

LITERACY WORKS FOR

History Year 9 and 10

Year 9

Making and transforming the Australian nation (1750-1914)
First World War (1914-1918)

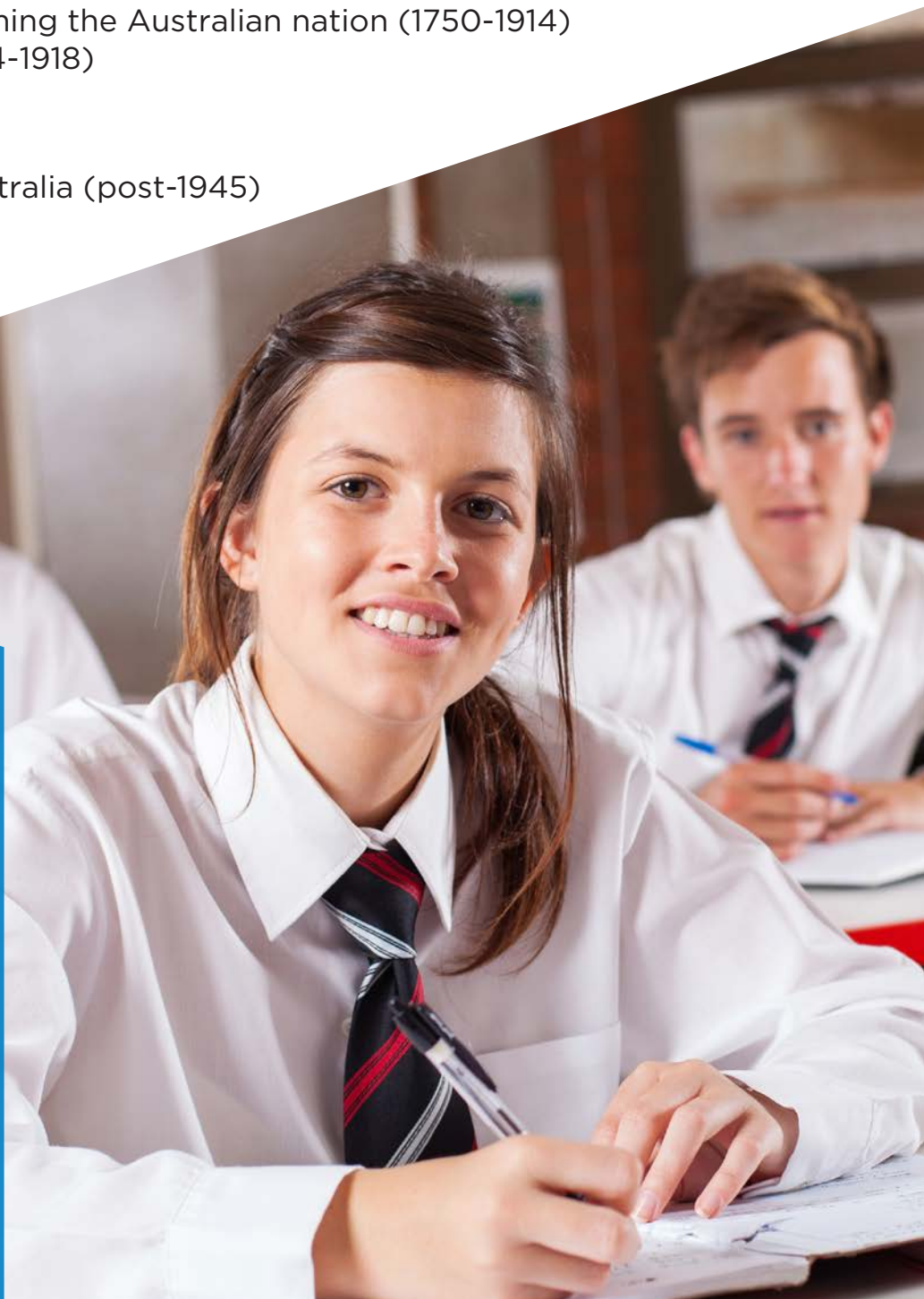
Year 10

Second World War
Building modern Australia (post-1945)

Trish Weekes PhD

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subject areas

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About the author Dr Trish Weekes

Dr Trish Weekes is one of Australia's leading experts in literacy in secondary schools.

Trish obtained her PhD in disciplinary literacy which is the study of subject-area literacies such as History. Trish has designed and led professional development courses for teachers in more than 50 secondary schools and has written more than 20 books for Literacy Works including two other popular books for literacy in History. She has also authored multiple academic papers on literacy in secondary schooling.

Literacy Works books teach content and literacy together. They save time for teachers and help students learn how to read and write like subject experts. For more, visit literacyworks.com.au or get in touch: info@literacyworks.com.au

History Year 9 & 10 Contents

Pages	Heading	Literacy Skill
viii	How to use this book	
I	The research behind Literacy Works	

Module 1: Making and transforming the Australian nation (1750-1914)

2	Syllabus links for this module	
4-5	Movement of peoples	Learn vocabulary; highlight cause and effect language in a Factorial Explanation.
6-7	Immigration	Complete a paragraph explaining reasons for immigration (push and pull factors).
8-9	Slavery	Write a paragraph explaining why slavery led to movement of peoples.
10-11	History concepts bingo	Listening activity and bingo game to learn about historical concepts from the 16th to the 20th centuries including nominalisations (isms).
12-13	Nominalisations	Write definitions of nominalisations and write a paragraph explaining tensions that led to World War I.
14-15	Industrial Revolution: evaluative language	Identify positive and negative evaluative language related to the topic of the Industrial Revolution.
16-17	Child labour in the Industrial Revolution	Read a model text of a source interpretation following the three step source interpretation process.
18-19	Interpreting sources: child labour	Interpret another source about child labour during the Industrial Revolution.
20-21	Interpreting sources: child labour	Interpret two more sources about child labour in mines and factories.
22-23	Consequences for child workers	Summarise evidence from the sources about the impacts for child workers.
24-25	Explain impacts of the Industrial Revolution	Write a Consequential Explanation about impacts of the Industrial Revolution on working conditions of children.
26-27	Worldviews about land and Country	Read and interpret seven sources representing different worldviews about land and Country.
28-29	Contrast worldviews	Write a paragraph contrasting worldviews using a range of language for contrasting. Match four key terms related to colonisation with definitions. Explain how these words represent different worldviews.
30-31	Frontier wars	Read a short text about frontier wars and answer 'here, hidden, head' comprehension questions.
32-33	Significance of the Gweagal spears	Identify language for interpreting significance. Read quotes and explain the significance of the repatriation of the Gweagal spears.
34-35	Colonies before Federation.	Use passive voice sentences to describe Australian colonies before Federation.
36-37	Motivations for Federation	Use 'it passive' sentences to describe what colonial Australians thought and believed; learn about five motivations for Federation.
38-39	Explain motivations for Federation	Write a Factorial Explanation that explains the motivations for Federation.
40-41	Interpret sources about egalitarianism	Learn about egalitarianism; read a model source interpretation about egalitarianism in the Federation Convention Debates of the 1890s.
42-43	Sources about egalitarianism	Evaluate two sources about egalitarianism using the three step source interpretation process.

