LiteracyWorks

LITERACY WORKS FOR

History Stage 5   Sample pages

YEAR 9 AND 10

The making of the modern world
Australia: Making a nation - from Federation to WWI
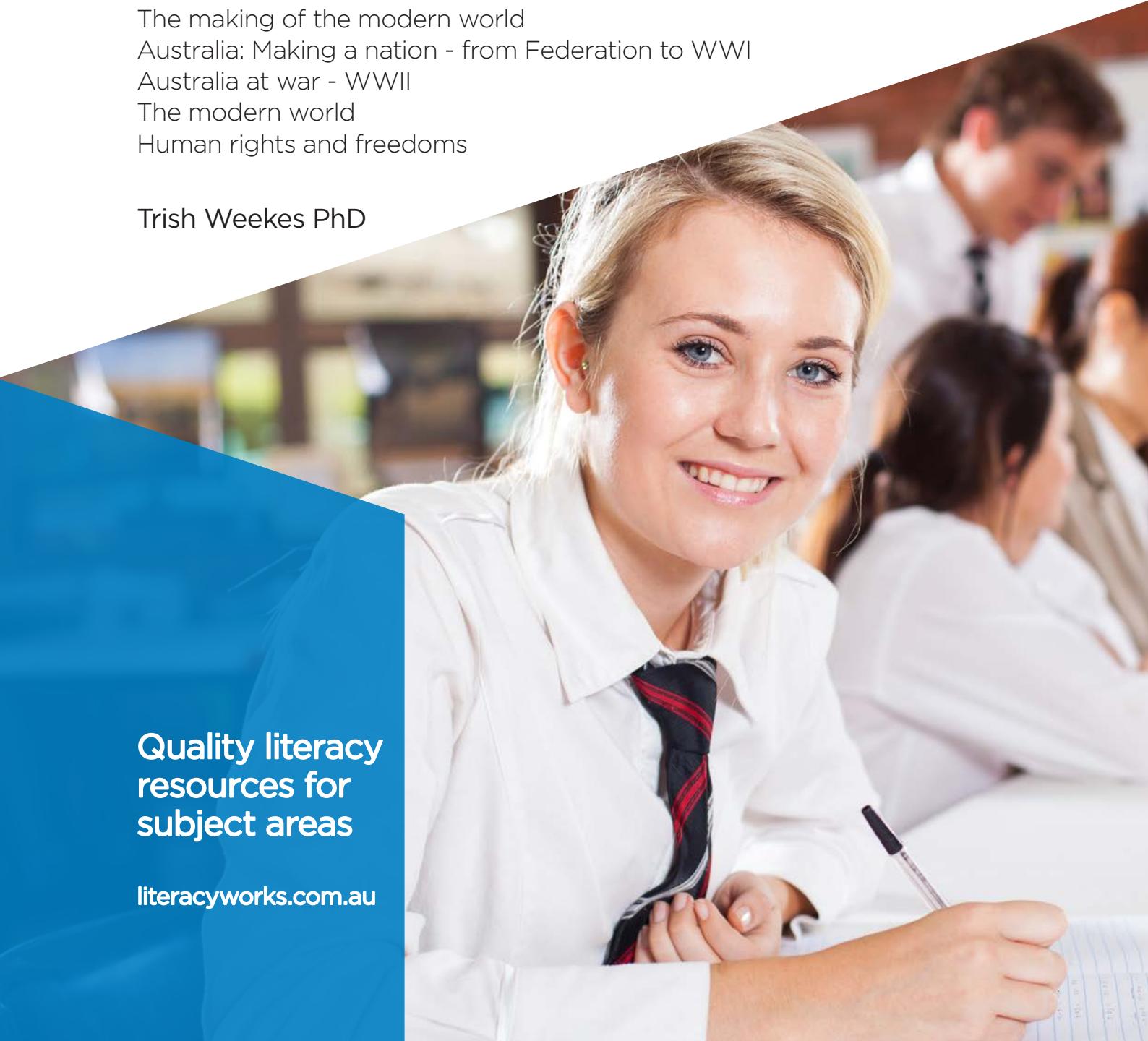Australia at war - WWII
The modern world
Human rights and freedoms

Trish Weekes PhD

Quality literacy resources for 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 Stage 5 Contents

History Stage 5 Contents

History Stage 5 Contents

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History Stage 5 Contents

How to use this book

At the start of the term	At the start of the week	Before the lesson	During the lesson	After the lesson

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.

