



Department of
Education

Year 11 General Modern History

Unit 1 – People, place and time



Unit 1

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Year 11 General Modern History

Unit 1 – People, place and time

Instructions to Students

This resource package provides students with learning materials for Year 11 General Modern History in the context of People, place and time. This package is designed to support the program students are completing at their school. If feedback is required when completing this package, students should consult their teacher.

This resource package consists of two parts:

- The syllabus dot points with a teaching plan so that students can ascertain what they know and what they need to know, and
- an **activities** section that provides an opportunity for students to actively engage with the Modern History content. The activities are designed to develop both the knowledge and the skills components of the syllabus.

The Modern History General Course Year 11 Syllabus can be found at https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0014/10292/Modern-History-Y11-Syllabus-AC-ATAR-2016-GD.pdf

This package:

- takes 2 weeks to complete
- contains 11 steps.

Step 1: Engaging with course content

Highlight the elective that you are studying and where you are up to in the course.

Students study one or two of the following electives which are to be taught with the requisite historical skills described as part of this unit:

- Napoleon, the Revolution and the Empire
- George Washington and the American Revolution
- Nicholas II and the decline of Tsarism
- The Dowager Empress Cixi, the Boxer Rebellion and the Republic
- Charles Perkins, Eddie Mabo, Faith Bandler and others: Aboriginal advancement since the 1950s to the Apology
- Nelson Mandela and the fight to end apartheid in South Africa
- Local history: How a selected suburb, town or area of Western Australia has changed over time with reference to the significant people of the area and relating the local history to Western Australia/Australia's history. The focus of the study could include Indigenous history, impact of wars, economic circumstances and migration.

Elements of a society at the start of the period

- key political, social and economic structures of a society at the start of the period
- values, beliefs and traditions characteristic of a society
- chronology of the period of study according to significant events, people and ideas

Key people, ideas, events over the period

- ideas that emerged throughout the period
- key events that occurred throughout the period
- the emergence of individuals and groups within a society
- level of support or opposition for significant individuals, groups or organisations, ideas and events

Consequences of continuity and change over the period

- nature (types) of continuity and change
- forces that bring about continuity and change, for example, political, economic, social, military, religious, technological, leadership, collective or group pressure
- identifying forces that were more significant than others in shaping continuity and change
- identify aspects of a society that changed and those which stayed the same

Step 2: Timeline

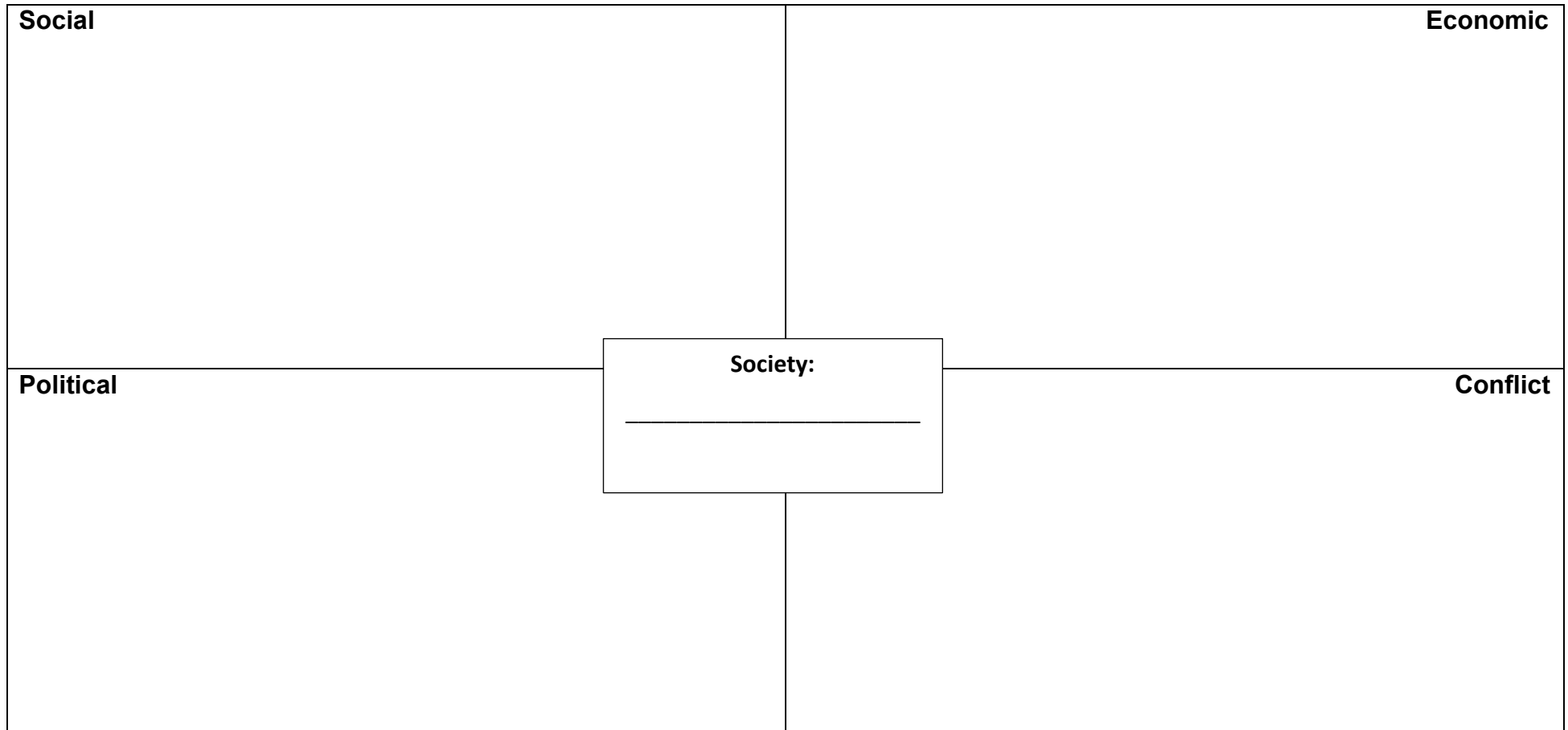
Complete a timeline of the individual/s that you are studying include ten (10) key events and achievements.

