Year 10 unit overview — Australian Curriculum: History

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.

| School name | Unit title | Duration of unit |
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| Our School | Depth study: *Rights and freedoms* | 13 weeks |

| Unit outline |
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| The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia–Pacific region, and its global standing.In this depth study, students focus on the struggles for human rights. They investigate how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. The key inquiry question for this unit is:* How was Australian society affected by other significant global events and changes in this period?
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| Identify curriculum |
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| Content descriptions to be taught | General capabilities and cross‑curriculum priorities |
| Historical Knowledge and Understanding | Historical Skills |
| Overview content includes:* the major movements for rights and freedom in the world and the achievement of independence by former colonies
* the nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War

Rights and freedoms* The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration[(ACDSEH023)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH023)
* Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations [(ACDSEH104)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH104)
* The US civil rights movement and its influence on Australia [(ACDSEH105)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH105)
* The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology [(ACDSEH106)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH106)
* Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle [(ACDSEH134)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH134)
* The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) [(ACDSEH143)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH143)
 | Chronology, terms and concepts* Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places [(ACHHS182)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS182)
* Use historical terms and concepts [(ACHHS183)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS183)

Historical questions and research* Identify and select different kinds of questions about the past to inform historical inquiry [(ACHHS184)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS184)
* Evaluate and enhance these questions [(ACHHS185)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS185)
* Identify and locate relevant sources, using ICT and other methods [(ACHHS186)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS186)

Analysis and use of sources* Identify the origin, purpose and context of primary and secondary sources [(ACHHS187)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS187)
* Evaluate the reliability and usefulness of primary and secondary sources [(ACHHS189)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS189)

Perspectives and interpretations* Identify and analyse the perspectives of people from the past [(ACHHS190)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS190)
* Identify and analyse different historical interpretations (including their own) [(ACHHS191)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS191)

Explanation and communication* Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced[(ACHHS192)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS192)
* Select and use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS193)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS193)
 | Description: gc_literacy Literacy* Define and use terms and concepts relevant to the unit. Create a vocabulary list of these terms

Description: gc_numeracy Numeracy* Use timelines to explore the effects on an event in different geographical locations

Description: gc_ict ICT capability* Use a range of digital technologies (such as online search tools and databases) to assist with investigating concepts

Description: gc_critical Critical and creative thinking* Modify a key question in an inquiry depending on the suitability of the sources available

Description: gc_ethical Ethical behaviour* Investigate methods used by civil rights activists

Description: gc_intercultural Intercultural understanding* Explore the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world

 Aboriginal and Torres Strait Islander histories and cultures* Explore the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms
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| Historical Understanding |
| This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of: |
| ☒ EvidenceInformation obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion. | ☒ Continuity and changeContinuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ☒ Cause and effectThe relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ☒ Perspectives A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. | ☒ EmpathyAn understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. | ☒ SignificanceThe importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ☒ ContestabilityDebate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives. |
| Achievement standard |
| By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources. |

| Relevant prior curriculum | Curriculum working towards |
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| The Queensland SOSE Essential Learnings by the end of Year 9Knowledge and understandingTime, continuity and change* Australian narratives and identities have been shaped by 20th century events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations
* Important ideas of democracy, government and law, citizenship rights and public decision making, and the concepts of power, dissent and civic duty, developed from ancient to modern times and from Eastern and Western cultures

Culture and identity* Cultural diversity in Australia is influenced by public opinion, media portrayals, government policies and the impacts of globalisation
* Community perceptions of Aboriginal cultures and Torres Strait Islander cultures have resulted in positive and negative responses to Indigenous people
* Contact between cultures has produced movements to improve democratic participation and citizenship rights for specific groups

Political and economic systems* Australia’s legal and justice systems are based on principles, including an independent judiciary, perform functions, including the protection of rights, and use different types of law and courts.