Contents for this module are continued on the next page

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Pages	Heading	Literacy Skill
Module 1: Making and transforming the Australian nation (1750-1914)		
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44-45	Egalitarian or not?	Analyse three more sources related to egalitarianism.
46-47	Perspectives on sources	Make evaluative judgements about the values of colonial Australia, as shown in the sources.
48-49	Discussion: egalitarian values	Write a Discussion to answer the question: To what extent did colonial Australia have egalitarian values?
50-51	Catherine Helen Spence	Read a Biographical Recount about Catherine Helen Spence. Annotate the text to show the language features.
52-53	Evaluating significance and legacy	Analyse the evaluative language in the Biographical Recount and make an evaluation of the significance and legacy of Catherine Helen Spence.
54-55	Vida Goldstein	Rearrange events in the life of Vida Goldstein.
56-57	Write a Biographical Recount	Write a Biographical Recount about the life of Vida Goldstein.
Module 2: First World War (1914-1918)		
58	Syllabus links for this module	
60-61	Causes of World War I	Match causes with definitions and examples. Explain how causes contributed to a global conflict.
62-63	Explain causes of World War I	Write a Factorial Explanation to explain causes of World War I. Write the Phenomenon to be Explained and the first Factor paragraph.
64-65	Explain alliances and militarism	Complete two more factor paragraphs about causes of World War I.
66-67	Explain nationalism	Complete a factor paragraph and the General Statement.
68-69	Why did Australians enlist?	Analyse four sources to explain reasons why Australians enlisted in World War I.
70-71	Historical account of the Gallipoli Campaign	Learn about the features of Historical Accounts. Read and annotate the Orientation and the first Episode.
72-73	Episodes of the Gallipoli Campaign	Annotate Episodes in the Gallipoli Campaign to identify Recounts of events and Explanations.
74-75	Comment on the Gallipoli Campaign	Arrange the parts of the Comment paragraph; identify positive and negative evaluative language about the Gallipoli Campaign and the Anzac legend.
76-77	Historical account of the Battle of Pozières	Write an Historical Account about the Battle of Pozières, using the Gallipoli text as a model; read about the battle and write the Orientation.
78-79	Episodes in the Battle of Pozières	Arrange the Recounts of events and Explanations in sequence. Then write the Comment stage.
80-81	Anzac Day traditions and symbols	Match the Anzac Day tradition or symbol with an image and definition; write about commemorating or glorifying war.
82-83	The Anzac legend	Read six sources with different perspectives on the Anzac legend. Highlight evaluative language.
84-85	Interpreting sources about the Anzac legend	Use a four step process to interpret six sources with different perspectives on the Anzac legend.

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Pages	Heading	Literacy Skill
Module 3: Second World War		
86	Syllabus links for this module	
88-89	Explain long term causes and effects	Learn language for explaining long term causes and effects including construction and plant metaphors. Complete sentences explaining long term causes of World War II.
90-91	Explain long term causes of World War II	Write a Factorial Explanation explaining long term causes of World War II.
92-93	Explain fascism and the League of Nations	Continue the Factorial Explanation by explaining the rise of fascism and the failure of the League of Nations.
94-95	Explain appeasement	Complete the Factorial Explanation.
96-97	The Battle of the Coral Sea	Read and annotate a Research Report on the Battle of the Coral Sea and identify language features.
98-99	The Battle of the Coral Sea	Read the Account of the battle and underline events and explanations. Read the significance and impact of the battle and highlight evaluative language.
100-101	Perspectives on the Battle of the Coral Sea	Analyse perspectives on the Battle of the Coral Sea over time and answer comprehension questions.
102-103	The Kokoda Campaign	Read information about the Kokoda Campaign and use it to write a Research Report.
104-105	The Kokoda Campaign	Write the Account of the battle and the significance and impact stages of the Research Report.
106-107	Perspectives on the Kokoda Campaign	Analyse sources and interpret perspectives on the Kokoda Campaign.
108-109	Wartime measures on the home front	Identify four types of government controls during World War II: economic, labour and manpower, media and information, movement and security.
110-111	Interpret sources about government controls	Analyse and interpret sources and link them to types of government controls.
112-113	Explain effects of government controls	Write a Consequential Explanation explaining the effect of government controls on the home front during World War II.
114-115	Explain government controls	Complete the Consequential Explanation.
116-117	Perspectives on the Battle for Australia	Learn about traditional and critical perspectives on the Battle for Australia. Compare and contrast perspectives.
118-119	The founding of the United Nations	Sort verbs for debating and arguing into categories; add verbs to a scale to show the strength of the position.
120-121	Arguing and debating the Charter	Identify verbs for arguing and debating. Complete paragraphs explaining different perspectives on the Charter of the United Nations.
122-123	Evaluating significance and legacy	Evaluate the significance and legacy of H.V. Evatt and Jessie Street in founding the United Nations.

History Year 9 & 10 Contents

<i>Pages</i>	<i>Heading</i>	<i>Literacy Skill</i>
Module 4: Building modern Australia (post-1945)		
124	Syllabus links for this module	
126-127	The Cold War	Complete a Dictogloss listening activity about the Cold War, then match features of the Cold War with their definitions.
128-129	Interpreting images about the Cold War	Interpret three images and two sources about the Cold War and link them to features of the Cold War.
130-131	Influences of the Cold War on Australia	Write a Consequential Explanation about influences of the Cold War on Australia.
132-133	Influences on Australian society and culture	Complete the Consequential Explanation.
134-135	Waves of migration	Analyse push and pull factors for waves of migration to Australia. Draw wave diagrams on a chart.
136-137	Explain reasons for migration	Write a Factorial Explanation about reasons why migrants came to Australia.
138-139	How have migrants contributed to Australia?	Explain how migrants have contributed to Australia. Complete sentences with 'by (verb)ing' and 'through (verb)ing'.
140-141	Oodgeroo Noonuccal	Arrange the events in the life of Oodgeroo Noonuccal in the correct sequence. Annotate the events to show her different roles.
142-143	Significance and legacy	Explain the significance and legacy of Oodgeroo Noonuccal.
144-145	Influence of the US Civil Rights movement	Analyse sources and write an explanation paragraph for a Factorial Explanation on the influence of the Civil Rights movement in Australia. Use passive voice for interpreting sources.
146-147	Engaging with the media	Explain engagement with the media and analyse more sources.
148-149	Slogans and Freedom Rides	Explain the influence of slogans and Freedom Rides.
150-151	Accounts of the Freedom Rides	Analyse first hand Accounts of the Freedom Rides.
152-153	Challenges faced by the Freedom Riders	Write a Descriptive Report about challenges faced by the Freedom Riders.
154-155	Taking a position	Use adverbials to take a position about how successful the Freedom Rides were.
156-157	Impacts of the Freedom Rides	Write a Consequential Explanation explaining short and long term impacts of the Freedom Rides.
158-159	Language of concession	Use language of concession to write sentences about the rights and freedoms of Indigenous Peoples.
Contents for this module are continued on the next page		