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:

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

Building the field

Literacy Teaching and Learning Cycle

Modelling

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.

Independent writing

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

Supported writing

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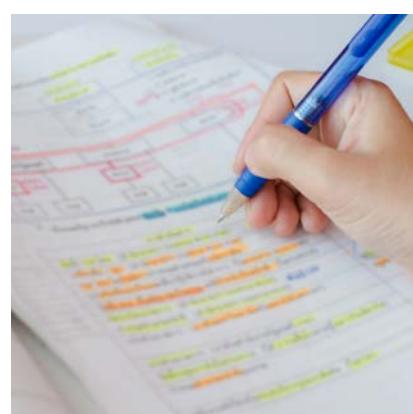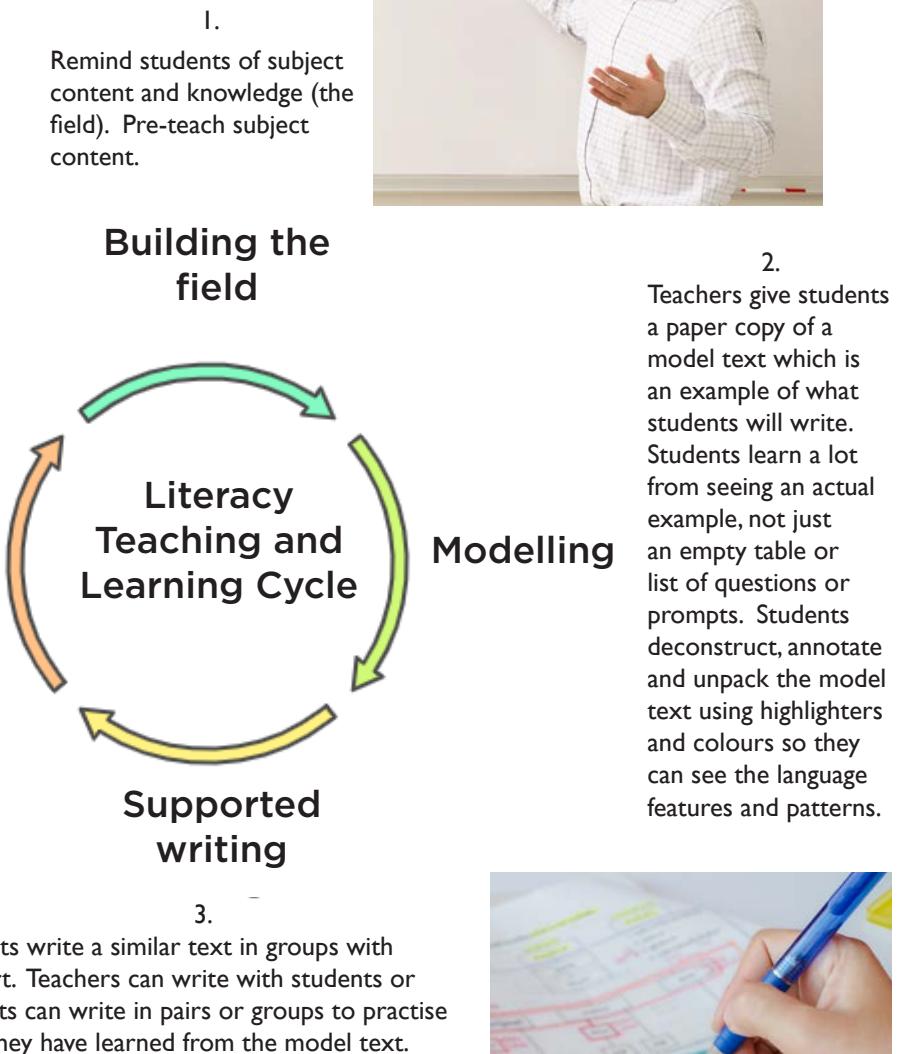
Literacy Teaching and Learning Cycles can be found in each module of this book. See the Contents for more details.

References:
Halliday, M. A. K. & Matthiessen, C. M. I. M (2014). *Introduction to Functional Grammar, 4th ed.*, Routledge.
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.