Ways of working* identify a research focus from broad topics and design focus questions and sub-questions
* plan investigations, using discipline-specific inquiry models and processes
* research and analyse data, information and evidence from primary and secondary sources
* evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective
 | Modern History Senior Syllabus 2004General Objectives* Planning and using an historical research process
* Forming historical knowledge through critical inquiry
* Communicating historical knowledge

In Modern History, the themes are as follows:

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| 1. Studies of conflict2. Studies of hope3. The history of ideas and beliefs4. Studies of cooperation5. The history of everyday lives6. Studies of power7. Studies of diversity8. People and environments in history9. History and the global perspective | 10. Local history11. The individual in history12. National history13. Studies of change14. History and futures15. History and historians: theories and standpoints16. School-based theme |

**Structuring student inquiry**The three major elements have been expressed as the general objectives and the criteria of the syllabus. Each of the elements involves significant processes of inquiry. Through the inquiry processes students investigate five major aspects of any inquiry topic:* definitions
* sources
* backgrounds, changes and continuities: motives and causes
* effects, interests and arguments
* reflections and responses.
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| * draw conclusions and make decisions supported by interpretations of data, information and evidence
* communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts
* respond to local and global issues by taking action in planned and enterprising ways
* apply strategies for making group decisions and for taking informed social and environmental action
* reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace
* reflect on learning, apply new understandings and justify future applications.
 | **Course requirements*** The three general objectives must be incorporated into learning experiences and assessment.
* A minimum of three themes must be selected.
* A minimum of four inquiry topics must be studied in the two-year course.
* Inquiry topics must be studied for a minimum of 18 hours of timetabled time.
* One inquiry topic must focus on a significant element of Australian history.

**More than the minimum number of inquiry topics and themes may be selected**. The suite of inquiry topics must be predominantly 20th century in focus, across a range of time periods within the century. **Recommended elements**Teachers planning a Modern History curriculum are encouraged to include:* a range of scales — local, national, international and global
* a range of time periods, from pre-modern to contemporary
* a range of geographical contexts — Australian, Asia–Pacific, European, African and American
* some study of relations between Indigenous and non-Indigenous Australians
* a number of briefer studies (background, comparative or linking) to ensure that students can place the inquiry topics within a broader understanding of the history of at least the past two centuries.
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| Bridging content |
| The Year 9 SOSE Essential Learnings relate closely to this unit and therefore students may have prior knowledge of the struggle for rights and freedoms of Aboriginal and Torres Strait Islanders in particular. Teachers should check for prior knowledge and possibly consider more depth in the teaching and learning experiences for the students.  |
| Links to other learning areas |
| There is the possibility of linking the concepts and content in this unit to the Year 10 Guidelines content that may be taught in other curriculum areas when implementing the Australian Curriculum: History. |

| Assessment | Make judgments |
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| Describe the assessment | Teachers gather evidence to make judgments about the following characteristics of student work:Understanding* explanations of the significance of events and developments
* descriptions of the causes and effects of historical events and developments with reference to the importance and the motives and actions of people in the past

Skills* analysis and synthesis of information from a range of primary and secondary sources, including the identification of motivations, values and attitudes
* communication in texts that incorporate historical argument and use and acknowledge sources of evidence, use historical terms and concepts and develop and justify interpretations of the past

For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding across a range of assessments. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.Year 10 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences, the teacher can provide feedback on specific skills.**Research: Assignment (Spoken/signed and written)**The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.Students complete a case study on the significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander peoples:* 1962 right to vote federally
* 1967 referendum
* Land rights movement
* Mabo decision
* *Bringing Them Home* report (the Stolen Generations)
* Reconciliation movement
* 2008 *Apology to Australia’s Indigenous Peoples*.

Students develop a hypothesis or position about the significance of one of these events or movements, develop a script with appropriate references and deliver a spoken/signed presentation.Suggested conditions:* open
* 3–5 mins.

For further advice and guidelines on conditions for assessment refer to *Assessment advice: History* on the QSA website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |

| Teaching and learning | Supportive learning environment |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| *Chronology, terms and concepts*Students:* use and understand terms and concepts related to this unit, such as liberation, human rights, civil rights, civil liberties, contestability, empathy
* sequence and map the major movements for rights and freedoms in the world since 1918 (e.g. green movement, women rights, colonial independence, Aboriginal and Torres Strait Islander civil rights, African American civil rights).

*Orientation of movements for rights and freedoms*Students:* find similarities and differences between the historical conditions and events that resulted in civil rights movements
* formulate a set of criteria to judge the significance of movements for rights and freedom
* construct a complementary timeline to the map to demonstrate the relationships between events in Australia and overseas.