History Year 9 & 10 Contents

Pages

Heading

Literacy Skill

Module 4: Building modern Australian (post-1945) continued

Continued from the previous page

160-161	Changing views on gender	Analyse sources about views on gender over time.
162-163	Analysing and evaluating perspectives	Interpret sources from different perspectives on gender; explain what people believed using 'it passive' sentences and sensing verbs.
164-165	How have views changed?	Describe changing views on gender in the 1950s, from the 1960s to 1980s, and today.
166-167	UN Declaration on the Rights of Indigenous Peoples	Analyse four principles of UNDRIP. Relate information about Australian organisations to UNDRIP principles.
168-169	The influence of UNDRIP in Australia	Take a position on the extent to which UNDRIP principles have influenced policy and real change for First Nations Australians.
170-171	UNDRIP principles	Analyse three UNDRIP principles and evaluate a second principle.
172-173	Take a position on the influence of UNDRIP	Take a position using adjectives on a scale. Write an Exposition. Write the Thesis and another Argument paragraph.
174-175	Make your overall evaluation	Complete the Exposition. Write the final Argument paragraph and the General Statement.

Fact sheets

176	Fact Sheet 1: Cause and effect language
177	Fact Sheet 2: Modal language
178	Fact Sheet 3: Interpreting sources

How to use this book



Plan

Look through your unit of work and plan where and when you can use this book to teach content and literacy at the same time. Feel free to print student booklets.

Teach content

Teach the content related to each activity first. This is not a text book and we assume you will teach content before each literacy activity.

Choose pages

Read the teaching suggestions and work out what suits your class and learners. Photocopy or print paper pages of the activities. You might need to take spare highlighters and pens.

Implement

Just copy or print and teach.

Reflect

Reflect on what worked and what students struggled with. Look ahead to find more relevant pages to meet student needs.

Book layout

For each activity, there is a teacher page on the left and a student page on the right.

Teacher page

The teacher page contains answers plus teaching suggestions.

Student page

The student page is a blackline master worksheet – copy and print as many as you like. Most activities work best with paper copies so students can annotate, highlight, fill in gaps and write by hand.

Causes of World War I

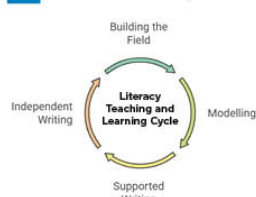
Teacher page

Knowledge about literacy

A Factorial Explanation explains the causes, reasons or motivations for a phenomenon. The stages of a Factorial Explanation are:

- Phenomenon to be explained
- Factors or causes
- General statement (generalise about the causes)

Teaching suggestions



Suggested answers

- militarism** when nations build up military strength such as armies, navies and weapons
- alliances** agreements between nations to support each other during a war
- imperialism** when powerful nations expand and take over weaker nations
- nationalism** a process where people develop strong loyalty to their nation, often linked to the belief that it is superior to others



Britain built and launched the Dreadnought battleship in 1906. Germany quickly responded by building similar ships.



The Triple Alliance was an alliance between Germany, Austria-Hungary and Italy. The Triple Entente was an agreement between Britain, France and Russia.



Germany clashed with France over control of Morocco in 1905 and 1911.



Serbian nationalists wanted independence for all Slavic people in the Balkans including those under the control of the Austro-Hungarian empire.

Militarism: Nations had been building stockpiles of weapons and large military forces in an arms race. Consequently, nations had large armies, navies and weapons ready to fight in a global conflict.

Alliances: As a result of alliances, one nation's involvement in conflict automatically drew in its partners. Instead of a small local war, a global conflict was caused when Austria-Hungary declared war on Serbia and Russia stepped in to support Serbia. The outcome of alliances was that many more nations were dragged into war.

Imperialism: European nations had been competing to control colonies and expand their empires. This led to tension and mistrust over resources and power. As a result, when the assassination happened, nations were willing to reinforce and build their imperial power through war.

Nationalism: National pride motivated Gavrilo Princip to assassinate the Archduke Franz Ferdinand. Nationalist feelings in other countries generated a desire for war in order to defend their nation's honour and prove their superiority.

Causes of World War I

World War I (1914-1918) was a devastating global conflict that left around 20 million people dead and 21 million wounded. The conflict involved Europe, the Middle East, parts of Africa and the Asia Pacific. Over 60,000 Australian soldiers were killed and around 156,000 were injured. The four main causes of World War I are shown below.

Draw lines to match a cause of World War I with its definition, a related image and an example.

militarism

when powerful nations expand and take over weaker nations



The Triple Alliance was an alliance between Germany, Austria-Hungary and Italy. The Triple Entente was an agreement between Britain, France and Russia.

alliances

when nations build up military strength such as armies, navies and weapons



Germany clashed with France over control of Morocco in 1905 and 1911.

imperialism

a process where people develop strong loyalty to their nation, often linked to the belief that it is superior to others



Serbian nationalists wanted independence for all Slavic people in the Balkans and resented Austrian control.

nationalism

agreements between nations to support each other during a war



Britain built and launched the Dreadnought battleship in 1906. Germany quickly responded by building similar ships.

The spark for war was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, by a Bosnian Serb nationalist, Gavrilo Princip. Austria-Hungary declared war on Serbia. Russia stepped in to support Serbia which activated the alliances. Therefore, instead of a small war between Serbia and Austria-Hungary, a global war was triggered.

Explain how each factor above contributed to a global conflict. Use cause and effect language.

Cause and effect language		
Conjunctions and text connectives (linking words)	because so as a result consequently if in order to	
Preposition phrase	due to ... as a result of ...	
Verbs (processes or happenings)	caused generated motivated led to created gave rise to resulted in drove contributed to	
Nouns (things)	reason motive cause factor outcome	

Militarism: Nations had been building stockpiles of weapons and large military forces in an arms race. Consequently, ...

Alliances: As a result of alliances, one nation's involvement in conflict automatically drew in its partners. ...

Imperialism: European nations had been competing to control colonies and ...

Nationalism: National pride ... Gavrilo Princip to ...

