Year 10 History

Unit Name: The Globalising World
Topic: Popular Culture (1945-present)
Teacher: Miss Kate Leadbeater
Unit length: 6 weeks (Term 2, weeks 5-10)

School Context:
- The school is located in the northern suburbs of Adelaide
- It is a Reception to Year 12 school
- Reasonably priced Independent School with families earning a range of different incomes
- Some families are on School Card
- Fairly multi-cultural school with a few ESL students in some of the year levels
- The school offers most of the SACE Stage 1 and 2 subjects however some classes such as Dance, Geology and Philosophy only go ahead if enough students (8+) choose the subject
- There is generally a high completion rate at Stage 2 with students achieving mid to high Year 12 results
- Most students are engaged in their lessons and are striving for success
- The school has a clear behaviour management policy/guideline that teachers need to follow/apply in their classes
- Parent involvement and communication with parents is strong
- Most students are either dropped off at school by their parents or catch the bus. Year 11-12 students with their license are allowed to drive to school and are given use of the student carpark

Class context:
- Year 10 History
- The Modern World and Australia
- This Year 10 History Class can be considered a standard class
- Moderate to high levels of engagement in most students
- There are no ESL students in this class
- There is one student in the class who has a hearing impairment and wears a hearing aid. This student will be advised to sit towards the front of the class when any explicit teaching/'chalk and talk’ is taking place
- There are 25 students in this class
- 14 girls, 11 boys

Students’ Prior Knowledge:
After discussion with other teachers and looking into the Year 8 and 9 History Curriculum, it can be assumed that students have already covered how to analyse and use primary and secondary sources appropriately. This unit is the third topic for the Semester and students have already spent a week at the start of the Semester on Primary Source Analysis as well as completing a Sources Analysis Assignment. I will use our first lesson to establish this and any other prior knowledge through some Starter activities. The achievement standards for Year 9 History indicate that students should be able to “analyse the causes and effects of events
and developments and make judgements about their importance” (ACARA, 2015). This will/should assist in their depth study on Popular Culture as they study how it has shaped Australian society and how it has changed over time.

Year 10 History is the first time students look at Australian History in depth and cover a wide range of topics. There will need to be some establishment of their prior knowledge and possibly some context building.

**Differentiation:**
- Hearing impaired student:
  - Student will be advised to sit towards the front of class when any explicit teaching/ ‘chalk and talk’ is taking place
- Using a mixture of written work, viewing videos, listening to music, group activities and class discussion to cater for the diverse range of learning styles as underlined in Gardner’s Multiple Intelligences
- Students will be allowed to use their portable devices in class. They will be given the link to the Prezi I will create which will play in ‘real-time’ on their device as I go through it in class
- During ‘chalk and talk’ students can either type up or hand write their notes
- Students will have the choice to either type-up or hand-write their in-class Sources Analysis Task

**Teaching Strategies:**
- Group work (Interpersonal, Kinaesthetic) (DeBono’s Hats can be used)
- Individual activities and worksheets (Intrapersonal)
- ‘Chalk and Talk’ – Prezi, Interactive Whiteboard (Linguistic)
- Mind Mapping – XMind software (Visual spatial)
- Films/Videos/Music (Linguistic, Musical)
- Class debate (Kinaesthetic)

**Unit Aims/Goals:**
This unit will cover Popular Culture in Australia from 1945 to present. After an initial lesson looking at what popular culture is, we will move on to look at the nature of popular culture in Australia. Students should be able to gain from this an understanding of the context in which popular culture develops and what can influence it in society. We will then place a focus on its development in post-war Australia, the impact on society, the changing nature of pop culture and how it is influenced by overseas factors, and Australia’s contribution to international popular culture. Each lesson will cover one or more of these aspects, using mostly music, film, television, sport and youths as examples. Primary Sources will be relied upon to enhance understanding, with students identifying their purpose, context and origin, as well as evaluating their reliability and usefulness. This knowledge and understanding will be assessed and consolidated through a Sources Analysis task undertaken in class. From this, students can then use the skills they have developed in their research for their final assessment, an Individual Investigation in the form of a Newspaper Report. Students will use what they have learnt in class plus individual research to build towards this final piece. The assignment will assess the historical skills outlined in the Australian Curriculum as well as cover the Year 10 Achievement Standards. I will ensure that students realise that all the work they do in class is important if they want to successfully complete their investigation.
Learning Outcomes and/or Curriculum Links:

Historical Skills: (see Australian Curriculum year level outline)
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

Achievement standard:
- Explain patterns of change and continuity over time
- Analyse the causes and effects of events and developments and explain their relative importance
- Sequence events and developments within a chronological framework
- Identify relationships between events across different places and periods of time
- Process, analyse and synthesise information from a range of primary and secondary sources
- Use sources as evidence to answer inquiry questions
- Develop and justify their own interpretations about the past

The Topic:
The Globalising World: Popular Culture (1945-present)

- The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)
- Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock ‘n’ roll (ACDSEH121)
- Australia’s contribution to international popular culture (music, film, television, sport) (ACDSEH123)
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<tr>
<td>1</td>
<td>Introduction to the Unit Australia at the end of WWII Globalisation</td>
<td>Introduce the topic for this unit and briefly revise Term 1 topic on WWII focusing on the impact of the war on Australia’s Home Front. Get students to focus on how society was shaped at the end of the war. What is globalisation? Students will examine this term and what it means.</td>
<td>Discussion – The impact of war on the Home Front Q&amp;A – How was Australian society shaped by the events of WWII? Individual research - Globalisation</td>
<td>Oxford Big Ideas History 10, Maggy Saldais 2012</td>
<td>Students will research and provide their own definition and interpretation of what they think Globalisation means – 100 word formative piece</td>
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<tr>
<td>2</td>
<td>What is Popular Culture? The Nature of Popular Culture in Australia at the end of WWII – music, film and sport</td>
<td>Start off with a Mind Mapping activity on Popular Culture and what students understand by this term. Introductory lesson on Popular Culture as a general term, looking at ‘fads’ from the 1950s through to today. Building on from week 1’s topic, the focus will be on Australian society at the end of WWII and prevalent popular culture at this time. Music, film and sport will be used as specific examples, as well as a small look into fashion and slang.</td>
<td>Mind mapping – What comes to mind when you hear the term ‘Popular Culture’? Can you think of any examples of Popular Culture? ‘Chalk and Talk’ – Introduction to Popular Culture (Prezi) Video: Splash ABC Popular Culture Post-war Discussion – Australian fashion and slang</td>
<td><a href="http://www.crazyfads.com">www.crazyfads.com</a> Oxford Big Ideas History 10, Maggy Saldais 2012 Collins English Dictionary Online – Popular Culture Splash ABC – Australian Post-war Popular Culture videos (<a href="http://splash.abc.net.au/search?keyWord=keyword:Popular%20culture">http://splash.abc.net.au/search?keyWord=keyword:Popular%20culture</a>) <a href="http://www.koalanet.com.au/australian-slang.html">http://www.koalanet.com.au/australian-slang.html</a></td>
<td>Mind Map – Formative assessment giving the teacher an understanding of students’ prior knowledge Video Worksheet – Students need to answer questions relating to key points that come up in the Splash ABC video Students will begin research for their individual investigation in homework time</td>
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<td>3</td>
<td>Developments in popular culture in post-war Australia The impact of this on society – introduction of Rock ‘n’ Roll and television Bodgies and Widgies</td>
<td>The introduction of Rock ‘n’ Roll and its impact on Australia The introduction of television and its impact on Australia Bodgies and Widgies – who were they and how did they embody Popular Culture in 1950s Australia? One lesson will be spent completing an in-class Sources Analysis. It will be focused around Bodgies and Widgies.</td>
