



VCE Modern History History Induction Booklet  
2022  
Units 1 and 2

"A generation which ignores  
history has no past and no  
future."

Robert Heinlein



## Email addresses/Staffroom locations of Staff teaching VCE Twentieth Century History

NAME OF TEACHER	EMAIL ADDRESS	LOCATION
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Welcome to VCE Twentieth Century History, Units 1-2

If you are well-organised, motivated and have a good work ethic, you will have an enjoyable and successful year in History.

In order to get the most out of this course and of your VCE as a whole, there are a number of things that I strongly suggest that you do over the summer holidays and continue throughout 2021.

1. Complete the holiday homework tasks by the due date (found on Google Classroom and in this booklet).
2. Familiarise yourself with the detailed course outline provided in this package.
3. Develop a good working relationship with your class teacher and maintain regular communication with them throughout the year
4. Sign up to the Google classroom
5. Ensure that you become familiar with the resources (websites, notes, other textbooks)
6. Visit the VCAA website regularly to familiarise yourself with past examination papers and to read the examiners' reports: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) (in preparation for Units 3 and 4)
7. Ensure that you have a balanced life that consists of schoolwork, exercise, sport, leisure, rest and a healthy diet.

### REQUIRED CLASS AND HOMEWORK

- SACs - These are formal, timed assessment tasks to be completed on a set date. The approximate week these SACs will take place in in this booklet.
- Satisfactory completion of Outcomes (including practice questions, extended responses, workshop and class tasks set by your teacher)
- Holiday Homework
- Students must attend a minimum of 90% of classes  
Students must obtain at least 40% on all outcomes. Where a **Unit 1 & 2 student** does not pass a SAC, they may be given the opportunity to redeem the task in order to reach a satisfactory standard, however where this occurs the student will retain their original mark. Keeping up to date with your coursework may also allow you to demonstrate the necessary skills and knowledge to achieve your S.

Note: If you fall behind you will be expected to catch up on a Wednesday afternoon or in an after school extra study session. Your parents will also be notified with a letter informing them and you of a potential N result. It is also worth noting, that due to the demands of the performance assessment work in this subject, extra rehearsals after school, during holiday periods and weekends may also be required.

If you have any queries about the course, or are ever unsure of what is required of you, please contact me at school, on Teams or by email.

I am really looking forward to working with you all and I wish you all the best for your studies next year.

Sarah Gerrard  
VCE History Teacher

**Units 1 and 2: Twentieth Century History**

## **Unit 1: Twentieth Century History 1918–1939**

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

### **Area of Study 1**

#### **Ideology and conflict**

- *What impact did the treaties which concluded World War One have on nations and people?*
- *What were the dominant ideologies of the period?*
- *What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?*

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support. Communism emerged in Russia after the 1917 Bolshevik Revolution. Fascism first emerged in Italy where the Italian Fascist Party gained power in 1922 and before the end of the decade fascist parties existed in several European countries. In 1933, Adolf Hitler's National Socialist (Nazi) Party gained power in Germany. In Japan, the government was increasingly influenced by the military and by anti-Western attitudes, shaping much of its political and social action. In the wake of World War One, the USA pursued an isolationist policy and while the 'Roaring Twenties' was a decade of economic growth, the thirties saw considerable suffering as a result of the Depression.

Economic instability, territorial aggression and totalitarianism combined to draw the world into a second major conflict in 1939.

### **Outcome 1**

On completion of this unit the student should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### **Key knowledge**

- the principal features of the post-World War One peace treaties, such as the re-drawing of borders, reparations, loss of territory and population by the defeated countries, and economic and political sanctions
- ideologies, movements and events of the interwar period such as socialism and communism in the USSR, fascism in Italy, fascism and militarism in Japan, Nazism in Germany, isolationism in the USA and liberal democracy in Britain and the USA
- the establishment, goals, achievements and limitations of the League of Nations, Woodrow Wilson's 14 Points and the responses of Britain, France, the USA, Japan and Italy to these measures
- the significant influences and events which led the world into a second war in 1939, such as the peace treaties, actions of the League of Nations, the rise of fascist and militarist regimes, the Great Depression, and territorial aggression
- key concepts: imperialism, fascism, Nazism, socialism, communism, democracy, capitalism, nationalism and national self-determination, and militarism.

