Revision – Modern history

**Teacher note** – students can complete these activities in class or as remote learning activities. Students should be instructed to only complete the activities for those topics that have already been covered in class.

# Aim

The study of modern history in Stage 6 enables students to:

* develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world
* develop a lifelong interest in the study of history
* prepare for active and informed citizenship in the contemporary world.

## Objectives

Through the study of modern history, students will develop:

* knowledge and understanding about:
	+ of a range of features, people, ideas, movements, events and developments of the modern world in their historical context
	+ continuity and change over time.
* skills to:
	+ undertake the process of historical inquiry
	+ use historical concepts and skills to examine the modern past
	+ communicate their understanding of history, sources and evidence, and historical interpretations.
* informed and responsible values and attitudes towards:
	+ appreciate the influence of the past on the present and the future
	+ the contribution of the study of modern history to lifelong learning, and active and informed citizenship.

## Outcomes

A student:

* **MH12-1** accounts for the nature of continuity and change in the modern world
* **MH12-2** proposes arguments about the varying causes and effects of events and developments
* **MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
* **MH12-4** analyses the different perspectives of individuals and groups in their historical context
* **MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
* **MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
* **MH12-7** discusses and evaluates differing interpretations and representations of the past
* **MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
* **MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Outcomes referred to in this document are from [Modern History Stage 6 Syllabus 201](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture)7© NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

# General revision

* Students go through the syllabus focus of study sections for the 4 topics being studied and score their understanding of each dot point from 1 to 5. Use this to direct areas of focus.

# Core – power and authority in the modern world 1919-1946)

* Create a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=7afc5921-caf8-d711-27d4-2b87eddfbb67#.YOYxRvoUslg.link) of the key fatures of the dictatorships of Russia, Italy and Japan
* Watch [Hitler’s Rise to Power](https://www.facinghistory.org/resource-library/video/hitlers-rise-power-1918-1933) (duration 9:12) and answer the following questions:
	+ How did German WW1 veterans affect German politics?
	+ How did the Nazis explain Germany’s loss in WW1? Why might this idea have had broad support amongst Germans?
	+ What was the main campaign message of the Nazis during the early 1930s?
* Examine this range of [Nazi Propaganda](https://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery.shtml) and for each of the six posters answer the following questions:
	+ What does the poster tell us about Nazi ideology?
	+ How is the poster an example of the Nazi’s attempt to exercise control over the population?
	+ What is this example of propaganda attempting to achive?
* Read through [Control and opposition in Nazi Germany](https://www.bbc.co.uk/bitesize/guides/z2p3k2p/revision/1) and create a glossary of the key terms, groups and people. Complete the [online test](https://www.bbc.co.uk/bitesize/guides/z2p3k2p/test) at the end of the topic.

# National studies

The revision activities below are designed to be able to be used for any of the national studies topics.

## Syllabus content

Students investigate key features, individuals, groups, events and developments that shaped the history of a selected nation. Students are to investigate ONE country during a specific period of the 20th century.

* Australia 1918–1949
* China 1927–1949
* India 1942–1984
* Indonesia 1945–2005
* Japan 1904–1937
* Russia and the Soviet Union 1917–1941
* USA 1919–1941
* Iran 1945–1989

### Revision activities

Go through the focus of study section of the relevant national study and complete the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Syllabus dot point | Key dates, places, people | Summary of main event or concept  | Impact and consequences | Two possible exam questions |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Peace and conflict

The revision activities below are designed to be able to be used for any of the peace and conflict topics.

## Syllabus content

Students investigate key features of the history of ONE of the following studies in peace and conflict:

* Conflict in Indochina 1954–1979
* Conflict in the Pacific 1937–1951
* Conflict in Europe 1935–1945
* The Cold War 1945–1991
* Conflict in the Gulf 1980–2011
* The Arab–Israeli Conflict 1948–1996.

### Revision activities

Go through the focus of study section of the relevant national study and complete the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Syllabus dot point | Key dates, places, people | Summary of main event or concept  | Impact and consequences | Two possible exam questions |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Change in the modern world

The revision activities below are designed to be able to be used for any of the change in the modern world topics.

## Syllabus content

Students investigate key features of the history of ONE of the following, focusing on political and social change, and the role of individuals and groups.

* Pro-democracy Movement in Burma 1945–2010
* The Cultural Revolution to Tiananmen Square 1966–1989
* Civil Rights in the USA 1945–1968
* The Changing World Order 1945–2011
* The Nuclear Age 1945–2011
* Apartheid in South Africa 1960–1994.

### Revision activities

* Create an [annotated timeline](https://time.graphics/editor) of the key events for the focus of study section of the syllabus
* Use the ‘key features’ from the syllabus to create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.YOZJqSdZhgE.link) that incorporates and expands on the content from the focus of study dot points.