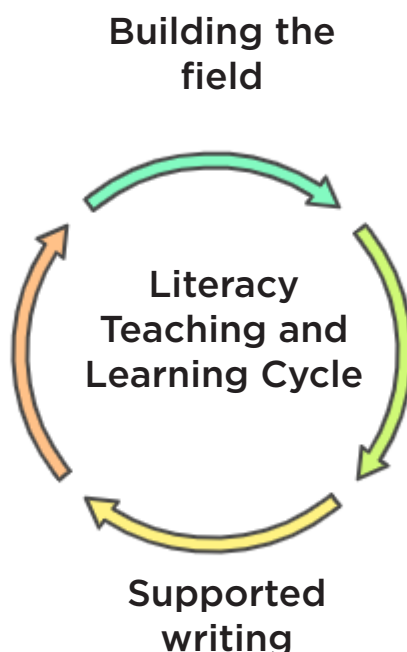
The research behind Literacy Works

Literacy Works resources are based on evidence and research into effective literacy in secondary schools. The model of language is called Systemic Functional Linguistics (see references below). The scaffolding pedagogy used in Literacy Works resources is known as the Literacy Teaching and Learning Cycle, shown below:



4.
Students write independently without support. This stage also includes peer review, teacher conferencing and editing.

Independent writing



1.
Remind students of subject content and knowledge (the field). Pre-teach subject content.

2.
Teachers give students a paper copy of a model text which is an example of what students will write. Students learn a lot from seeing an actual example, not just an empty table or list of questions or prompts. Students deconstruct, annotate and unpack the model text using highlighters and colours so they can see the language features and patterns.

Modelling



3.
Students write a similar text in groups with support. Teachers can write with students or students can write in pairs or groups to practise what they have learned from the model text.



Literacy Teaching and Learning Cycles can be found in each module of this book. See the Contents for more details.

References:

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Martin, J. R. & Rose, D. (2003). *Working with Discourse: meaning beyond the clause*. Continuum.
Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn. Genre, knowledge and pedagogy in the Sydney School*. Equinox Publishing Ltd.
Rothery, J. (1994). *Exploring literacy in school English*. Disadvantaged Schools Program, Metropolitan East, Department of School Education.
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Syllabus links for this module



Syllabus links

**Movement of peoples, Immigration, Slavery
Industrial revolution, Child labour, Interpreting sources,
Consequences for child workers,
Explain impacts of the Industrial Revolution**

ACV9

Year 9: Making and transforming the Australian nation (1750–1914)

Students learn about:

the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration AC9HH9K01

- identifying and describing the causes of the movement of peoples in the modern world, including the push factors (for example, the Agricultural Revolution, the Industrial Revolution, the Irish Potato Famine, discrimination and persecution, forced migration such as slavery and convict settlements) and pull factors (for example, the promise of a better life, employment opportunities, space and personal freedom)

**Worldviews about land and Country,
Contrast worldviews, Frontier Wars,
Significance of the Gweagal spears.**

ACV9

Year 9: Making and transforming the Australian nation (1750–1914)

Students learn about:

the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia AC9HH9K03

- investigating Cook's secret instructions from the Lords of the Admiralty (30 July 1768) that requested him to 'with the Consent of the Natives to take possession of the Convenient Situations in the Country in the Name of the King of Great Britain' with relation to understanding of terra nullius
- examining the effects of colonisation, such as frontier conflict and massacres of First Nations Australians, the spread of European diseases and the destruction of cultural lifestyles
- analysing the impact of colonisation by Europeans on First Nations Australians such as frontier warfare, massacres, removal from land, and relocation to protectorates, reserves and missions

different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values AC9HH9K06

- exploring the perspectives and experiences of First Nations Australians, including discussing terms in relation to Australian history such as "invasion", "colonisation" and "settlement", and why these continue to be contested within society today

Aboriginal and Torres Strait Islander people should be aware that this module contains names of deceased persons. Literacy Works acknowledges the Traditional Custodians of the land on which it operates, the Wangal People, and we pay our respects to Elders, past, present and emerging.

**Colonies before Federation, Motivations for Federation,
Explain reasons for Federation, Egalitarianism, Interpret
sources about Federation, Egalitarian or not?**

ACV9

Year 9: Making and transforming the Australian nation (1750–1914)

Students learn about:

significant events, ideas, people, groups and movements in the development of Australian society AC9HH9K04

- explaining the factors that contributed to Federation and the development of democracy in Australia, such as defence concerns, economic concerns and the 1890s depression, the "White Australia" ideal, nationalist ideals and egalitarianism

Historical perspectives and interpretations

- compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values AC9HH9S06
- analyse different and contested historical interpretations AC9HH9S07

Women in the suffrage movement: Catherine Helen Spence and Vida Goldstein

ACV9

Year 9: Making and transforming the Australian nation (1750–1914)

Students learn about:

significant events, ideas, people, groups and movements in the development of Australian society AC9HH9K04

- analysing the significance of the advance of women's voting rights to the development of Australian democracy, including the suffragist movements, the Christian Women's Temperance Union and the Commonwealth Franchise Act 1902

the development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people AC9HH9K07

- explaining the continuities and changes in the role of women, such as advocating for women's rights, suffrage, political representation and pacifism (for example, Elizabeth Macquarie, Caroline Chisholm, Catherine Helen Spence, Louisa Lawson, Muriel Matters, Vida Goldstein).

Year 9

Making and transforming the Australian nation (1750 - 1914)



Movement of peoples

The activities on the next pages are a Factorial Explanation which explains the reasons, causes or factors for a phenomenon. The stages of a Factorial Explanation are:

- Phenomenon to be explained
- Factors
- General statement

In these activities, students will write three Factor paragraphs only.



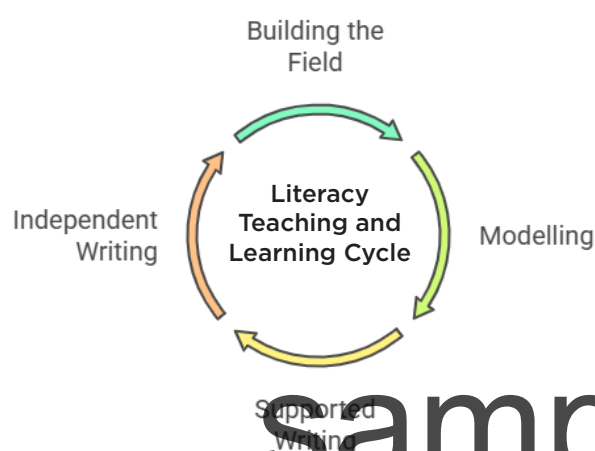
Teaching suggestions

Teachers may like to explain the spelling and meanings of these three similar words related to movement of peoples.

Emigration	when people leave their own country to settle in another country (perspective of the country you are leaving)
Immigration	when people come to a country (perspective of the arriving country)
Migration	the general term for both leaving and arriving



Teaching suggestions



These activities can be a Teaching and Learning Cycle for literacy. The genre is a Factorial Explanation.