### **Key skills**

- use questions to shape historical inquiry into the events of the interwar years
- explain the historical significance of the treaties which ended World War One
- explain continuity and change in the period between the world wars
- explain the causes of World War Two
- compare attitudes, beliefs and values of ideologies of the period
- analyse perspectives of people from the period on political and economic change as reflected in primary sources
- compare historical interpretations of the causes of World War Two
- construct arguments about the causes of World War Two using primary sources and historical interpretations as evidence.

### **Area of Study 2**

#### **Social and cultural change**

- *What continuity and what change is evident between the 1920s and 1930s in social and cultural life?*
- *How did ideologies affect the daily lives of people?*
- *How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?*

In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/ or USA.

The period between the wars was characterised by significant social and cultural change. While the 1920s was largely marked by optimism and material prosperity in the West, by contrast the 1930s was a period of severe economic hardship for many dominated by the impact of the Great Depression. The emergence of new governments in Italy, Germany and Japan at the end of World War One led to the emergence of societies driven

by new ideologies and in some countries the consequent oppression and persecution of certain groups, the most extreme case being the Holocaust of Nazi Germany. In the USSR, the establishment of a communist regime in 1917 was initially greeted with support by a large proportion of the people, but under Stalin millions of people were forced to work in state-owned factories and farms and dissenters were sent to labour camps.

In the USA controls such as prohibition and race segregation affected the lives of many people during the decades between the wars. While the 1920s was characterised by material progress, increased personal freedoms and unprecedented economic growth, the Great Depression brought hardship.

The creative arts both reflected and challenged social life and change in this period where mass entertainment and information by means of radio and film became widespread.

## **Outcome 2**

On completion of this unit the student should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2, focusing on one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

### **Key knowledge**

- the influence of political, economic and technological change on the ways in which society was organised and people lived their lives including: working conditions and workers' rights and the positions and roles of men, women and children; and law and order, social control and personal freedoms
- the role of race, class, ethnicity, political affiliation and gender in social experience
- the extent to which certain groups were included or excluded from participation in the society and the

manifestations of that inclusion or exclusion

- the ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change
- attempts by governments, groups and individuals to control cultural expression and use it to challenge or shape political and social agendas

- the influence of and responses to an individual artist, film maker, photographer, writer or group (such as the Bauhaus movement, Art Deco, Futurism, Modernism, African American music).

### **Key skills**

- use questions to inform historical inquiry into the impact of political, economic and technological change on the ways that people lived their lives
- explain the historical significance of particular social and cultural movements
- explain continuity and change in social and cultural life during the 1920s and 1930s
- explain the social and political consequences of key social and cultural movements
- explain beliefs and values reflected in individual cultural movements
- analyse perspectives of people from the period on social and cultural change
- compare historical interpretations about cultural movements and cultural expression
- construct arguments about the nature of particular social and cultural movements using primary sources and historical interpretations as evidence.

### **Assessment**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks over Units 1 and 2 should include the following:

- an analysis of historical interpretations – (Unit 1 Ideology and Conflict within Germany)
- an essay. (Unit 1 – The rise of Nazism)
- an analysis of primary sources (Unit 2- The Cold War)
- a historical inquiry (Unit 2 – The Civil Rights Movement and the Feminist Movement)

Unit 1 Area of Study 1	
Topic	Week (Approx.)
Long term causes of World War 1	Transition Week
Short term Causes of World War 1	
World War 1 timeline	
Consequences of World War 1	
The Paris Peace Conference <ul style="list-style-type: none"> <li>• The Big Four</li> <li>• Wilson's 14 Points</li> <li>• The Treaty of Versailles –</li> <li>• features, reactions and the redrawing of borders</li> </ul>	T1 - Week 1-2 (
The League of Nations	
Ideologies of the Twentieth Century (see glossary)	
The Russian Revolution	T1 - Week 3
The Weimar Republic (weaknesses)	
The Rise of Nazism and the Nazi Party	T1 - Week 4
Key Players <ul style="list-style-type: none"> <li>• Paul von Hindenburg</li> <li>• Ernst Rohm</li> <li>• Adolf Hitler</li> <li>• Freikorps</li> <li>• Joseph Goebbels</li> <li>• Herman Goering</li> <li>• Rudolf Hess</li> <li>• Heinrich Himmler</li> <li>• Alfred Rosenberg</li> <li>• Gregor Strasser</li> <li>• Otto Strasser</li> </ul>	
French Occupation of the Ruhr	T1 - Week 5 (
Hyperinflation	
The 25 Point Program	T1 - Week 6 (
The Beer Hall Putsch <ul style="list-style-type: none"> <li>• Causes</li> <li>• consequences</li> </ul>	
The Weimar Republic 1924-1929 <ul style="list-style-type: none"> <li>• Gustav Stresemann</li> <li>• The Great Depression – causes and consequences</li> </ul>	T1 - Week 7 (
Hitler becomes Chancellor	T1 - Week 8 (
<b>SAC Week –</b> <b>There are 2 parts to this SAC</b> <b>Part 1 – historical inquiry + 10-mark question</b> <b>Part 2 – Interpretation of historians' perspectives</b>	<b>T1 - Week 9</b>