<td>How did Australians react to the arrival of Rock ‘n’ Roll? – AC History Units worksheet Video – Johnny O’Keefe Shout, Bill Haley and his Comets Razzle Dazzle Interactive timeline of Australia’s introduction to television</td>
<td>Oxford Big Ideas History 10, Maggy Saldais 2012 AC History Units – worksheet Razzle Dazzle: <a href="https://www.youtube.com/watch?v=44SKGelZ9ow">https://www.youtube.com/watch?v=44SKGelZ9ow</a> Shout: <a href="https://www.youtube.com/watch?v=V8N1Lna_A-o">https://www.youtube.com/watch?v=V8N1Lna_A-o</a></td>
<td>The Arrival of Rock ‘n’ Roll worksheet – analysis activity Sources Analysis: Bodgies and Widgies Summative Task (15%), written in-class</td>
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<tr>
<td>4</td>
<td>America’s Cultural influence on Australia – music, television and film</td>
<td>Links to Bodgies and Widgies topic. We will move straight into this week looking at how America influenced the dress and activities of youths in 1950s Australia. Americanisation – what is Americanisation? Students will examine this term and what it means. We will look at American influences on our culture throughout the years 1945 to present. There will be a focus on music genres/styless and American films and TV shows that have become popular in Australia.</td>
<td>Comparative exercise – Students will look up images etc. of American youths in the 1950s and compare them with images of Australian youths in the 1950s. They will note down similarities and differences. Q&amp;A – what aspects of Australian culture do you think have come from America or been influenced by America? ‘Chalk and Talk’ – American Oxford Big Ideas History 10, Maggy Saldais 2012</td>
<td>Comparative Exercise – formative group work where students identify similarities between American and Australian Youth Culture in the 50s. Q &amp; A – Establishing what students know/understand about American cultural influences</td>
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<tr>
<td>Day</td>
<td>Activity</td>
<td>Notes</td>
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| 5   | **Australia’s contribution to international popular culture**  
**‘Crocodile Dundee’ film**  
Australian Sport overseas – only if time permits | Context of 1980s Australian Popular Culture. This week we will look at the contribution Australia has made to international popular culture. Students will examine what aspects of Australian culture have ‘taken off’ overseas. We will watch the film *Crocodile Dundee* and conduct individual research into its impact overseas ready for a class debate.  
**Individual research – the impact of Australian Popular Culture overseas.**  
Watch *Crocodile Dundee* film  
Class debate | Oxford Big Ideas History 10, Maggy Saldais 2012  
*Crocodile Dundee*. Australia: Peter Faiman, 1986. Film  
Class Debate: Is *Crocodile Dundee* an accurate portrayal of Australian Culture in the 1980s? – formative task |
| 6   | The development and export of music, film and television | This week there will be a large focus placed on the individual investigation with class time on the computers given to work on this. If we run out of time in week 5 for the class debate we will do this in the first lesson for this week. We will watch a Splash ABC video to see how Australia has had an impact on pop culture through the development and export of music, film & television. We will look at the popularity of Home & Away and Neighbours.  
**‘Chalk and Talk’ – development and export of Australian Pop Culture**  
Computer time for assignments – Individual assignment work  
Videos – Home & Away, Neighbours, Music Videos  
Popular Australian films overseas | Oxford Big Ideas History 10, Maggy Saldais 2012  
Australian Government Website – Popular Australian Television  
Individual Investigation/Explanation: Newspaper Report on the history of Australia’s Popular Culture 1945-present. Summative Task (30%) |
Appendix