Syllabus links for this module

Movement of peoples, Immigration, Slavery

> **NSW 2024**
> **Historical context 4 (core): The making of the modern world (1750 - c. 1945)**
> The making of the modern world
> • The impact of imperialism, immigration and slavery on the movement of peoples
>
> Historical concepts
> Continuity and change – growth of industrialisation and movement of people domestically and globally
>
> What were the experiences of immigrants and enslaved peoples during the 19th and early 20th centuries?

Causes of World War I

> **NSW 2024**
> **Historical context 4 (core): The making of the modern world (1750 - c. 1945)**
>
> • The causes of the First World War
> Example(s): Increased militarism, alliance system between European powers, imperialism, nationalism and assassination of Archduke Franz Ferdinand.

History concepts bingo, Nominalisation

> **NSW 2024**
> **Historical context 4 (core): The making of the modern world (1750 - c. 1945)**
> Teaching advice. Key terms: alliances, colonialism, democracy, imperialism, militarism, modernisation, nationalism, revolution, slavery

sample page

Industrial revolution

Child labour

Interpreting sources

Consequences for child workers

Explain impacts of the Industrial Revolution

> **NSW 2024**
> **Historical context 4 (core): The making of the modern world (1750 - c. 1945)**
> The making of the modern world
> • The consequences of the Industrial Revolution on living and working conditions
> Teaching advice - Key ideas
> Impact of the Industrial Revolution on technology, urbanisation, labour conditions and social structures
>
> Historical concepts
> Continuity and change – growth of industrialisation and movement of people domestically and globally
>
> Inquiry questions
> How did the Industrial Revolution transform living and working conditions?

Right:
'A pair of the Earl of Dudley's thick coal pits in the black country'.
Illustration from *Griffiths Guide to the Iron Trade of Great Britain*,
by Samuel Griffiths, London, 1873, p57.

Historical context 4 (core)

The making of the modern world (1750 - c.1945)

A PAIR OF THE EARL OF DUDLEY'S THICK COAL PITS IN THE BLACK COUNTRY

Causes of World War I

✳ 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

Building the
Field

Independent
Writing

Literacy
Teaching and
Learning Cycle

Modelling

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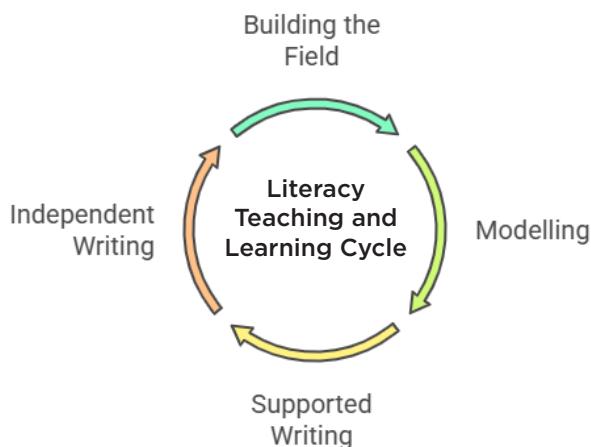
These activities create a Teaching and Learning Cycle for literacy. The genre is Factorial Explanation.

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

British Empire

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.

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

Colonies before Federation,
Motivations for Federation
Interpret sources about egalitarianism
Egalitarian or not?
Discussion: egalitarian values

NSW 2024
Australia: making a nation – from Federation to WWI (1889 – c. 1919)

Factors that contributed to the development of democracy in Australia Example(s): Defence concerns; economic issues – debates on tariffs and free trade; immigration; secularism, the development of nationalist and egalitarian ideas.

Differing perspectives and key developments leading to Federation in Australia
Example(s): Australasian Federation Conference (1890), Australasian Federal Convention (1897–1898)

Inquiry questions
What were the primary motivations behind the push for Federation in Australia?