Building the field: Do the matching activity with definitions on this page. Discuss other reasons for immigration (e.g. search for a better life, escaping persecution)

Modelling: Read the model text on the student page about imperialism. Identify paragraph phases and cause and effect language.

Supported writing: On the next page, students can work with a peer or group to explain immigration as another cause of movement of peoples, including push and pull factors.

Independent writing: On the following page, students can work in a pair or independently to explain slavery as another factor. As follow-up, students can choose another push or pull factors to write a further factor paragraphs.

sample page



Answers

imperialism	when people choose to move to a new country with the intention of settling there permanently
immigration	when human beings are treated as property and they are denied basic rights and forced to work for others without pay
slavery	when a nation expands its power and authority over other territories, often through military force or colonisation

Identify the factor

During the 18th and 19th centuries, imperialism **drove** the large scale movement of peoples across the globe.

Explain the factor

European powers expanded their empires into Asia, Africa, the Pacific, and North and South America. The search for wealth and resources, such as gold, silver, spices and cotton, **motivated** imperial powers to colonise new territories. Colonisation often displaced First Nations Peoples from their lands and **led to** great suffering. Colonies needed administrators, soldiers, officials and free settlers **so** many people moved to the new colonies, either by force or by choice.

Example: give an example and explain what happened

For example, in the 18th and 19th centuries, around 165,000 British convicts were transported to Australian colonies and around 2.3 million free settlers arrived. Imperialism **resulted in** widespread dispossession of First Nations communities during the building of new colonies like Australia. **Therefore**, the spread of imperialism was a major **cause** of the movement of peoples.

Restate the factor

Movement of peoples

During the 18th and 19th centuries, millions of people around the world moved to new places to live. Historians estimate that over 60 million people moved across continents. Many millions of people also moved from rural to urban areas and cities grew.



Movement of peoples

Why do historians say 'movement of **peoples**' not 'movement of people'?
'Peoples' refer to entire cultural and social groups not just individuals.

Explain factors that led to the movement of peoples



Three factors that led to movement of peoples across continents are listed below on the left. Draw a line to match each factor with the correct definition on the right.

imperialism

when people choose to move to a new country with the intention of settling there permanently

immigration

when human beings are treated as property and they are denied basic rights and forced to work for others without pay

slavery

when a nation expands its power and authority over other territories, often through military force or colonisation



The paragraph below explains the first factor that led to movement of peoples across continents: imperialism. Highlight the cause and effect language in the paragraph.

Cause and effect language

Conjunctions and text connectives (linking words)	because	since	so	as a result	consequently	therefore	thus	in order to
Preposition phrase	due to	for (a purpose)						
Verbs (processes or happenings)	caused	generated	drove	pushed	motivated	led to		
		resulted in	resulting in		impacted			
Nouns (things)	reason	cause	rationale	factor	motivation	purpose		

During the 18th and 19th centuries, imperialism drove the large scale movement of peoples across the globe. European powers expanded their empires into Asia, Africa, the Pacific, and North and South America. The search for wealth and resources, such as gold, silver, spices and cotton, motivated imperial powers to colonise new territories. Colonisation often displaced First Nations Peoples from their lands and led to great suffering. Colonies needed administrators, soldiers, officials and free settlers so many people moved to the new colonies, either by force or by choice. For example, in the 18th and 19th centuries, around 165,000 British convicts were transported to Australian colonies and around 2.3 million free settlers arrived. Imperialism resulted in widespread dispossession of First Nations communities during the building of new colonies like Australia. Therefore, the spread of imperialism was a major cause of the movement of peoples.



The names of the paragraph phases (sub-sections) are shown on the right. Write the name of the phase next to the paragraph above.

Identify the factor

Explain the factor

Example: give an example and explain what happened

Restate the factor

Syllabus links for this module



Syllabus links

Causes of World War I, Explain causes, Why did Australians enlist?

ACV9

Year 9: First World War (1914-1918)

Students learn about:

the causes of First World War and the reasons why Australians enlisted to fight in the war AC9HH9K08

- identifying and describing the long-term causes of the First World War, such as militarism, the alliance system among European countries in the late 19th and early 20th centuries, imperialism and nationalism
- listing the reasons why Australian men enlisted in the Australian Imperial Force; for example, the challenges of living on the land and a need for regular pay; adventure; to do their duty for the British Empire; impact of persuasive propaganda posters, pamphlets and leaflets; peer and community pressure

Anzac Day traditions and symbols

The Anzac legend,

Interpreting sources about the Anzac legend

ACV9

Year 9: First World War (1914-1918)

the commemoration of the First World War, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war AC9HH9K12

- investigating the ideals associated with the Anzac tradition and how and why the First World War is commemorated within Australian society
- discussing the similarities and differences in historians' views of the Anzac legend over time
- identifying differences between commemoration and glorification of war

The Gallipoli Campaign and the Battle of Pozières

ACV9

Year 9: First World War (1914-1918)

Students learn about:

the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East AC9HH9K09

- identifying the places where Australians fought, such as Gallipoli, Fromelles, the Somme, Pozières, Passchendaele, Bullecourt, Villers-Bretonneux, Sinai Peninsula, Gaza and Beersheba

significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice AC9HH9K10

- investigating one major battle, such as Gallipoli, Fromelles, the Somme, Pozières, Passchendaele, Bullecourt, Villers-Bretonneux or Beersheba, and examining locations, techniques and warfare

sample page

First World War (1914 - 1918)



sample page



Knowledge about literacy

A Factorial Explanation explains the causes, reasons or motivations for a phenomenon. The stages of a Factorial Explanation are:

- Phenomenon to be explained
- Factors or causes
- General statement (generalise about the causes)



Teaching suggestions

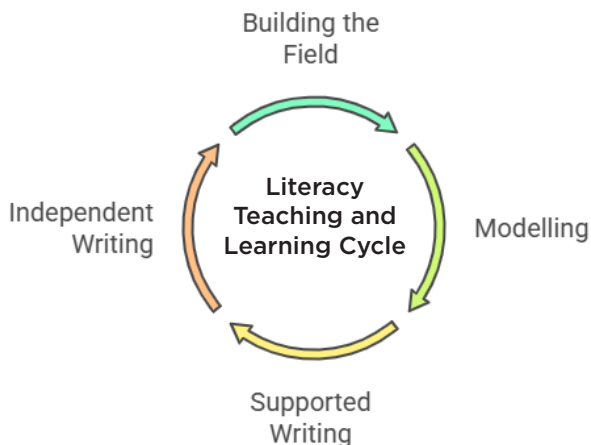
These activities create a Teaching and Learning Cycle for literacy. The genre is Factorial Explanation.

Building the field: Read the information on this page about the causes of World War I. Students can complete the activities on this page and explain how each factor contributed to the outbreak of global war.

Modelling: On the next page, students complete the Phenomenon to be explained paragraph and the first explanation paragraph about the first cause, militarism. Students use information from this page to include in their explanation. They use cause and effect language.