Class Material:
- Interactive Whiteboard
- Prezi or Powerpoint
- Normal Whiteboard
- Whiteboard markers
- DVD player
- Computer
- Class Textbook
- Worksheets

Resources:
- Crocodile Dundee. Australia: Peter Faiman, 1986. Film
Lesson Plan - Year 10 History

<table>
<thead>
<tr>
<th>Date/Time:</th>
<th>Tuesday April 7 2015, Lesson 2, 9:40am-10:30am (50 minutes)</th>
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</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Room 123</td>
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<tr>
<td>Aims and Goals:</td>
<td>This is the students’ second week in this topic. The first week has looked at context building for social conditions at the end of the war. There has also been background given on Globalisation and what it means to wider society. At the completion of this lesson it is expected that students will have a greater understanding about what Popular Culture is and how it is affected by societal conditions at the time in question. This will be done through class discussion and group work. They will also be introduced to their major assessment piece that will be due at the end of the Unit.</td>
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<td>The cart containing class laptops will need to be booked for group work</td>
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<td>Need to bring A3 paper and textas for the group activity (7 sheets, 7 textas)</td>
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<td>XMind Mind mapping software – have program set up and ready to go before class starts</td>
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<td>Prezi presentation needs to be prepared -&gt; images, information, etc.</td>
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<td>Lesson outline will be up on the board before students enter the room.</td>
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<td>Students Prior Knowledge:</td>
<td>There are 25 students in this class with mid to high levels of engagement. Their prior knowledge about Popular Culture in general will be established with a Starter activity.</td>
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<tr>
<td>Backup Plan:</td>
<td>If the Mind Mapping Software does not work then we will use the whiteboard instead. We can use whiteboard markers and students can come up and write their ideas or I can ask for volunteers to call out their answer.</td>
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<td></td>
<td>The textbook may be used to present information on Popular Culture if the Prezi does not work. All students should have a copy of the textbook on them so will be able to have it open in front of them. Alternatively, if they have an electronic version then they can use their portable devices. I will have some copies of the book in the classroom that can be distributed to those that may not have one.</td>
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<tr>
<td>Time allocated:</td>
<td>Students will be given time to arrive from their previous lesson and settle down. I will make sure they are aware that the lesson outline is up on the board. We will start with a mind mapping activity on what students believe pop culture entails. Questions that will be asked: What comes to mind when you hear the term ‘Popular Culture’? Can you think of any examples of Popular Culture? This mind map will be printed and placed on the classroom wall.</td>
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<tr>
<td>Starter:</td>
<td>9:40am – 9:50am (10 minutes)</td>
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<tr>
<td>Introduction:</td>
<td>‘Chalk and Talk’ – Introduction to Popular Culture Prezi. We will look at the definition of Popular Culture as a general term. This will then move into how social conditions shape Popular Culture and what these conditions could be. We will then move on to Popular Fads from the 1950s to today in preparation for the group activity they will be doing in this lesson.</td>
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<tr>
<td>Introduction:</td>
<td>9:50am – 10:05am (15 minutes)</td>
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<tr>
<td>Teaching/Development Activity:</td>
<td>Students will now work in groups of 5 to create a poster timeline of fads and popular culture from the 1950s to today. There needs to be some Australian popular culture included, however international popular culture also needs to have a big part. The laptop cart has been booked so each group will have a laptop to use for their research. Each group will be provided with A3 paper and textas to draw up their timeline. There will be 20 minutes given for students to research and create their timeline. It is recommended they spend around 10 minutes researching and then 10 minutes producing. I will move around to each group during this time to provide assistance if needed and check on progress. Students will be given a 10, 5 and 2 minute warning so they know when to wrap up what they are doing.</td>
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<tr>
<td>Teaching/Development Activity:</td>
<td>10:05am – 10:25am (20 minutes)</td>
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<tr>
<td>Plenary/Conclusion:</td>
<td>The class will come back together and each group will stick their timeline up on the board. I will conduct a quick Q &amp; A on what students have discovered while creating their timeline. I will finish by underlining what will be done next lesson and handing out the assignments sheet for their Individual Investigation. We will go through this assignment in detail in the next lesson.</td>
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<tr>
<td>Plenary/Conclusion:</td>
<td>10:25am – 10:30am (5 minutes)</td>
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<tr>
<td>Follow up:</td>
<td>Reflection and review of what did and did not work. What can be improved in future lessons and what activities did the students engage with the most? Chase up any issues that were raised from the lesson. This can include lateness of students, any behaviour issues, etc.</td>
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# Year 10 History Subject Outline, Semester 1, 2015 – Parent & Student copy