Historical skills
Perspectives and interpretations
• Identify and analyse the reasons for different perspectives in a particular historical context
• Recognise that historians may interpret events and developments differently

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

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NSW 2024
Australia: making a nation – from Federation to WWI (1889 – c. 1919)
Significant groups, individuals, ideas, beliefs, practices and events in Australia: making a nation – from Federation to WWI
• Role of the Commonwealth Franchise Act 1902 in the advancement of women's rights

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World War I: Why did Australians enlist?
The Gallipoli Campaign and the Battle of Pozieres

NSW 2024
Australia: making a nation – from Federation to WWI (1889 – c. 1919)
The Australian response to WWI, including the Gallipoli Campaign, as a catalyst for the development of a national identity
- Battles in which Australians fought in WWI Example(s): Battle of Fromelles (1916), Battle of Pozieres (1916), Battle of Bullecourt (1917), Battle of Messines (1917), Battle of Passchendaele (1917), Battle of Hamel (1918), Battle of Amiens (1918).

Anzac Day and the Anzac legend

NSW 2024
Australia: making a nation – from Federation to WWI (1889 – c. 1919)
Impact and legacies of Australia: making a nation - from Federation to WWI

Nature, commemoration and perspectives of the Anzac legend
Historical skills
Perspectives and interpretations
• Identify and analyse the reasons for different perspectives in a particular historical context
• Recognise that historians may interpret events and developments differently

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Right: Australian troops from the 1st battalion, Lone Pine, Gallipoli, 8th August 1915. Photograph by Harold Jacobs. Australian War Memorial.

Depth study (core)

Australia: making a nation - from Federation to WWI

Why did Australians enlist?

💡 Teaching suggestions

Teachers could revise reasons why Australian men enlisted to fight in World War I. Reasons included:

- the challenges of living on the land and a need for regular pay
- a spirit of adventure, camaraderie and to see the world
- a desire to do their duty for the British Empire and for the new nation, Australia
- the influence of persuasive speeches, propaganda posters, pamphlets and leaflets like the ones on this page
- peer and community pressure which led to a sense of guilt.

Activities on this page help students interpret sources using the three step process outlined below. Teachers may like to revise the three step process with students before completing the activities.

Teachers could interpret Sources A and B with the class. Then students can interpret sources C and D in pairs or independently.
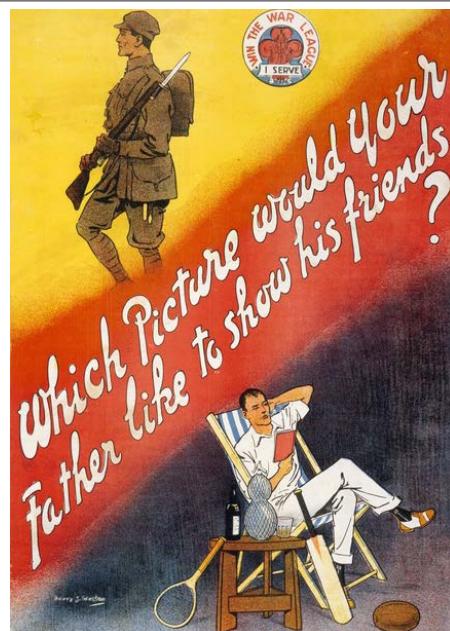
Above: World War I recruitment poster created by Harry Weston. NSW Recruiting Committee.

1 Describe the source

Describe the source, when/where it came from. Include a few wordings from quotes (a few words not a whole sentence).

2 Use a meaning verb

Link the source to its meaning with a meaning verb: **e.g. means, indicates, reveals, highlights, illustrated, reflects**

3 Interpret meaning

State what it means in relation to the historical time or the topic being studied (reasons for enlisting in World War I). Make general statements about the historical period.

✓ Suggested answers

Source A is a speech by Andrew Fisher on July 31, 1914, just before he became Prime Minister. The quote refers to 'the mother country' which is Britain. Fisher urges Australians to 'stand beside our own' and help Britain in the European war. Even if the cost was high, Australians would fight 'to our last man and our last shilling.' This source reveals that Australians had a strong sense of patriotism, emotional attachment and loyalty to Britain as 'the mother country'. Soldiers enlisted as their duty to support the British Empire.

Source B is a recruiting poster featuring a well-known boxer and hero Albert Jacka. The slogans are 'Enlist in the Sportsmen's 1000' and 'play THE game'. Small images of sports are shown behind Jacka in a uniform. This source demonstrates that enlisting was linked to ideas of teamwork, sport and winning. As indicated in this source, some men saw war as a kind of 'game' or team sport. Jacka was as a role model for many Australian men so enlisting could provide access to heroism and sporting achievement.

