

Teacher(s)		Subject group and discipline	Individuals and Society: History / Arts / Design		
Unit title	WW2: Impact on Australia	Year	10	Unit duration (hrs)	70

Inquiry: Establishing the purpose of the unit

Students will be able to make meaning from I&S and their study of the impact of WW2 on Australia and be able to determine its effects on Australian culture with Arts/Design as a lens through which to do so. Large scale social upheaval affects multiple areas of societies and the aim of this unit is for students to integrate, transfer and apply student learning to make connections between two subject areas to see the full affect large scale social upheaval can have. Students will be able to make further connections to their own lives by understanding how historical occurrences have shaped society and influenced the way they live today and by recognising similar occurrences, influences and societal reactions within contemporary society. This will be done by studying and analysing these historical changes through Arts and Design, as the Arts and Design fields provide a mirror through which society is reflected.

Key concept	Related concept(s)	Global context
Change	Identity, Culture	Identities and Relationships
Statement of inquiry		
Large scale social upheaval causes national and individual <u>cultural identities</u> to <u>change</u>.		
Inquiry questions		
Factual— How did WW2 cause large scale social upheaval? Conceptual— Why does large scale social upheaval cause individuals and nations to redefine their identity? Debatable— Does social upheaval cause fear of change or opportunity to foster new identities and relationships?		
IDU Summative Assessment		
Objectives/Criteria	Task	Relationship between task and SOI (Concepts)
[IB.INTER15.G9_10.A] Disciplinary grounding The student: demonstrates extensive necessary disciplinary grounding. [IB.INTER15.G9_10.B] Synthesizing The student: synthesizes disciplinary knowledge to demonstrate consistent, thorough and insightful	Integrating and making meaning from the two subject areas, students will present a multi-modal presentation in groups of 2-4. The presentation should be 10-15 minutes in length and include: -Introduction to their presentation -Facts about the Social Upheaval they are focusing on and connect these to the piece /aspect they are presenting (Approx 5 mins)	The focus of this task is to research and analyse how the nation and individuals responded to these changes: when, where and why did they retreat behind the familiar ways and when, where and why did they step out into the unknown and forge new identities and relationships?

<p>interdisciplinary understanding.</p> <p>[IB.INTER15.G9_10.C] Communicating</p> <p>The student: i. synthesizes disciplinary knowledge to demonstrate consistent, thorough and insightful interdisciplinary understanding. ii. consistently documents well-chosen sources using a recognised convention.</p> <p>[IB.INTER15.G9_10.D] Reflecting</p> <p>The student: i. demonstrates thorough and nuanced reflection on his or her development of interdisciplinary understanding. ii. evaluates thoroughly and with sophistication the limitations and benefits of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.</p>	<p>-A Presentation of a piece/aspect they are interested in (Arts or I&S based). (Approx 5 mins)</p> <p>- An analysis of this change to determine whether the implications and consequences of this change produced fear or an opportunity to foster new identities and relationships. Complete a formal source analysis for 2 primary and 2 secondary sources. (Approx 5 mins)</p> <p>-Individual reflections that analyse, evaluate and show connections from what they have learnt and understood in Arts/Design and I&S. This should also indicate how they have developed their ways of knowing/understanding and what they have taken away from the unit. (1 per student)</p> <p>-Conclusion to their presentation</p>	
<p>Objectives I&S</p>	<p>Summative assessment</p>	
<p>Criteria A: Knowing and Understanding</p> <p>i. use a wide range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</p> <p>Criteria B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use research methods to collect and record appropriate, varied and relevant information</p> <p>iv. evaluate the process and results of the investigation.</p> <p>Criteria C: Communicating</p> <p>i. communicate information and ideas effectively using an appropriate style for the audience and purpose</p> <p>ii. structure information and ideas in a way that is appropriate to the specified format</p> <p>iii. document sources of information using a recognized convention.</p> <p>Criteria D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <ul style="list-style-type: none"> • Select a change that occurred to people living in Australia or to Australia as a nation due to social upheaval arising from WW2. • <i>formulate a clear and focused research question and justify its relevance</i> • Research and analyse this change to determine whether the implications and consequences of this change produced fear or an opportunity to foster new identities and relationships. Complete a formal source analysis for 2 primary and 2 secondary sources. • <i>formulate and follow an action plan to investigate a research question</i> • <i>use research methods to collect and record appropriate, varied and relevant information</i> • <i>analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations</i> • <i>discuss concepts, issues, models, visual representation and theories</i> • <i>synthesize information to make valid, well-supported</i> 	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Large scale social upheaval causes national and individual cultural identities to change.</p> <p>WW1 is recognised as being our baptism of fire but it was WW2 that marked a defining moment in our coming of passage as a nation.</p> <p>The degree of change that occurred within and upon Australia and its residents as a result of WW2 was monumental.</p> <p>There were changes to:</p> <ul style="list-style-type: none"> • our alliances • our immigration patterns and laws • our workforce • our British/Aust culture