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<th>Subject</th>
<th>History</th>
<th>Teacher</th>
<th>Miss Leadbeater</th>
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<tr>
<td>Topics</td>
<td>World War II; Rights and Freedoms; The Globalising World: Popular Culture 1945-present</td>
<td>Year Level</td>
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<th>Term 1 Week</th>
<th>Learning Activities</th>
<th>Assessment Tasks</th>
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<tr>
<td>1 1-2</td>
<td>Course Introduction/Outline Sources Analysis: World War II Letters to Home Primary vs. Secondary Sources 1. World War II - An overview of the causes and course of World War II (ACDSEH024) - An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107) - The impact of World War II with a focus on Australia (ACDSEH109) 2. 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)</td>
<td>Sources Analysis: Letters to Home summative task (20%) Oral Presentation on one of the key areas of study on WW2 (20%)</td>
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### Term 2

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<td>1-4</td>
<td><strong>2. Rights and Freedoms (continued)</strong></td>
<td>Empathy Task: A letter by a civil rights activist to a Government Official or other organisation to achieve change for Aboriginal and Torres Strait Islander Peoples (15%)</td>
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<td></td>
<td>- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples (ACDSEH134)</td>
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<td></td>
<td>- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world (ACDSEH143)</td>
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<td>5-10</td>
<td><strong>3. The Globalising World: Popular Culture (1945-present)</strong></td>
<td>Sources Analysis: Bodgies and Widgies (<em>The Mail</em>, 8 Dec. 1951) Summative task (15%)</td>
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<td></td>
<td>- The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)</td>
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<td>- Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock ‘n’ roll (ACDSEH121)</td>
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<td>- Australia’s contribution to international popular culture (music, film, television, sport) (ACDSEH123)</td>
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*Please note that this subject outline may change
You will also be undertaking a range of formative work throughout the semester*
How did Australians react to the arrival of rock 'n' roll?

The first truly international rock 'n' roll tour took place in Australia. The information below shows what a major undertaking it was to reach Australia in 1957.

‘On Tuesday, 1 January 1957, Bill Haley and the Comets began the new year by embarking on the first leg of their world tour to Australia. At 11am Haley and the Comets and their entourage took off from Philadelphia International Airport and flew to Chicago, where they connected with the Santa Fe Super Chief, finishing the trip to Los Angeles by rail. On reaching Los Angeles they stopped overnight at the Ambassador Hotel and departed the next morning on Flight 837. After a brief refuelling stop in Hawaii... the lengthy flight continued with refuelling stops at Canton Island and Fiji. They disembarked in Sydney on 6 January and rested from their five day journey at the Gale Hotel.’

Extract from pages 81-82 of Bill Haley The Daddy of Rock and Roll by John Swenson, Stein and Day, New York, 1983, reproduced with permission of John Swenson.

‘Bill Haley and his Comets razzle dazzle Australia’ http://www.youtube.com/watch?v=445%3Ge129ow will allow you to hear Bill Haley singing live on a Sydney radio show during that 1957 tour. How could the audience reaction be used as evidence about Australia’s response to rock ‘n’ roll? Below are two different perspectives on Bill Haley’s tour, which also included Freddie Bell and The Bell Boys, Big Joe Turner, The Platters and La Vern Baker.

Perspective 1

‘The show opened with Freddie Bell and the Bell Boys. They opened with a song, ‘We’re Gonna Teach You To Rock’, then ‘Shake A Hand’ and their current hit, ‘Giddy Up Ding Dong’. The guys came on dressed in red coats – they looked great. From their first number they brought the house down. The sound was something else – the likes I had not heard before. Their stage act was superb, with dance moves, comedy routines, all just too much. This was the first time I had seen or heard a bass guitar, and from that moment I knew what instrument I wanted to play. I was hooked on bass. The crowd reaction was sensational, no one had ever seen or heard anything like it before.

The next act was Big Joe Turner. He was billed ‘The Boss of the Blues’. He was an R&B singer. He had a huge voice that filled the Stadium. He went over really well. Then on came La Vern Baker. She had a hit on the radio at the time, ‘Jim Dandy to the Rescue’. She was just fabulous – a tall Negro lady and she wore a bright pink fishtail dress. I had never seen anything like her before. She sang R&B songs and had a rough, raunchy voice. The crowd loved her...’

