-type: none"> ▪ Causes of February Revolution (1917): WWI, Rasputin, social and economic problems ▪ Causes of October Revolution: Provincial Government, Lenin/Bolshevism, July Days ○ Sources → Analysis and Evaluation <ul style="list-style-type: none"> ▪ Focus on teacher-led → group work → individual source analysis and evaluation ▪ Comprehend, analyse and synthesise key issues/ideas from teacher-provided sources on October Revolution linked to the three questions students formed during the Question Formulation Technique (above) <ul style="list-style-type: none"> • Model historical analysis and evaluation of sources (including identifying key thesis/ideas) about the Provisional Government (teacher-led) • Student group work – Historical analysis and evaluation of sources on Lenin/Bolshevism • Individual analysis of a source followed by class discussion where students can share their evaluation and add to their analysis as necessary ▪ Ask students to rank factors/triggers in order of significance and justify reasoning (using evidence from sources) • REFLECTION: Introduce students to the affective domain of the Information Search Process (ISP) – personal reflection from students about how they usually feel during research tasks → introduce ISP → class discussion <p>Key concepts - Lenin, revolutionary groups, Bolsheviks, Provincial Government, historiography, February Revolution, October Revolution</p>	<ul style="list-style-type: none"> • Russian Revolution – timeline, causes, effects (video) • Russian Revolution (1917) • February Revolution <ul style="list-style-type: none"> ○ Evans & Jenkins, p. 205 ○ Lynch, p. 86-96 (incl. debate sources) ○ Webb, p. 67-68; analysis p. 218 ○ Malone, p. 122-123 ○ The Tsar's abdication – Malone, p. 129-131 • Provisional government <ul style="list-style-type: none"> ○ Lynch, p. 98-113 (great summary diagrams) ○ Malone, p. 143-145 (reasons for failure summary) (see also 'crisis of dual authority' p. 137) ○ Case Study with seven different source perspectives – Evans & Jenkins, p. 218-221 • October Revolution <ul style="list-style-type: none"> ○ Lynch, p. 113-129 ○ Case Study on the role of Lenin (key influence or limited influence) – Evans & Jenkins, p. 222-223 ○ Lenin's April Theses – Malone, p. 145-153 (activity asking students to summarise key arguments) • Comparison of February and October Revolution – Hoepper et al., p. 115-120 • ISP Infographic