Source C is another recruiting poster showing a man in the surf with the slogan, 'It is nice in the surf, but what about the men in the trenches. Go and help.' This source is giving men a command to help in the war instead of enjoying themselves. This source indicates that guilt was a motivation for enlisting. This poster tries to make young men feel selfish and guilty about swimming at the beach while others were fighting in the war. As revealed in Source C, guilt was another reason for enlisting.

Source D is a recruiting poster from 1914 with a grey map of Australia and a red heading, 'Australians! Your country needs you.' This source indicates that loyalty and duty to Australia was another reason for enlisting. Australia had recently become a united federal nation so the poster appealed to patriotism for their country that 'needs' them.

Why did Australians enlist?

Interpret the four sources below to find reasons why Australians enlisted in the first World War. Describe the source, use a meaning verb and then interpret the meaning.

Source A (right): Speech by Andrew Fisher, July 31, 1914, just before he became Prime Minister of Australia.

'Turn your eyes to the European situation, and give your kindest feelings towards the mother country at this time. ... Australians will stand beside our own to help and defend her to our last man and our last shilling.'

JOIN TOGETHER · TRAIN TOGETHER · EMBARK TOGETHER · FIGHT TOGETHER

'SPORTS' THE MEDAL OF MEDALS

ENLIST IN THE **SPORTSMEN'S 1000**

PLAY UP PLAY UP & PLAY THE GAME

IT IS NICE IN THE SURF

BUT **What about THE MEN IN THE TRENCHES**

GO AND HELP

WIN THE WAR LEAGUE · I SERVE

AUSTRALIANS! YOUR COUNTRY NEEDS YOU.

sample page
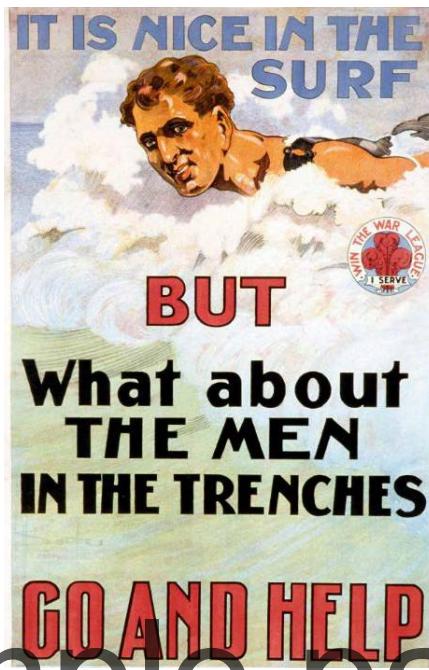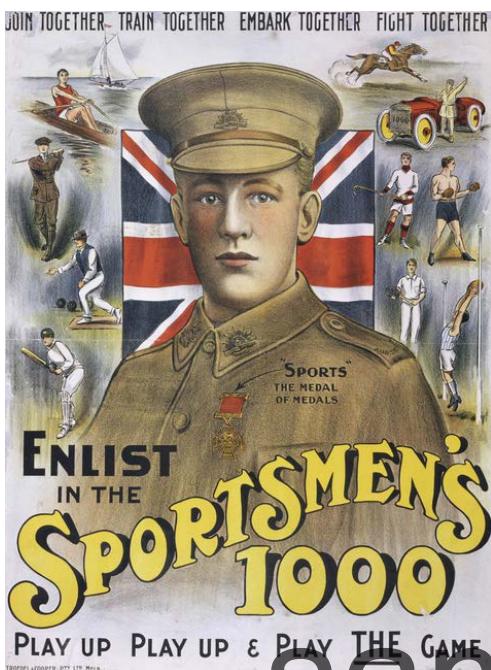
Source B: Recruiting poster featuring Albert Jacka, a well-known boxer and recipient of the Victoria Cross medal for bravery.
Sportsmen's Recruiting Committee 1917.

Source C: Recruiting poster by David Henry Souter, 1915.

Source D: Recruiting poster 1914.