*Universal Declaration of Human Rights*Students:* investigate the drafting of the Universal Declaration of Human Rights. List the rights outlined in the declaration and describe Australia’s role in their development, especially the contribution of HV Evatt.
 | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning. The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit from access to:* computer facilities and ICT support
* field trips to relevant locations or excursions to museums and galleries

**Useful websites**Online sites such as the following would be useful starting points in this unit of work:* History on the net

[www.historyonthenet.com](http://www.historyonthenet.com)* The Universal Declaration of Human Rights

[www.un.org/en/documents/udhr/](http://www.un.org/en/documents/udhr/)**Guest speakers** * Historians could discuss methods and sources used in historical investigations or librarians/museum curators to discuss locating and using and evidence about the past.

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| *Comparative case studies: Movements for Aboriginal and Torres Strait Islander peoples and US civil rights and freedoms*Students:* create a comparative timeline showing the events of the struggle for rights and freedom for Aboriginal and Torres Strait Islander people, and the US Civil Rights movement
* investigate the causes, significant historical events and personalities involved in the US Civil Rights movement including the Freedom Rides, (e.g. Rosa Parks and the Montgomery bus, Summerhill Race Riot, Martin Luther King)
* investigate the changes to Australian government policy associated with Aboriginal and Torres Strait Islanders since 1901 and how these were influenced by values and attitudes at the time. (e.g. White Australia Policy, protectionist and assimilation policies)
* view excerpts from First Australians (1938 Day of Mourning) and Stolen Generation testimonials to describe the past experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families
* compare and contrast Aboriginal and Torres Strait Islander accounts with some of the slave narratives and testimonials from US civil rights movement
* investigate the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal and Torres Strait Islander peoples’ struggle for rights and freedoms
* investigate the Freedom Ride in Australia in 1965 and the role of Charles Perkins in leading this movement
* use maps to compare and contrast distance, time and numbers of the US and Australian Freedom Rides
* locate evidence to describe how these events might have been viewed by people of different ages, genders, cultures, social position and beliefs and values.
 |  | **Guest speakers** * People (particularly those of Aboriginal or Torres Strait Islander descent) who have been involved in civil liberties/civil rights movements could discuss their experiences.
* Invite an Aboriginal and Torres Strait Islander community member to explain the difference between *Welcome to Country* and *Acknowledgement of Country*.
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| *Planning and conducting an historical investigation*Students:* investigate, individually or in groups, key events such as: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology and select one to develop as a case study for why this should be investigated or remembered
* generate a set of key questions to support an investigation of significant movement, event or person related to Aboriginal and Torres Strait Islander peoples’ struggle for rights and freedoms and evaluate these questions against the checklist of key historical understandings
* identify and locate relevant sources, using ICT and other methods
* use the SWOT analysis to describe the process of identifying and locating relevant sources about the event or movement and on a scale of 1–5 describe the usefulness of each source in developing the historical understandings (evidence, continuity and change, significance, empathy, perspectives, contestability)
* use the sources to list the methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander people
* identify the origin, purpose and context of primary and secondary sources have used and develop an annotated bibliography to support your case for the significance of the chosen event or movement in terms of the recognition of the rights and freedoms of Aboriginal and Torres Strait Islander people
* develop a tentative hypothesis to answer the focus question, e.g. to what extent was the Aboriginal and Torres Strait Islander struggle for civil rights and freedoms influenced by global events, in particular the US civil rights movement and the advent of television
* use evidence and the analytical tools of long medium and short term causes and effects to refine your hypothesis
* develop a written script with appropriate references and deliver a spoken/signed presentation addressing the hypothesis.
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| *Current developments and Human Rights issues in Australia today*Students:* identify and analyse perspectives and historical interpretations of how human rights have developed from 1945 to the present, and the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world (e.g. The Apology in 2008)
* identify and discuss areas (e.g. education, health, work) that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander peoples
* evaluate current government policy related to continuing civil rights actions for Aboriginal and Torres Strait Islander peoples, and how these are reflected in the Universal Declaration of Human Rights.
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| Use feedback |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:* activities that worked well and why
* activities that could be improved and how
* assessment that worked well and why
* assessment that could be improved and how
* common student misconceptions that need, or needed, to be clarified.
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