AUSVELS: AUSTRALIAN CURRICULUM: HISTORY Level 9: The making of the Modern World

Key inquiry questions:

* What were the changing features of the movements of people from 1750 to 1918?
* How did new ideas and technological developments contribute to change in this period?
* What was the origin, development, significance and long-term impact of imperialism in this period?
* What was the significance of World War I?

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| Strand 1: Historical Knowledge & Understanding | | | Strand 2: Historical Skills |
| Overview: (10% of teaching for the year) Historical period 1750 - 1918 | | |
| Overview content includes:  The nature & significance of the Industrial Revolution & how it affected living & working conditions, including within Australia:   * comparing the usefulness of artworks depicting life in the period with the first photographs l investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers * journals and the development of photography and film by 1918   The nature & extent of the movement of peoples in this period (slaves, convicts & settlers):   * identifying the number of slaves transported and the nations/places involved (for example Portugal, Britain, France, Spain, North America)   The extent of European imperial expansion & different responses, including the Asian region: **ã**   * outlining the technologies of mass production that contributed to the Industrial Revolution and the changes in Australian life that occurred as a result of these technologies * recognising how Asian societies responded to European imperialism, the extent to which they were changed and the influence they exercised on the rest of the world * identifying Asian societies that were colonised by Europeans and those that remained independent   The emergence & nature of significant economic, social & political ideas in the period, including nationalism:   * outlining the features that reflect the emergence of a belief in social and political equality, including the right to vote, egalitarianism and universal education in Australia * recognising how events such as the French Revolution and American independence contributed to ideas of equality * the role of Classical models and theories on the invention of democratic values | | | **Chronology, terms & concepts:**  Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)   * representing the relationship between events in different times and places using interactive timelines * placing key events in sequence (for example the Boer War, 1899­1902; World War I, 1914­1918), and identifying parts of the world that were involved in, or affected by, those events   Use historical terms and concepts (ACHHS165)   * discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia’s history * defining and using concepts such as ‘imperialism’, ‘nationalism’, ‘evolution’, ‘evidence’   **Historical questions & research:**  Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)   * developing questions about aspects of the past that require historical argument * assembling, as part of the planning process, a range of sources that would be useful for researching the causes of World War I   Evaluate and enhance these questions (ACHHS167)   * developing an inquiry question such as: ‘What were the effects of the Industrial Revolution?’ and refining it as further factors are introduced into the research process   Identify and locate relevant sources, using ICT and other methods (ACHHS168)   * locating historical sources from archives, museums and online collections   **Analysis & use of sources:**  Identify the origin, purpose and context of primary and secondary sources (ACHHS169)   * explaining the contextual significance of a source, such as Frank Hurley’s World War I photos, and identifying the purpose of Hurley’s creation of composite photos   Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)   * graphing historical data to identify past trends and to draw conclusions about their significance (for example the proportion of Australian servicemen who returned from World War I, and the ‘lost generations’ in the levels after the war)   Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)   * understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one­ sided, however it may still be useful in revealing past prevailing attitudes)   **Perspectives & interpretations:**  Identify and analyse the perspectives of people from the past (ACHHS172)   * investigating the role of human agency in historical events and developments * analysing the accounts of poets such as William Blake (‘dark Satanic mills’) and novelists such as Charles Dickens (Oliver Twist, Bleak House) as sources of information on living conditions in England during the Industrial Revolution   Identify and analyse different historical interpretations (including their own) (ACHHS173)   * recognising that historical interpretations may be provisional * examining different accounts of eighteenth­century journey to Australia (for example ships’ logs, diaries, recorded testimonies of convicts and officers, both male and female), and explaining the variations in perspective which can lead to different historical interpretations   **Explanation & communication:**  Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)   * developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available   Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)   * using online conferencing and other forms of ICT to discuss historical questions and issues * creating a travel brochure (incorporating written text and graphics) to advertise the achievements and opportunities available to an immigrant to nineteenth­century Brisbane |
| Depth Studies – choose ONE option within each study where there are choices (Each depth study = 30% of teaching time for year) | | |
| Depth Study 1: **Making a better world?**: Causes & effects of a major development, and the Australian experience. (Students Choose ONE of either The Industrial Revolution, Movement of Peoples OR Progressive Ideas & Movements for this study)  **The Industrial Revolution (1750 – 1914):**  The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACDSEH017) **ã**   * mapping the British Empire c.1800 CE and the raw materials it obtained from colonies (for example sugar from Jamaica, wool from Australia, and cotton from India) * explaining changes in technology (for example steam­driven spinning mills, railways and steam ships) which led to factories and cities * identifying the spread of innovations such as steam power; iron and steel production; transport; and chemicals in Europe, USA and Japan   The population movements and changing settlement patterns during this period (ACDSEH080)   * describing the growth of cities as men, women and children moved to the cities to find employment * investigating changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop, using photos (for example those that were taken as the Eiffel tower was being constructed using iron)   The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)   * describing