Source A is a speech by Andrew Fisher _____ The

quote refers to 'the mother country' which is _____. Fisher urges Australians to _____

_____

This source reveals _____

_____

_____

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Syllabus links for this module

Long term causes of World War II

> **NSW 2024**
> **Australia at war: WWII (1939 - c. 1945)**
>
> Background and origins of Australia at war – WWII
> • Short-term and long-term causes of WWII

The Battle of the Coral Sea and the Kokoda Campaign

> **NSW 2024**
> **Australia at war: WWII (1939 - c. 1945)**
>
> Significant groups, individuals, ideas, beliefs, practices or events in Australia at war – WWII
> • Places where Australians fought, for example North Africa (1940–1941), Crete (1941), Singapore (1941–1942), New Guinea (1942)
> • The Battle for Australia and the War in the Pacific Example(s): Bombing of Darwin, attacks on Northern Australia, naval battles including the Battle of the Coral Sea, the Kokoda track campaign, submarine attacks on Sydney and Newcastle.

Wartime measures on the home front

> **NSW 2024**
> **Australia at war: WWII (1939 - c. 1945)**
>
> Significant groups, individuals, ideas, beliefs, practices or events in Australia at war – WWII
>
> • The effect of war on the home front including **government controls,** the changing role of women and the contributions of Aboriginal and Torres Strait Islander Peoples to the war effort

Perspectives on the Battle for Australia

> **NSW 2024**
> **Australia at war: WWII (1939 - c. 1945)**
>
> Significant groups, individuals, ideas, beliefs, practices or events in Australia at war – WWII
>
> • The Battle for Australia and the War in the Pacific Example(s): Bombing of Darwin, attacks on Northern Australia, naval battles including the Battle of the Coral Sea, the Kokoda track campaign, submarine attacks on Sydney and Newcastle.
>
> Historical concepts
> Contestability – debate over the Battle for Australia 1942 and its commemoration since 2008.
>
> Historical skills
> Perspectives and interpretations
> • Identify and analyse the reasons for different perspectives in a particular historical context
> • Recognise that historians may interpret events and developments differently

sample page

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.

Depth study (core)

Australia at war - WWII (1939 - c.1945)

The Battle of the Coral Sea

💡 Teaching suggestions

Building the Field

Independent Writing

Literacy Teaching and Learning Cycle

Modelling

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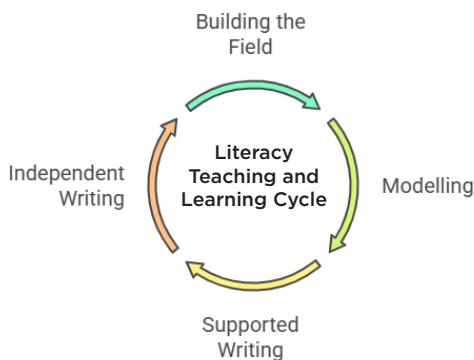
The activities on the next pages work together as a Teaching and Learning Cycle for Literacy. The text is a Research Report which is a mix of genres where each stage has a different purpose (describing, explaining, evaluating).

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

The founding of the United Nations
Arguing and debating the Charter
Evaluating significance and Legacy

NSW 2024

Depth study (core) - The Modern World

- The formation and structure of the United Nations

- The origin and significance of the United Nations Charter and the Universal Declaration of Human Rights, including Australia's involvement

Example(s): Herbert Vere Evatt and Jessie Street.

Key ideas

- Significance of the formation of the United Nations and its foundational documents in promoting human rights

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

NSW 2024

Depth study (core) - The Modern World

- The emergence of the Cold War, including the influence on popular culture

Key ideas

- Influence of the Cold War on societal attitudes and popular culture

Historical concepts

- Perspectives – portrayals of the Cold War in literature, film and music

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

NSW 2024

Depth study (core) - The Modern World

- The contribution of migrants to Australia post-World War II

Key ideas

- Post-WWII diaspora and contribution of migrants to Australia

Inquiry questions

- In what ways have migrants contributed to and shaped Australian society and culture since WWII?

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

Depth study (core)

The modern world

The founding of the United Nations

💡 Teaching suggestions

This page teaches students about verbs for arguing and debating.

Verbs for arguing and debating are useful in senior History when students analyse controversies and consider differing historical perspectives over time.

On the third page, students will evaluate the significance of Australia's contribution to the founding of the United Nations.