Supported writing: On the next page, students complete an explanation paragraph about the second and third causes, alliances and imperialism. Teachers can lead the writing of a class text or students can work in pairs or groups.

Independent writing: On the following page, students can work in pairs or independently to explain nationalism then write the General Statement.



Suggested answers

militarism

when nations build up military strength such as armies, navies and weapons, and place importance on military power



Britain built and launched the Dreadnought battleship in 1906. Germany quickly responded by building similar ships.

alliances

agreements between nations to support each other during a war



The Triple Alliance was an alliance between Germany, Austria-Hungary and Italy. The Triple Entente was an agreement between Britain, France and Russia.

imperialism

when powerful nations expand and take over weaker nations



Germany clashed with France over control of Morocco in 1905 and 1911.

nationalism

people develop strong loyalty to their nation, often linked to the belief that it is superior to others



Serbian nationalists wanted independence for all Slavic people in the Balkans including those under the control of the Austro-Hungarian empire.

Militarism: Nations had been building stockpiles of weapons and large military forces in an arms race and they aimed for military power. Consequently, nations had large armies, navies and weapons ready to fight in a global conflict.

Alliances: As a result of alliances, one nation's involvement in conflict automatically drew in its partners. Instead of a small local war, a global conflict was caused when Austria-Hungary declared war on Serbia and Russia stepped in to support Serbia. The outcome of alliances was that many more nations were dragged into war.

Imperialism: European nations had been competing to control colonies and expand their empires. This led to tension and mistrust over resources and power. As a result, when the assassination happened, nations were willing to reinforce and build their imperial power through war.

Nationalism: National pride motivated Gavrilo Princip to assassinate the Archduke Franz Ferdinand. Nationalist feelings in other countries generated a desire for war in order to defend their nation's honour and prove their superiority.

Causes of World War I

World War I (1914-1918) was a devastating global conflict that left around 20 million people dead and 21 million wounded. The conflict involved Europe, the Middle East, parts of Africa and the Asia Pacific. Over 60,000 Australian soldiers were killed and around 156,000 were injured. The four main causes of World War I are shown below.



Draw lines to match a cause of World War I with its definition, a related image and an example.

militarism

when powerful nations expand and take over weaker nations



The Triple Alliance was an alliance between Germany, Austria-Hungary and Italy. The Triple Entente was an agreement between Britain, France and Russia.

alliances

when nations build up military strength such as armies, navies and weapons, and place importance on military power



Germany clashed with France over control of Morocco in 1905 and 1911.

imperialism

people develop strong loyalty to their nation, often linked to the belief that it is superior to others



Serbian nationalists wanted independence for all Slavic people in the Balkans and resented Austrian control.

nationalism

agreements between nations to support each other during a war



Britain built and launched the Dreadnought battleship in 1906. Germany quickly responded by building similar ships.

sample page

The spark for war was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, by a Bosnian Serb nationalist, Gavrilo Princip. Austria-Hungary declared war on Serbia. Russia stepped in to support Serbia which activated the alliances. Therefore, instead of a small war between Serbia and Austria-Hungary, a global war was triggered.



Explain how each factor above contributed to a global conflict. Use cause and effect language.

Cause and effect language

Conjunctions and text connectives (linking words)	because since so as a result consequently if in order to
Preposition phrase	due to ... as a result of ...
Verbs (processes or happenings)	caused generated motivated led to created gave rise to resulted in drove contributed to
Nouns (things)	reason cause motive factor outcome

Militarism: Nations had been building stockpiles of weapons and large military forces in an arms race and they aimed for military power. Consequently, _____

Alliances: As a result of alliances, one nation's involvement in conflict automatically drew in its partners. _____

Imperialism: European nations had been competing to control colonies and _____

Nationalism: National pride _____ Gavrilo Princip to _____

Syllabus links for this module



Syllabus links

Long term causes of World War II

ACV9 Second World War

the causes, outbreak and course of the Second World War and the significance of Australian involvement AC9HH10K01

- investigating the effects of the Treaty of Versailles on Germany, the structural weaknesses of the League of Nations, the rise of fascist and militarist regimes, and the failure of appeasement policies

The Battle of the Coral Sea and the Kokoda Campaign

ACV9 Second World War

the places where Australians fought, and their perspectives and experiences during the Second World War, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda AC9HH10K02

- identifying places where Australians fought, such as North Africa (including Tobruk), Darwin, New Guinea (including Kokoda), Malaya and Singapore, and evaluating their significance
- investigating the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and why it helped reinforce the Anzac legend

Wartime measures on the home front

ACV9 Second World War

the effects of the Second World War, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls AC9HH10K04

- describing the effects of changes to individual rights and freedoms because of the National Security Act 1939, such as censorship of the media; detention of Japanese, German and Italian residents; banning groups opposed to the war on either political or religious grounds; and controls over the workforce ("manpower controls")

Perspectives on the Battle for Australia

ACV9 Second World War

the commemoration of the Second World War, including different historical interpretations and debates AC9HH10K06

- analysing the debate over the Battle for Australia 1942 and its commemoration since 2008

Historical perspectives and interpretations

compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values AC9HH10S06

analyse different and contested historical interpretations AC9HH10S07

The founding of the United Nations

Arguing and debating the Charter Evaluating significance and Legacy

ACV9 Second World War

the significance of the Second World War to Australia's immediate post-war economic, political and social development, and Australia's international relationships in the 20th century AC9HH10K05

- describing the involvement of Australia in the founding of the United Nations, such as the roles played by HV Evatt and Jessie Street in drafting the charter of the United Nations

Right: Australian troops from the 39th Infantry Battalion, on the Kokoda Track 1942.
The man second from the left is Arnold Forrester, the last surviving World War II veteran who died in 2020 aged 100 years old.
Photograph by Damien Parer. Australian War Memorial.
Literacy Works for Year 9 & 10 © Literacy Works

Year 10

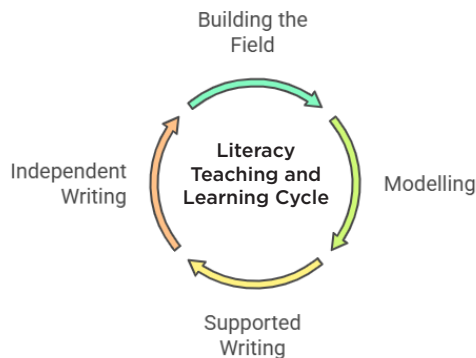
Second World War



The Battle of the Coral Sea



Teaching suggestions



The activities on the next pages work together as a Teaching and Learning Cycle for Literacy. The text is a Research Report which is a mix of genres where each stage has a different purpose (describing, explaining, evaluating).

Building the field

- Students can read the table about stages of the research report. They can look at the map of the Battle of the Coral Sea and notice how close it is to Australia.

