

# Australian History - Year 9

Students in year 9 examined the major developments in Australia's political, social and cultural history and the changing relationship between Australia and the rest of the world during the first half of the 20<sup>th</sup> century. Through the study of History, students will identify the various marginalised groups who have struggled for rights and freedoms and explored the experiences of Australians in two World Wars and during the interwar period. Civics and Citizenship is embedded throughout the course.



Students develop skills in the use and evaluation of sources, sequencing events to show understanding of continuity, change and causation, appreciating varying historical perspectives and interpretations and empathetic understanding.

Research and communication skills are developed and students will examine a relevant site study either by visiting an actual site or through a virtual source.

## Topic 1 Australia to 1914

This topic provides a foundation for students' study of Australia in the twentieth century. It offers an overview of the nature of pre-World War I society. This study will focus on the lives of Australian people, the background to Federation, the political rights of different groups and the impact of the *Immigration Restriction Act*.

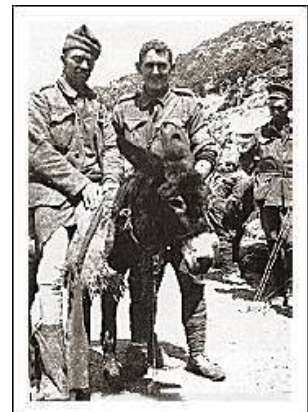


### Inquiry questions

- What was life like in Australia at the turn of the century?
- How and why did Federation occur?
- What were the voting rights of various groups in Australia at Federation?
- How and why was the *Immigration Restriction Act* of 1901 introduced?

## Topic 2 Australia and World War I

Australia's involvement in World War I is regarded by many historians as a defining moment in our history. Students will examine the experiences of soldiers at Gallipoli and develop an understanding of the Anzac tradition through an analysis of the Anzac legend. Students have the opportunity to consider how the tensions of war created social and political divisions within Australia.



### **Inquiry questions**

- Why did Australia become involved in World War I?
- What were the experiences of Australians in the Gallipoli campaign?
- How and why was the Anzac legend created?
- What was the impact of World War I on the Australian home front 1914–18?

### **Topic 3 Australia between the Wars**

This topic offers students CHOICE in their study of specific aspects of Australia's social, cultural and political development between the wars, including the experiences of individuals and groups and defining moments in Australia's inter-war history.



### **Inquiry questions**

- What were the differing experiences of various groups during the interwar period?
- What was the contribution and significance of at least ONE Australian, ONE important event and ONE political development during the interwar period?

### **Topic 4 Australia and World War II**

The Second World War had a major impact on the generation who fought and lived through it. Australia's relationship with Britain and the United States was fundamentally altered. In this topic, students will explore the experiences of Australians on both the war front and the home front. Internal choice offers opportunities to study issues and events of particular interest or local significance in more depth.



### **Inquiry questions**

- Why was Australia involved in World War II?
- What were some of the experiences of Australians as a result of their involvement in the war?
- 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 II?

## Civics and Citizenship in the Australia History Curriculum

Civics and Citizenship is concerned with the development of students as informed and active citizens of Australia. We seek to provide students with the opportunity to develop:



- an understanding of, and commitment to, Australia's democratic system of government, law and civic life
- the capacity to clarify and critically examine values and principles that underpin Australia's democracy and the ways in which these contribute to a fair and just society and a sustainable future
- the knowledge, skills and values that support active citizenship and the capacity to act as informed and responsible citizens
- an appreciation of the local, state, national, regional and global rights and responsibilities of citizenship and civic life
- an appreciation of the experiences and heritage of Australia's Aboriginal and Torres Strait Islander peoples and their influence on Australian civic identity and society
- an appreciation of the uniqueness and diversity of Australia as a multicultural society and a commitment to supporting intercultural understandings within the context of Australian democracy
- an understanding of the ways in which citizens and governments contribute to environmental sustainability in local to global contexts and a commitment to adopting values, behaviour and lifestyles required for a sustainable future
- an appreciation of the influence of media and information and communication technologies on the views and actions of citizens and governments
- an understanding of historical perspectives on Australia's development as a democratic nation
- an understanding of the ways in which governance structures from other countries are similar to or differ from democracy in Australia.

**Government and Law** explores institutions, principles and values underpinning Australia's representative democracy including the key features of the Australian Constitution; the role of democracy in building a socially cohesive and civil society; ways in which individuals, groups and governments make decisions; how governments and parliaments are elected and formed; levels and roles of government; concepts of power, leadership and community service; the purpose of laws; and the ways in which Australia's legal system contributes to democratic principles, rights and freedoms.

**Citizenship in a Democracy** explores the rights and responsibilities of citizens in a democratic society and the civic knowledge, skills and values required to participate as informed and active citizens in local, state, national, regional and global contexts. Australia's cultural diversity and place in the Asia-Pacific region and in the world are explored. Issues of environmental sustainability are examined as well as opportunities to learn to make decisions that build a capacity for futures-oriented thinking. The ways in which the media and information and communication

technologies (ICT) are used by individuals and governments to exert influence and the influence that media and ICT have on civic debate and citizen engagement are examined. Opportunities to practise democratic values and processes in classrooms, schools and communities are included.