The San Francisco Conference (26 April - 26 June 1945)

The San Francisco Conference was the largest international meeting ever to take place, attended by:

- 50 countries
- 850 delegates (20 delegates from Australia including one female, Jessie Street)
- 3500 staff
- 2500 press.

The Charter of the United Nations was adopted on 26th June 1945 and signed by delegates, but it took longer for each nation to officially approve (ratify) the Charter. The Charter was ratified and the United Nations came into existence on the 24th October 1945.

✳ Knowledge about literacy

Historians use a range of verbs to describe different positions and perspectives. On this page, students are asked to differentiate between verbs 'for' an idea (e.g. put forward, favoured, advocated) and verbs 'against' an idea (e.g. opposed, rejected, refuted).

At the bottom of the page, students are asked to consider how strong these ideas are. Some words show a position strongly for or against an idea, while others are moderate or even neutral. Becoming aware of this graduated scale gives students the power to understand shades of meaning and to take sophisticated and nuanced positions.

Above: H.V. Evatt signed the Charter for Australia. UN Photos.

☑ Suggested answers

Arguing against a position			Arguing for a position		
opposed	criticised	dismissed	put forward	championed	made the case for
vetoed	disputed	denounced	advocated	demanded	proposed
argued against	challenged	refuted	pushed for	**favoured**	campaigned for
resisted	countered	condemned	wanted	pressed for	**endorsed**
rejected	contested	attacked	argued for	called for	**supported**
objected to		disagreed with	promoted	urged	

Circle the verbs above that mean agreeing with someone else's ideas (**in bold**).

strongly against	moderately against	neutral	moderately in favour	strongly in favour
rejected	opposed	said	favoured	championed
dismissed	objected to	stated	endorsed	demanded
denounced	resisted	suggested	called for	urged
refuted	disagreed with	presented	supported	pushed for
condemned	criticised		put forward	advocated
attacked	challenged		proposed	argued for
vetoed	contested		promoted	campaigned for
	countered		wanted	pressed for
	disputed			made the case for

The founding of the United Nations

As World War II was coming to an end, world leaders wanted to create a new international organisation to prevent future wars and protect peace. Representatives from 50 nations met at the San Francisco Conference from April to June 1945 to draft the Charter of the United Nations (UN). The Charter became the founding document of the UN. The Australian delegation was led by Dr H.V. Evatt, Minister for External Affairs and Attorney-General. The delegation also included Jessie Street, a women's rights activist.

The verbs below show different points of view and what people say, think, believe or want in an argument or debate. Arrange the verbs below the images to show if they present a position <u>for</u> or <u>against</u> idea.

For example: *The Australians **put forward** the idea that all nations should have equal voting rights in the UN. ('put forward' is <u>for</u>)*
*The United States, United Kingdom, France, the Soviet Union and China **opposed** the idea. (opposed is <u>against</u>)*

put forward	advocated	opposed	argued for	promoted	vetoed	argued against
championed	challenged	disputed	pushed for	resisted	contested	demanded
favoured	dismissed	endorsed	denounced	pressed for	disagreed with	called for
refuted	campaigned for	supported	condemned	urged		attacked	wanted
countered	made the case for	rejected	proposed	objected to	criticised	

Above: H.V. Evatt (left) negotiating changes to the UN Charter with the British delegation leader Anthony Eden. UN Photos.

Above: Jessie Street making a speech about women's rights on ABC Radio National, 17 April 1944.

Arguing against a position	Arguing for a position
opposed _____ _____	put forward _____ _____
_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____

Circle the verbs above that mean agreeing with someone else's ideas.

Some verbs are stronger than others. Add four verbs under each point on the scale below to show if the position is strong or moderate.

strongly against	moderately against	neutral	moderately in favour	strongly in favour
rejected	opposed	said	supported	championed
_____	_____	stated	_____	_____
_____	_____	suggested	_____	_____
_____	_____	presented	_____	_____

Syllabus links for this module

➤ Syllabus links

Influence of the US Civil Rights movement
Engaging with the media
Slogans and Freedom Rides

> **NSW 2024**
>
> **Depth study (core) - Human rights and freedoms**
> **(c. 1938 - c. 2017)**
>
> Background and origins of human rights and freedoms
>
> • The US Civil Rights movement and its influence in Australia
>
> Example: Freedom Rides in USA as inspiration for Aboriginal Peoples