**Unit 1 – Area of Study 2**

<b>Topic</b>	<b>Week</b>
The Reichstag Fire	T1 - Week
The Enabling Act	
Gleichschaltung	T2 – Week 1
The Night of the Long Knives	
Hitler becomes Fuhrer	T2 – Week 2
Hitler’s Henchmen <ul style="list-style-type: none"> <li>• Joseph Goebbels</li> <li>• Heinrich Himmler</li> <li>• Herman Goering</li> <li>• Rudolf Hess</li> <li>• Albert Speer</li> <li>• Karl Donitz</li> </ul>	
Cultural Shift – From the golden years of the Weimar Republic to Nazi Germany	T2 – Week 3
Education in Nazi Germany	T2- Week 4
The Hitler Youth	
The Nuremberg Laws	T2 Week 5
The Nazi Games	
Kristallnacht (the Night of Broken Glass)	T2 – Week 6
The Nazi Euthanasia Campaign	
SAC #2 – Historical Essay	T2 - Week 7
You will have a choice of 2 topics	
Exam Prep	Week 8?



<b>Unit 2 – Area of Study 1</b>	
Topic	Week
Yalta Conference	T2 – Week 9
Potsdam Conference	
The bombing of Hiroshima and Nagasaki	
Atomic Diplomacy	T2 – Week 10
Churchill’s Sinews of Peace Speech	
The Long Telegram	
The Truman Doctrine and the Marshall Plan	T3 – Week 1
The Berlin Blockade	
The United Nations	
McCarthyism	T3 – Week 2
The Korean War	T3 – Week 3
A Divided Germany	
Dissent among the Soviet Satellite States	
The Arms Race	T3- Week 4
The Space Race	
The Cuban Missile Crisis	T3 – Week 5
The Vietnam War	T3 – Week 6 - 7
The End of The Cold War	T3 – Week 8
<b>SAC #3</b>	<b>T3 – Week 9</b>
This will be an analysis of primary sources	

<b>Unit 2 – Area of Study 2</b>	
Topic	Week
The War on Drugs	Weeks 1-5
<b>SAC</b>	<b>Week 6</b>
This will be an historical inquiry You will be given 3 research lessons and 1 lesson to write your essay  Your essay topic will be created with consultation with your teacher	
Exam Prep + Exams	Week 7-8

## Materials Required – Texts, Stationery, and other Resources

- Exercise Book + display book for handouts **or** binder with loose leaf (A4) paper and plastic pockets
- Device
- Pens/pencils/highlighters

## Holiday Tasks to be completed in preparation for the beginning of the 2022 school year

- Completed Glossary terms – Handout will be given out during transition. There is also a copy in this booklet and on Google Classroom

Glossary terms	Definition
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Anti-Semitism	
Aryan	
Capitalism	
Chancellor	
Colonialism	
Communism	
Dictatorship	
Fascism	
Hyperinflation	
Ideology	
Imperialism	
Liberal Democracy	
Militarism	
Nationalism	
National self-determination	
Nazism Propaganda	

NSDAP	
Propaganda	
Putsch	
Reparations	
Revolution	
Swastika	
Third Reich	
Totalitarianism	
Treaty	
Triple Alliance	
Triple Entente	

# Did Germany cause the war?

## SOURCE 21

*The Allied governments affirm, and Germany accepts, the responsibility of Germany and her allies for causing all the loss and damage to which the Allied governments and their peoples have been subjected as a result of the war.*

The war guilt clause from the Treaty of Versailles, 1919.