- Date of Birth
- Education
- Family
- Achievements
- Death



Step 3: Placemat activity

Complete the following Placemat of the changes that occurred for the society that you are studying



Step 4: Viewing a video for you chosen elective

View the clip for your chosen elective and complete the chart in **Step 5**. You may also like to find an additional documentary

Elective	Links: Date Accessed: 1 st April 2020
Napoleon, the Revolution and the Empire	Napoleon – French Military Leader and Emperor: https://www.youtube.com/watch?v=9l21Mbnguk (Date accessed: 3 rd April 2020)
George Washington and the American Revolution	George Washington – First US President https://www.youtube.com/watch?v=hvE9fb--Dig (Date accessed: 3 rd April 2020)
Nicholas II and the decline of Tsarism	Tsar Nicholas II – His Reign, His Faith and his Family https://www.youtube.com/watch?v=12439OLcGU (Date accessed: 3 rd April 2020)
The Dowager Empress Cixi, the Boxer Rebellion and the Republic	Cixi: All Power to the Empress Dowager History of China https://www.youtube.com/watch?v=eZbdh7_Vgj8 (Date accessed: 3 rd April 2020)

<p>Charles Perkins, Eddie Mabo, Faith Bandler and others: Aboriginal advancement since the 1950s to the Apology</p>	<p>Charles Perkins</p> <p>https://www.youtube.com/watch?v=u0-iRcUOPFo</p> <p>(Date accessed: 3rd April 2020)</p> <p>Mabo Anniversary</p> <p>https://www.youtube.com/watch?v=e2KPAuuwYfs</p> <p>(Date accessed: 3rd April 2020)</p>
<p>Nelson Mandela and the fight to end apartheid in South Africa</p>	<p>Nelson Mandela, Anti-Apartheid and World Leader – Biography</p> <p>https://www.youtube.com/watch?v=PyfOrbO0xf4</p> <p>(Date accessed: 3rd April 2020)</p>
<p>Local history</p>	<p><i>Due to the broad range of local histories available to students, you will need to find a video relevant to your school's topic.</i></p>