Source: John Manners, who was 15 when he saw the show. He went on to become one of Australia’s greatest bass players with Ray Brown and The Whispers in the 1960s. He wrote this in a personal letter in 2008.
Mind Map – Popular Culture

Sample of what the students could come up with in class.
Assessment Pieces (Sources Analysis & Investigation)

Year 10 History – The Globalising World (Popular Culture 1945-present)
Assessment Task 1: Sources Analysis (15%)

Task:
You are to examine the Primary Sources provided below and answer a series of questions looking at the origin, purpose and context of the sources, and evaluating their reliability and usefulness. There are 5 questions to be answered, with the final question an extended response. You have one lesson (50 minutes) to complete this task.

Source 1:

![Image of the source](http://nla.gov.au/nla.news-article65740151)
Source 2:

http://dictionaryofsydney.org/item/88032

Source 3:

Questions:

1. What does Source 1 tell us about the wider social reaction to the emergence of Bodgies and Widgies in Australia?  
   (2 marks)

2. According to Source 2 what did Bodgies and Widgies typically wear?  
   (2 marks)

3. To what extent does the image in Source 3 support the diagram provided by The Mail newspaper in Source 2? Does this make Source 2 a reliable piece of information?  
   (4 marks)

4. Is there any bias present in Sources 1 and 2? If so, what is it and how can it be identified?  
   (4 marks)

5. Using all of the sources provided, write an extended response on their usefulness and limitations. What do the sources tell us about Bodgies and Widgies in 1950s Australia?  
   (6 marks)

Total: 18 marks
Year 10 History – The Globalising World (Popular Culture 1945-present)
Assessment Task 2: Individual Investigation Newspaper Report (30%)

Purpose:
To assess your development in:

- Explaining patterns of change and continuity over time
- Analysing the causes and effects of events and developments and explain their relative importance
- Identifying relationships between events across different places and periods of time
- Historical inquiry
- Appropriate use and analysis of Primary and Secondary sources
- Developing and justifying your own interpretations of the past
- Producing texts to organise and present an argument

Description of Assessment:
You are to create a two-page newspaper article on the history of Australia’s popular culture from 1945 to present. You will need to identify the main features of Australian popular culture and explain how these features have contributed to continuities and change in the Australian way of life. Both Primary and Secondary sources need to be included and properly referenced in your argument. In this task you will:

- Design a front and second page of a newspaper with its own name and eye-catching headline
- Produce a two-page report with a clear and coherent argument on Australia’s popular culture
- Identify the main features of Australian popular culture
- Explain how these features have contributed to continuities and change in the Australian way of life
- Explain the reactions within Australian society to the developments you’ve identified, the social changes that resulted, and any evidence of continuity over the period
- Identify and describe a range of Primary Sources that show aspects of popular culture at different times
- Include images and quotes that will ‘stand out’ on your front page and catch readers’ eyes
- Include a formal bibliography in the Harvard Referencing Style of all the sources you use

Assessment Conditions:
Number of pages: 2
Weighting: 30%
Due date: Friday, week 10

Images, quotes and other Primary Sources MUST be included
You also need to use Secondary Sources to back-up your claims
Formal bibliography
Unit Self-Evaluation:

It is hard to know exactly how this unit will pan out in a classroom, however I believe there are some strengths to it that will allow it to work well. In each of the weekly topics I have included a range of activities that suit the different learning styles of students. By focusing on Gardner’s Multiple Intelligences I have managed to come up with these activities with ease, and I believe they will be successful in keeping the students engaged and interested in the topic. I give students plenty of opportunity to take control of their own learning whilst also including explicit teaching where they will be writing down facts and other important pieces of information. Students are given plenty of notice about their assignments and are given five weeks to work on it and have it ready to hand up. The Sources Analysis Task is done in class and will help me to see how their skills have developed over the course of the semester. There are also a number of formative assessments scattered throughout the unit that will allow me to gage student learning and identify any gaps in their understanding.

There are probably a number of additions or improvements that could be made to this unit. As I move through my teaching of History I will be able to recognise whether I have included enough content to cover what is outlined in the Australian Curriculum. Timing will be an improvement that is likely to come up as there are a number of classroom issues that may come up and either slow-down or speed-up the class’s movement through the unit. These are all things that can be identified if the unit is ever implemented in a classroom.