**Historical Perspectives** explores the impact of the past on Australian civil society. The impact of British colonisation on Aboriginal and Torres Strait Islander peoples and their pursuit of citizenship rights are examined. The ways in which individuals, events and popular movements have influenced the development of democracy in Australia and the influence of past societies on Australian democracy are explored. The influence of local, state, national, regional and global events, issues and perspectives on Australia's changing national identities and the impact of government policy on the development of Australia as a culturally diverse nation are examined.

## **Assessment for Learning**

*Assessment for learning* in History is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self and peer assessment.

Teachers of History will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

# Year 9 Gallipoli Project

## Background

The Gallipoli Campaign was a fiasco, poorly planned and badly executed. It began in February 1915 with an unsuccessful naval attempt to force a passage up the Dardanelles. The flotilla retreated after sustaining heavy damage from Turkish guns lining both shores and from mines strewn across the channel.



In April, a landing on the Gallipoli Peninsula attempted to secure the shores and silence the Turkish guns. Trouble brewed from the beginning. Amphibious operations were a new and unperfected form of warfare leading to poor communications, troop deployment and supply. The Turks entrenched themselves on the high ground pouring artillery and machine gun fire down upon the hapless Australian, New Zealand, Irish, French and British troops below. The battleground soon resembled that of the Western Front - both sides peering at each other from fortified trenches, forced to spill their precious blood in futile frontal attacks on well defended positions. The stalemate continued through the fall of 1915 until British forces withdrew at the end of the year.

## The Task – put a face to the history of the Gallipoli Campaign

Australian casualties were 26,111 including approx 8,159 deaths at Gallipoli. As historians, these statistics take away from the individual in our historical vision. However, we can not forget that wars and history are made up of real people. Every one of the Australian soldiers who died on Gallipoli left behind family and friends who grieved a life lost. Those close to the fallen tried to keep their memory alive through the thousands of memorials throughout Australia. The A.I.F. kept impeccable records, and most, if not all, the records are kept at the National Archives. We want you, as Year 9 historians, to pick a fallen soldier, research his life and death, and place his experiences into the context of the Gallipoli Campaign, World War One, homefront (?) and results after the war (?). **We want you to write a proper historical account of your soldier in 1000 words only, with a bibliography and appendices for your primary sources.**



The best two from each class will be kept and will be assessed by Mr Devlin or Mr Hannon. **Mr Devlin will judge which student will receive the Year 9 History Prize from these projects.** All 14 projects will be published for distribution to the school community, and the best three will be published in the 2008 Record.

### Instructions:

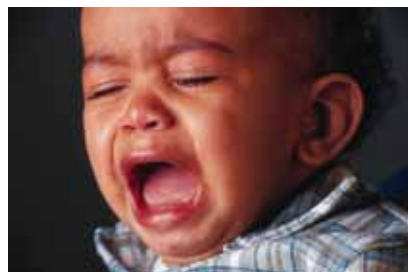
- Go to the following website and pick a fallen soldier from the list <http://www.anzacs.org/epitaphs/epitaphs.html>
- Your teacher will allocate a name to each student
- Next go to the National Archives of Australia, go to the **Record Search** page and enter the soldier's full name, without title, under all records and press search.  
<http://www.naa.gov.au/>
- Download all the records for your soldier, and this becomes the basis for your research
- You will need secondary sources to place your soldier into his historical context
- You need to bring your sources to class for discussions and group work activities
- During this five week unit, a lot of class time will be given to help you understand the **scope of the project**, help you develop the skills of the historian, and broaden your historical understanding of the themes of World War One
- Keep asking questions!!

## Problem Solving and the Project

This project is about problem solving, eg a higher order-thinking task – therefore, you will need to be at the top of your game using all the resources you can muster. Some problems are:

1. Word Limit?
2. Time limit?
3. Work Limits?
4. What questions do I ask?
5. How broad or narrow is the project?
6. How do I do well in this project?
7. How much research do I do?
8. How do I use my class time?
9. How do I use the library?

We are sure there will be a lot of other problems you need to consider.



## Points you may need to consider:

- Ask questions of the sources eg. Reliability and usefulness
- Ask questions of dates
- Ask questions of individuals you meet in the sources
- What other sources of information can I get?
- Who do I ask about this topic?
- Is there any family still alive from whom I can get an oral history account?
- Our advice is, try to be curious about this person and his history – keep asking questions, open up new lines of inquiry, ask your teacher, ask the Librarian at school, at Sydney Uni or the Library of NSW.
- Also be sensitive, because these are real people you will be writing about
- Give yourself the opportunity to improve this work – get feedback from your teacher on a draft, get feedback from peers, give yourself time to edit your work, get a family member to proof read your work, before you hand in a final draft.

## Time Line of Project:

Date	
Week One	Show teacher all the Primary sources for project and my historical question for the project
Week Two	Show teacher notes from secondary sources
Week Three	Show draft to teacher
Week Four	Show draft to peers and edit work
Week Five	Hand in final draft to teacher, with bibliography and appendices