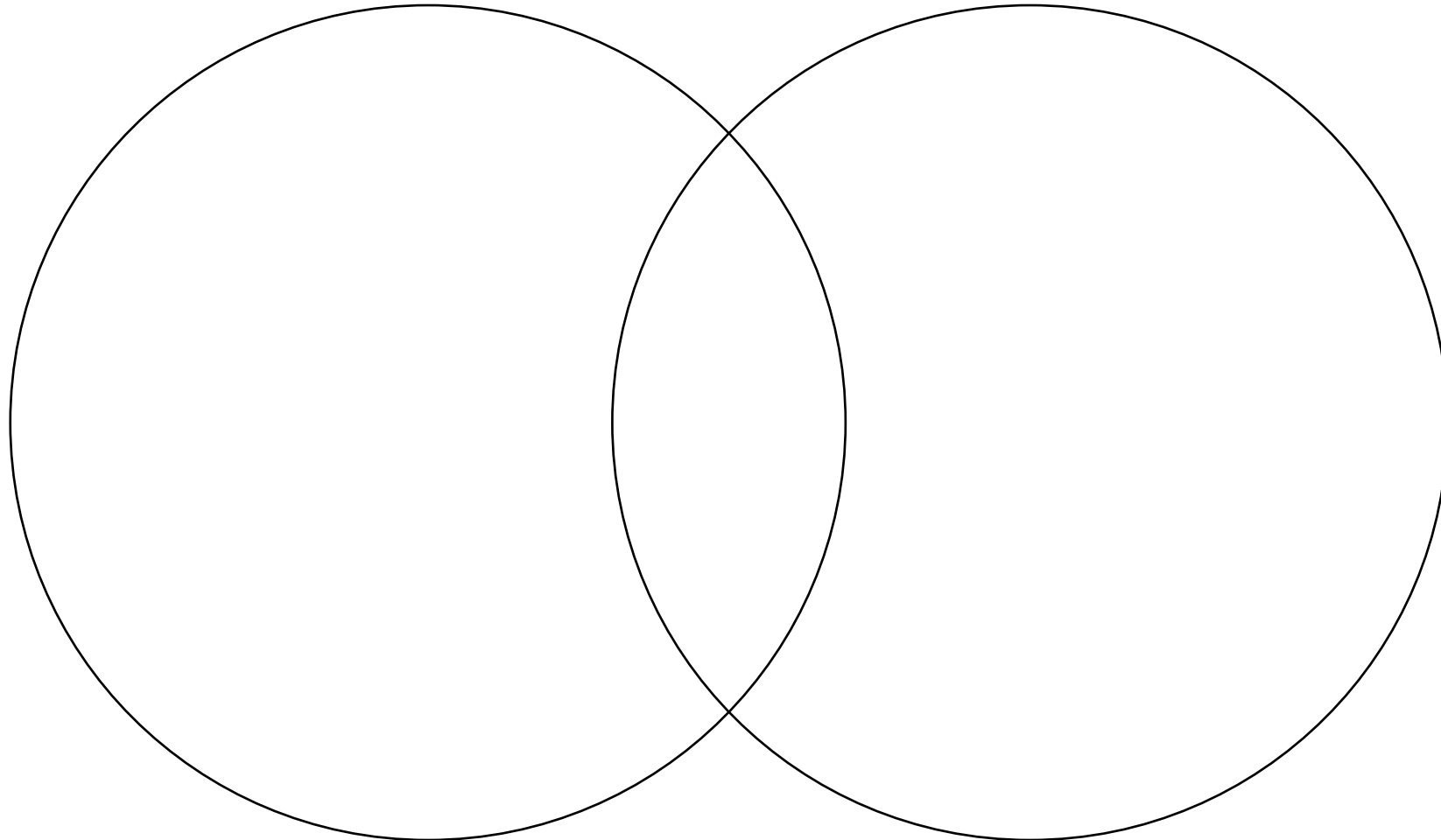
Step 5: Notemaking Chart

Referring to the videos relevant to **your context ONLY**, complete the chart below. To add additional information to your chart, research other websites and/or documentaries.

Name of Video:
Key People covered in the video. Who was missing? Compare with your class notes and/or text book.
Key events covered in the video. What was missing? Compare with your class notes and/or text book.
Economic aspects of society covered in the video. For example, working conditions.
Social aspects of society covered in the video. For example, experiences of different groups.
Political aspects of society covered in the video. For example, political groups, leaders, opposition.
Military aspects of society covered in the video. For example, structure of the military, characteristics of the military.
Other information you found interesting.

Step 6: Venn diagram

Add information to the Venn diagram below. Use the information you have gathered from **Steps 1 to 6** to show the positive and negative aspects of the elective you are studying.



Step 8: Social media template

Create a social media template for your key individual. Attach it to this document

1. Insert a picture of your individual
2. Insert a text box for your character's name
3. On a map of the world indicate where your person spent most of their life
4. Relationship status
5. Date of birth
6. Hometown
7. List four people that the person would have had as friends
8. List one school/church your person may have attended
9. A famous quote or saying by your person
10. Hobbies/interests

Step 9: Twitter post

Imagine you were the individual studied in Step 7. In 280 characters only, post a tweet your individual may have posted at the time.

For example: @George Washington:

#ContinentalArmyStrong: So proud of my men for defeating the Red Coats this morning. Freedom is within our reach! Shoulder to shoulder we will prevail.😊😊

Step 10: Finding your own sources

Locate a source relating to your topic and identify the key elements including (date, people, place, symbols)