Accounts of the Freedom Rides
Challenges faced by the Freedom Riders
Taking a position
Impacts of the Freedom Rides
Language of concession

> **NSW 2024**
>
> **Depth study (core) - Human rights and freedoms**
> **(c. 1938 - c. 2017)**
>
> Significant groups, individuals, ideas, beliefs, practices and events in human rights and freedoms
>
> • The role and experiences of Student Action for Aborigines (SAFA) and the significance of the 1965 Freedom Ride
>
> Examples: Perspectives of Aboriginal Peoples and their continued experiences of racism, discrimination and inequality in rural and remote communities in NSW as a catalyst for student action.
>
> Historical skills: using sources such as photographs, posters and media to discuss the struggles faced by the 1965 Freedom Riders

Oodgeroo Noonuccal
Significance and legacy

> **NSW 2024**
>
> **Depth study (core) - Human rights and freedoms**
> **(c. 1938 - c. 2017)**
>
> Significant groups, individuals, ideas, beliefs, practices and events in human rights and freedoms
>
> Examples: leaders including Charles Perkins, Oodgeroo Noonuccal.

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

> **NSW 2024**
>
> **Depth study (core) - Human rights and freedoms**
> **(c. 1938 - c. 2017)**
>
> Significant groups, individuals, ideas, beliefs, practices and events in human rights and freedoms
>
> • The struggle for rights and freedoms for ONE other group in Australia or globally

Respectful language NSW

This book uses the terms Aboriginal and Torres Strait Islander Peoples or Aboriginal Peoples as modelled in the NSW syllabus. Some historical sources used in this module use older language from the time such as Aborigines or Aboriginal, which are not considered respectful today. Inclusion of these terms in sources does not endorse the use of that language today.

Valuing Indigenous voices

In order to create the literacy resources for this topic, Literacy Works has aimed to follow AIATSIS guidelines for educational resources that respect the voices of Indigenous people to recount their own experiences and histories.

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) (2022), *AIATSIS Guide to evaluating and selecting education resources*, www.aiatsis.gov.au/education/ guide-evaluating-and-selecting-education-resources

UN Declaration on the Rights of Indigenous Peoples
The influence of UNDRIP in Australia
UNDRIP principles
Take a position on the influence of UNDRIP
Make your overall evaluation

> **NSW 2024**
>
> **Depth study (core) - Human rights and freedoms**
> **(c. 1938 - c. 2017)**
>
> Impact and legacies of human rights and freedoms
>
> • The purpose and influence of human rights conventions
>
> Example: Convention on the Rights of Indigenous Peoples

sample page

Right:
March from the Aboriginal Tent Embassy, Canberra, 30 July 1972.
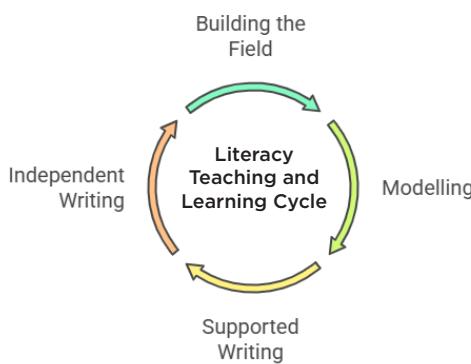Photo: Ken Middleton. National Library of Australia

Depth study (core)

Human rights and freedoms (c.1938 - c.2017)

Influence of the US Civil Rights movement

💡 Teaching suggestions

Building the
Field

Independent
Writing

**Literacy
Teaching and
Learning Cycle**

Modelling

Supported
Writing

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 Aboriginal and Torres Strait Islander Peoples. 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 NSW

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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 human rights campaigners for Aboriginal and Torres Strait Islander Peoples. 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	One strategy from the US Civil Rights movement that influenced Australian activists was _____
Interpret the source from the United States	As _____ in Source ___, civil rights campaigners in the US organised large marches such as _____ _____
Interpret the Australian source as evidence of the influence of the US strategy	This approach inspired Australian activists to adopt similar methods. As _____ Source ___, many marches were held such as the _____ _____ _____
Explain what the strategy achieved	These sources reveal that _____ could unite many people in a shared cause and *(what were other impacts of this strategy?)* _____ _____