Modelling

- The research report on the Battle of the Coral Sea is the model text (three pages of student activities).
- Students learn about the features of a research report by annotating language features and answering comprehension questions.

Supported writing

- The research report on the Kokoda Campaign (three student pages) is for supported writing, where students can work in pairs or groups to use the facts provided to write a research report.

Independent writing

- Students can choose a third battle or campaign then research the facts and write their own research report.

How to pronounce the names of Japanese ships

Shōkaku	shaw - kah- koo
Zuikaku	zoo - eee - kah - koo
Shōho	shaw - haw

New Guinea or Papua?

From 1939-1945, the island commonly known as 'New Guinea' was divided into two: the eastern part was called Territory of New Guinea and the western part was called the Territory of Papua, and they were administered by Australia.

sample page

Answers

Orientation

The Battle of the Coral Sea was fought from 4 - 8 May 1942 in the waters northeast of Australia between the Solomon Islands and New Guinea. The battle involved the United States Navy and Royal Australian Navy against the Imperial Japanese Navy. The Allies had 27 ships including 2 aircraft carriers, the USS Yorktown and the USS Lexington with around 130 aircraft. The American fleet was supported by Australian warships, HMAS Hobart and HMAS Australia. The Japanese had around 53 vessels including 2 aircraft carriers Shōkaku and Zuikaku with 130 aircraft, and one small aircraft carrier Shōho.

What battle? Where?

Circle the names of places and locations in the text and draw a line to connect them to the map

When?

Underline the dates

Who was involved?

Highlight the groups involved

Reasons for the battle

In early 1942, Japan expanded its territory across the Pacific. After capturing Singapore and advancing through Southeast Asia, Japan took control of towns on the north coast of New Guinea. They planned an invasion of Port Moresby in Papua, on the south side of the island near Australia, in order to have a base to launch air attacks on northern Australia. They did not intend to invade Australia but they planned to isolate Australia, control Allied shipping routes and prevent the transport of supplies and troops. As a result, Japan would gain a significant advantage in the Pacific. The United States had broken the Japanese code and intercepted communications so the Allies knew about the plan and aimed to stop the invasion before it reached Port Moresby.

- 1 What areas had Japan already conquered before the battle? They had captured Singapore, Southeast Asia and towns on the north coast of New Guinea
- 2 Why did Japan want to take Port Moresby? The Japanese wanted a base to launch air attacks on northern Australia, to isolate Australia, control Allied shipping routes and prevent the transport of supplies and troops.
- 3 How did the Allies know about Japanese plans? The USA had broken the Japanese code and intercepted communications.

The Battle of the Coral Sea

On the next few pages, you will read a research report on key battles in World War II where Australians participated. A research report has different sections, each with different genres (purposes) as shown below.

Orientation	Describe where and when the battle occurred and who was involved
Reasons for the battle	Factorial Explanation of the causes of the battle
Account of the battle	Historical Account (Recount of events and Explanations)
Significance and impact	Evaluate the outcome of the battle, its significance and legacy
Perspectives on the battle	Describe changing perspectives and viewpoints on the battle over time
References	Provide evidence of where you found the information.



Above: Map showing the area where the Battle of the Coral Sea occurred in 1942.



Read the Orientation and follow the instructions in the right column.

Orientation

The Battle of the Coral Sea was fought from 4 - 8 May 1942 in the waters northeast of Australia between the Solomon Islands and New Guinea. The battle involved the United States Navy and Royal Australian Navy against the Imperial Japanese Navy. The Allies had 27 ships including 2 aircraft carriers, the *USS Yorktown* and the *USS Lexington* with around 130 aircraft. The American fleet was supported by Australian warships, *HMAS Hobart* and *HMAS Australia*. The Japanese had around 53 vessels including 2 aircraft carriers, *Shōkaku* and *Zuikaku* with 130 aircraft, and one small aircraft carrier *Shōho*.

What battle? Where?
Circle the names of places and locations in the text and draw a line to connect them to the map
When?
Underline the dates
Who was involved?
Highlight the groups involved



Left: Aircraft on board the Japanese *Zuikaku* carrier on May 5, 1942.



Right: The *USS Yorktown* aircraft carrier before the Battle of the Coral Sea.



Read the reasons for the battle. Highlight cause and effect language. Answer the questions below.

Reasons for the battle

In early 1942, Japan expanded its territory across the Pacific. After capturing Singapore and advancing through Southeast Asia, Japan took control of towns on the north coast of New Guinea. They planned an invasion of Port Moresby in Papua, on the south side of the island near Australia, in order to have a base to launch air attacks on northern Australia. They did not intend to invade Australia but they planned to isolate Australia, control Allied shipping routes and prevent the transport of supplies and troops. As a result, Japan would gain a significant advantage in the Pacific. The United States had broken the Japanese code and intercepted communications so the Allies knew about the plan and aimed to stop the invasion before it reached Port Moresby.

- 1 What areas had Japan already conquered before the battle? _____
- 2 Why did Japan want to take Port Moresby? _____
- 3 How did the Allies know about Japanese plans? _____

Syllabus links for this module



Syllabus links

First Nations Peoples should be aware that this module contains images and names of deceased persons. Literacy Works acknowledges the Traditional Custodians of the land on which it operates, the Wangal People, and we pay our respects to Elders, past, present and emerging.

The Cold War, Interpreting images about the Cold War Influences of the Cold War on Australia Influences on Australian society and culture

ACV9

Building modern Australia (post-1945)

the effects of significant post-the Second World War world events, ideas and developments on Australian society AC9HH10K07

Waves of migration; Explain reasons for migration How have migrants contributed to Australia?

ACV9

Building modern Australia (post-1945)

the effects of significant post-the Second World War world events, ideas and developments on Australian society AC9HH10K07

- analysing the causes and conditions that led to increased migration to Australia and changing public opinion and government policy, such as the publication of the mass murder of the Holocaust or the plight of refugees in war-ravaged Europe
- describing the main features of a government policy that affected migration to Australia, such as the government's "populate or perish" policy and the "White Australia" policy
- investigating the nature of the waves of migration (for example, from Europe in the 1950s–1960s, from different parts of Asia in the 1970s–2000s, from the Middle East in the 1980s–1990s, from India in the 1990s–2000s or from Africa in the 2000s), the numbers of migrants from those countries since the Second World War and the reasons for those migrations, including push factors such as the effects of war, economic downturns or social upheaval, and pull factors such as Australia's peaceful democracy and economic and educational opportunities

Oodgeroo Noonuccal; Significance and legacy

ACV9

Building modern Australia (post-1945)

the contributions of significant individuals and groups in the campaign for the recognition of the rights of First Nations Australians and the extent to which they brought change to Australian society AC9HH10K10

- investigating the lives of significant First Nations Australians and other Australians who contributed to the rights and freedoms of First Nations Australians

Respectful language

This book uses the term First Nations Australians or First Nations Peoples as modelled in the Australian Curriculum V9 for History. Some sources in this module use other language, such as Aborigines or Aboriginal, which are not considered respectful today.