<p>ii. <i>synthesize information to make valid, well-supported arguments</i></p> <p>iii. <i>analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations</i></p> <p>iv. <i>interpret different perspectives and their implications.</i></p>	<p><i>arguments</i></p> <ul style="list-style-type: none"> • <i>interpret different perspectives and their implications.</i> • Present your understandings in any format suitable to inform and persuade your class. • <i>use a wide range of terminology in context</i> • <i>demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</i> • <i>communicate information and ideas effectively using an appropriate style for the audience and purpose</i> • <i>structure information and ideas in a way that is appropriate to the specified format</i> • Include intext referencing and a bibliography • <i>document sources of information using a recognized convention.</i> • Include a reflection on your inquiry and learning process. • <i>evaluate the process and results of the investigation.</i> 	<ul style="list-style-type: none"> • our economyetc
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Drama:

Students will explore Theatre in Australia and look at how large scale social upheaval (with a focus on WW2) changed the face of theatre and had a cultural impact. They will do this through a range of texts and practitioners looking at influence from European, Japanese and Traditional Australian styles. Students will integrate this knowledge to make connections to how the social upheaval had an impact and to what extent this is reflected through Australian Drama.

Drama:

Students will know and understand how Theatre in Australia changed through large scale social upheaval (with a focus on WW2). They will develop performance skills in a range of theatre styles and gain a better knowledge and understanding of the elements of drama. They will develop their creative thinking through a range of texts and blocking strategies to develop a performance piece. They will also respond to their chosen social upheaval and use it as a stimulus for their performance, as well as responding to the ideas and feedback of their peers. Students will integrate this knowledge to make connections to how the social upheaval had an impact and to what extent this is reflected through Australian Drama. Students will also reflect on their learning journey and through the use of the process journal they will be able to evaluate how they met each of the ARTS Criteria.

ACARA Sequence of Content:

Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021)
developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)
The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)

The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)

The US civil rights movement and its influence on Australia (ACDSEH105)

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)

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)

◦ Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)

◦ Australia's contribution to international popular culture (music, film, television, sport) (ACDSEH123)

◦ Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)

The environment movement (1960s–present)

◦ The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)

Migration experiences (1945–present)

◦ The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)

◦ The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)

◦ The impact of at least ONE world event or development and its significance for Australia, such as the Second World War, Vietnam War and Indochinese refugees (ACDSEH146)

◦ The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)

Sequence of Content: Skills

• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) & (ACHHS182) • Use historical terms and concepts (ACHHS165) & (ACHHS183)

• Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) & (ACHHS184)

• Evaluate and enhance these questions (ACHHS167) & (ACHHS185)

• Identify and locate relevant sources, using ICT and other methods (ACHHS168) & (ACHHS186)

Identify the origin, purpose and context of primary and secondary sources (ACHHS169) & (ACHHS187)

• Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) & (ACHHS188)

• Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) & (ACHHS189)

• Identify and analyse the perspectives of people from the past (ACHHS172) & (ACHHS190)

• Identify and analyse different historical interpretations (including their own) (ACHHS173) & (ACHHS191)

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174) & (ACHHS192)

• Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) & (ACHHS193)