Focus

	<ul style="list-style-type: none">○ <i>What are my questions?</i>○ <i>What can I do to learn more?</i>○ <i>How do I know whether my resources are good?</i>○ <i>What am I feeling at this phase?</i>○ <i>Is there anything I can do about the way I feel to be more successful?</i>			
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<p>Collate</p> <ul style="list-style-type: none">○ <i>How can I sort the information I have found?</i>○ <i>What information helps answer my questions or the questions of others?</i>○ <i>What key words help me make sense of the information I found?</i>○ <i>Do I need to find more information?</i>○ <i>How is the information connected to what I already know?</i>○ <i>What are my questions now?</i>○ <i>How have my questions changed?</i>○ <i>What changes do I need to make to my inquiry?</i>○ <i>How are my ideas changing?</i>○ <i>What am I feeling about my inquiry at this phase?</i>			
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3	Decide	<p>Events of 1917</p> <ul style="list-style-type: none"> 3. Analyse evidence from historical sources to show understanding about ideas in the Modern World 4. Synthesise evidence from historical sources to form a historical argument associated with ideas in the Modern World 5. Evaluate evidence from historical sources to make judgments about ideas in the Modern World 6. Create responses that communicate meaning to suit purpose about ideas in the Modern World <p>○ Decide phase – Reflect on three inquiry questions formed and consider their perspective on the causes of the October Revolution</p> <p>Inquiry Question</p> <p>➤ How have historians or other commentators interpreted the Russian Revolution?</p> <ul style="list-style-type: none"> • Historiography of ideas of Russian Revolution (group work) <ul style="list-style-type: none"> ○ Group work – Split the class into three focus groups (or six groups with repetition of topics if the class is large). Each group is given sources which contain/explain ONE of the perspectives of the three main historical interpretations of the Russian revolution. They can record their notes in any form they choose – e.g. poster creation/role play/PowerPoint presentation ○ Each group presents their perspective to the class. Students then take on the role of the particular perspective they were assigned to debate the merits (or otherwise) of each perspective <ul style="list-style-type: none"> ▪ Focus is on selecting and using source evidence to back up claims AND ▪ Evaluating the evidence – reflective questions ○ A collaborative document/table (e.g. GoogleDoc) of the three main historical interpretations of 1917 is created to help support student research in the coming weeks • Class discussion: What interpretation do they find most convincing? Students should justify their responses using evidence/arguments from the sources. Personal reflection – What have you learnt about how governments succeed or fail? How do students feel about the Russian Revolution from a personal perspective (see Finalise process questions for additional prompts)? • Introduction to assessment: “The weakness of the Provincial Government, not the strength of the revolutionaries, explains why the Bolsheviks were able to take power in October 1917.” How far do you agree with this statement? 	<ul style="list-style-type: none"> • Historiography <ul style="list-style-type: none"> ○ Evans & Jenkins, p. 185-193 ○ Webb, p. 96-99 ○ http://www.telospress.com/actual-images-of-the-russian-revolution-of-1917-dynamics-and-perspectives/ ○ Lynch, p. 123-127
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	<ul style="list-style-type: none">○ <i>Are all my questions answered?</i>○ <i>Have I considered the different points of view on this topic?</i>○ <i>Have I found enough information?</i>○ <i>How can I plan to show the connections I have made?</i>○ <i>What am I feeling about showing what I have learned?</i>			
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Construct

	<ul style="list-style-type: none">○ <i>What information do I wish to share?</i>○ <i>Who will be my audience?</i> <p>Finalise (reflection)</p>			
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o *How can what I*

	<p><i>learned help me in my learning/life or help others?</i></p> <ul style="list-style-type: none"> ○ <i>How can I improve my learning?</i> ○ <i>How did I learn best?</i> ○ <i>How am I going to take action to improve my learning?</i> ○ <i>How am I going to use what I learned to take action and make a difference?</i> ○ <i>How will my actions affect others?</i> ○ <i>What was the highlight of this inquiry?</i> ○ <i>How have my feelings changed throughout this inquiry process?</i> ○ <i>From what I have learned, what do I feel most passionate about?</i> 			
4	<p>Define</p> 		<ul style="list-style-type: none"> • Finding 'the goods' online – search techniques, selecting sources • Student research – link to MSM inquiry research model, Information Search Process • Student research (allocated class time) 	<ul style="list-style-type: none"> • Double-check your facts • Research Tips and Tricks • The 5W's of Web Site Evaluation • Checklist for Evaluating Sources

	Explore			
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5

Focus

- Using an inquiry process, evaluating and analysing sources, referencing
- Devise key inquiry question and 3–5 sub-questions
- Student research (allocated class time)

- [APA Referencing and how to use the APA referencing tool in Microsoft Word](#)

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Collate

- Rationale writing - (with a paragraph structure) that explains the thinking behind student topic, e.g. topic choice, origins of your questions, possible hypothesis, choice of sources
- Student research (allocated class time)

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Decide

- Creating a critical summary of evidence reflecting on decisions, judgments and/or conclusions
- Student research (allocated class time)

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- Draft Due

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- Finalising – rationale, analysis and evaluation of 4-6 sources, critical summary of evidence

10		Concluding Study – Legacy of Russian Revolution	<ul style="list-style-type: none"> • Source Investigation Due • Concluding study – Are the ideals of the Russian Revolution still relevant in today's world? (inequality in the modern world) 	<ul style="list-style-type: none"> • Hoepper et al., p. 146-150
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A list of the resources mentioned in this TLAP/unit plan (and more) can be found [here](#).