Influence of the US Civil Rights movement Accounts of the Freedom Rides; Challenges faced by the Freedom Riders; Taking a position; Impacts of the Freedom Rides; Language of concession

ACV9

Building modern Australia (post-1945)

the significant events and methods in the movement for the civil rights of First Nations Australians and the extent to which they contributed to change AC9HH10K11

- investigating the effects of the US civil rights movement of the 1960s and its influence on Australia in changing perspectives, beliefs and opinions; for example, outlining the Freedom Rides in the USA, how they inspired civil rights campaigners in Australia and how they became a turning point in the campaign of First Nations Australians for rights and freedoms
- explaining how significant events contributed to change; for example, ... social changes as a result of the Freedom Rides

Changing views on gender; Analysing and evaluating perspectives; How have views changed?

UN Declaration on the Rights of Indigenous Peoples The influence of UNDRIP in Australia

ACV9

Building modern Australia (post-1945)

the continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women AC9HH10K13

- examining the changes in women's rights in 20th- and 21st-century Australia, ranging from suffrage to election to state and commonwealth parliaments, employment law, reproductive rights, access to public places like hotels, and protections against domestic and family violence
- examining the ideas in and Australia's responsibilities as a signatory to the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) (2007) and discussing how it influences calls for recognising the rights of First Nations Australians and First Peoples in other countries

Right: Dutch migrants on the ship 'Sibajak' arrive at Melbourne's Station Pier in 1954

National Archives of Australia

Literacy Works for Year 9 & 10 © Literacy Works

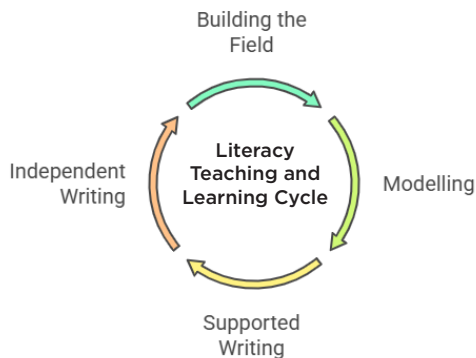
Year 10

Building modern Australia (post-1945)





Teaching suggestions



Teachers could organise the activities about the influence of the United States Civil Rights movement as a Teaching and Learning Cycle. The genre is Factorial Explanation: factors that influenced Australian activism.

Building the field: Teachers can refer to what the class has already learned about the US Civil Rights movement. Teachers can read the information in the yellow box.

Modelling: Teachers can help students to analyse the two images (Sources A and B) and interpret what they show about the use of peaceful protest marches in the US and Australia. **For these tasks, key content information can be found in the captions.**

Then teachers can read the language information about passive voice sentences for interpreting sources. Students will use passive voice verbs to interpret sources (e.g. as illustrated in, as shown by).

The teacher can lead the class in completing the first paragraph on this page.

Supported writing: On the next page, students can work in pairs or groups to analyse the sources about engagement with the media, and they can complete the second paragraph. Students can also analyse the sources about slogans on the next page.

Independent writing: Students can complete the paragraphs about the third and fourth strategies independently on the following page.

Paragraph structure and phases

The paragraph phases (sub-sections) for this activity are designed to explain how strategies from the US Civil Rights movement influenced campaigns for rights and freedoms of First Nations Australians. The phases are:

- Identify the strategy
- Interpret the source from the United States
- Interpret the Australian source as evidence of influence of the US strategy
- Explain what the strategy achieved.

Respectful language

This book uses the term First Nations Australians and First Nations Peoples as modelled in the ACV9 syllabus. Some historical sources in this module use older language from the time, such as Aborigines or Aboriginal, which are not considered respectful today.

Aboriginal and Torres Strait Islander people should be aware that this module contains images and names of deceased persons.



Suggested answers

Identify the strategy

One strategy from the US Civil Rights movement that influenced Australian activists was the use of peaceful protest marches.

Interpret the source from the United States

As shown in Source A, civil rights campaigners in the US organised large marches such as **the March on Washington on August 28, 1963 that involved around 250,000 people calling for jobs and freedom.**

Interpret the Australian source as evidence of influence of the US strategy

This approach inspired Australian activists to adopt similar methods. **As illustrated in Source B**, many marches were held such as the **march from the Aboriginal Tent Embassy Canberra in 1972, with protesters demanding land rights and political recognition.**

Explain what the strategy achieved

These sources **reveal** (note: this is active voice) that peaceful protest marches could unite many people in a shared cause and **raise community awareness of civil rights issues, helping to pressure governments for reform.**

Influence of the US Civil Rights movement

The United States (US) Civil Rights movement of the 1950s and 1960s inspired many strategies used by campaigners for the rights of First Nations Australians. Both movements sought equality and justice through non-violent methods that raised awareness and pressured the government to change. Four key strategies that show this influence were peaceful protest marches, engagement with the media, using memorable phrases or slogans and organising Freedom Rides.

Civil rights leaders can also be called activists, organisers, campaigners and advocates



Analyse the two sources below and discuss how the first strategy used in the United States, peaceful protest marches, influenced Australian activists.



Source A: The March on Washington, August 28, 1963, involved around 250,000 people calling for jobs and freedom. US National Archives.



Source B: March from the Aboriginal Tent Embassy, Canberra, 30 July 1972. Protesters demanded land rights and political recognition. Photo: Ken Middleton. National Library of Australia



Complete the paragraph below that explains how the first strategy influenced Australian activists. Use passive voice meaning verbs as shown below.

Passive voice for interpreting sources

We can use **passive voice** meaning verbs when interpreting sources to change the order of information:
Protest marches **are shown** in Sources A and B. (passive voice)
Sources A and B **show** protest marches. (active voice)
Another common form of passive voice for sources is:
as shown
Protest marches were an effective strategy **as shown** in Source A.

Meaning verbs

active voice verbs	passive voice verbs	
shows	is/are shown by/in	as shown by/in
reveals	is/are revealed by/in	as revealed by/in
illustrates	is illustrated by/in	as illustrated by/in
indicates	is indicated by/in	as indicated by/in
highlights	is highlighted by/in	as highlighted by/in
reflects	is reflected by/in	as reflected by/in
represents	is represented by/in	as represented by/in

Identify the strategy

Interpret the source from the United States

Interpret the Australian source as evidence of the influence of the US strategy

Explain what the strategy achieved

One strategy from the US Civil Rights movement that influenced Australian activists was _____

As _____ in Source ___, civil rights campaigners in the US organised large marches such as _____

This approach inspired Australian activists to adopt similar methods. As _____ Source ___, many marches were held such as the _____

These sources reveal that _____ could unite many people in a shared cause and (what were other impacts of this strategy?) _____