the impact of steam, gas and electricity on people’s way of life during the Industrial Revolution * investigating the changes in working conditions (for example longer working hours for low pay and the use of children as a cheap source of labour)   The short and long­term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)   * describing the impact of factories, mines and cities on the environment, and on population growth and distribution * outlining the growth of trade unions as a response to the impacts of the Industrial Revolution   **OR**  **Progressive ideas and movements (1750 – 1918)**  The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)   * explaining why an idea emerged and the basis of that idea (for example egalitarianism — being judged on merit rather than by birth or past deeds)   The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism (ACDSEH086)   * investigating the support for Chartism among the poorer classes as a response to deteriorating living and working conditions   The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups (ACDSEH087)   * explaining how religious groups responded to the ideas in Charles Darwin’s 1859 book On the Origin of Species   The short and long­term impacts of ONE of these ideas on Australia and the world (ACDSEH088)   * discussing the rise of nationalist sentiment in Australia in the mid­ to late nineteenth century   **OR**  **Movement of peoples (1750 – 1901)**  The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)   * mapping the movement of peoples in the transatlantic slave trade or in convict transportation to Australia * explaining the role of the Industrial Revolution in creating a growing need for labour and transportation   The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)   * investigating sources that record the reactions of new arrivals to other countries in this period (for example responses to the natural environment and climate)   Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)   * investigating the experiences of a specific group of arrivals to Australia (for example convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin) * describing the impact of this group on the Aboriginal and Torres Strait Islander peoples of the region   The short and long­term impacts of the movement of peoples during this period (ACDSEH085)   * evaluating the effects of the movement of peoples on the indigenous and immigrant populations | Depth Study 2: **Australia and Asia**: the history of Australia OR and Asian society in the period 1750 - 1918  **Asia and the world**  The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies, India) at the start of the period (ACDSEH093) **ã**   * identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture at the time   Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094) **ã**   * describing the British Raj and the forms of British influence in India (for example the building of roads, an extensive railway network, schools and Christian missions)   The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142) **ã**   * investigating the confrontation between Japan and Western powers (for example the Russo­Japanese war) and the emergence of Japan as a major world power   The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141) **ã**   * describing the activities of Christian missionaries in China and the outcomes of the Boxer Rebellion   **Making a nation**  The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples (ACDSEH020)   * explaining the effects of contact (for example the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases) and categorising these effects as either intended or unintended   The experiences of non­Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089) **ã**   * outlining the migration of Chinese to the goldfields in Australia in the nineteenth century and attitudes towards the Chinese as revealed in cartoons (for example the Mongolian Octopus)   Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)   * identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia * describing the impact of the gold rushes (hinterland) on the development of ‘Marvellous Melbourne’   Key events and ideas in the development of Australian self­ government and democracy, including women's voting rights (ACDSEH091)   * explaining the factors that contributed to federation and the development of democracy in Australia, including defence concerns, the 1890s depression, nationalist ideals, egalitarianism, the Westminster system   Legislation 1901­1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)   * investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia, for example invalid and old­ age pensions and the maternity allowance scheme | Depth Study 3: investigate **Key aspects of World War I and the Australian experience of war**, including the nature & significance of the war in the world and Australian History ( 1914 – 1918)  **World War I (1914­1918)**  An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)   * investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750 – 1918 (for example idealistic notions of war; sense of adventure)   The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)   * identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine * using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aeroplanes and chemical weapons (gas) * exploring the experiences of Aboriginal and Torres Strait Islander peoples during the war   The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096)   * graphing the proportion of Australian servicemen who died during World War I, compared to that of other countries involved in the war * investigating examples of the war’s impact on Australia’s economy and society (for example the development of the steel industry in Newcastle and the implementation of the War Precautions Act) * identifying the groups who opposed conscription (for example trade unionists, Irish Catholics) and the grounds for their objections * studying the first and second referenda on conscription, including the division within the Labor Party over this issue * explaining the treatment of people of German descent during the war (for example their classification as ‘enemy aliens’ and placement in internment camps, as well as their depiction in government propaganda)   The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)   * investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society |
| **Level 9 achievement standard:**  By the end of Level 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.  Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources. | | | |

\*This document intends to assist teachers in their implementation of the Australian curriculum through AusVELS– it combines description and elaboration statements. Teachers are advised to consult the online documentation to clarify further detail for themselves. ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (); Asia and Australia’s engagement with Australia (ã ); Sustainability ()

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.