After the war, the victorious Allies forced the defeated Germany to sign the 'war guilt' clause (Source 21). Germany had to accept that it was responsible both for starting the war and for all the damage caused by it. However, as the state 'on trial', Germany refused to accept the sole blame. Historians have argued about this issue ever since. Some have continued to blame Germany. Others have reached different verdicts.

### FOCUS TASK

#### Was Germany to blame for the war?

What do you think? Was Germany to blame?

Your task is to look over the evidence and hold your own retrial, looking back from today. You will study evidence and hear from witnesses. You must then reach one of four verdicts:

**Verdict 1:** Germany was rightly blamed for starting the war.

**Verdict 2:** Germany was mainly responsible for starting the war, but the other powers should accept some of the blame.

**Verdict 3:** All of the major powers helped to start the war. They should share the blame.

**Verdict 4:** No one was to blame. The powers were swept along towards an inevitable war. It could not be stopped.

This is how to run the trial. You can work on your own, or in groups.

1 Draw up a table like the one below:

Witness	Which verdict does the witness support?	What evidence does the witness give to support the viewpoint?	Can I trust the witness?

2 Read all the witnesses' statements on page 13. Complete columns 1 and 2.

3 In column 3, note what evidence the witness gives to support his/her viewpoint.

4 In column 4, note what might make the witness reliable or unreliable.

Think about:

- the date and origin of each source
- whether the witness was involved in the events of the time
- the value and reliability of each witness.

5 Look through the other information in this chapter to see if there are other witnesses you should consider.

6 Choose your verdict from verdicts 1–4.

7 Once you have chosen a verdict, you should sum up the evidence for it in a short explanation. Remember to explain why you have chosen your verdict, but also explain why you have rejected the others.

8 Use your table and explanation for a class debate.

## The witnesses

## WITNESS 1 ✓

*German militarism, which is the crime of the last fifty years, had been working for this for twenty-five years. It is the logical result of their doctrine. It had to come.*

Walter Hines Page, US Ambassador in London, 1914. The USA was an ally of Britain and France during the war, and fought in it against Germany from 1917 to 1918.

## WITNESS 2 ✓

*Bethmann stood in the centre of the room . . . There was a look of anguish in his eyes . . . For an instant neither of us spoke. At last I said to him: 'Well, tell me, at least, how it all happened.' He raised his arms to heaven and answered, 'Oh – if only I knew!'*

Prince von Bülow, speaking in 1918, remembers calling on the German Chancellor Bethmann-Hollweg in August 1914.

## WITNESS 3 ✓

*None of the rulers of the Great Powers really knew what they were fighting about in August 1914 . . . the crisis gathered pace and the calculations of statesmen were overruled by the rapid succession of events, the tide of emotion in the various capitals, and the demands of military planning.*

The Origins of the First World War by British historian LCF Turner, 1983.

## WITNESS 4 ✓

*The Schlieffen Plan must rank as one of the supreme idiocies of modern times . . . It restricted the actions of the German government disastrously. In July 1914 they had just two choices; either to abandon the only plan they had to win the next war, or to go to war immediately.*

Historian DE Marshall in *The Great War: Myth and Reality*, 1988.

## WITNESS 5 ✓

*The World War was directly started by certain officials of the Russian General Staff. But their conduct was caused by the criminal activity of an Austrian Foreign Minister, and this in turn was aided by criminal negligence at Berlin . . .*

*But they would have been quite unable to start any war, had they not been equally with millions of common people . . . willing agents of forces moving the world towards war . . .*

From the Encyclopaedia Britannica, 1926.

## WITNESS 6

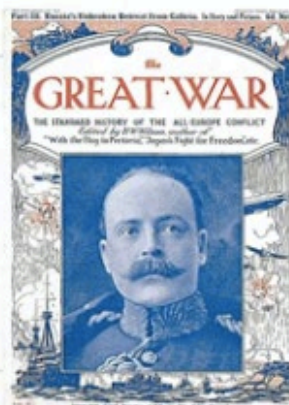
*We are being forced to admit that we alone are to blame for the war: such an admission on my lips would be a lie. We are not seeking to absolve [pardon] Germany from all responsibility for this World War, and for the way in which it was fought. However, we do strongly deny that Germany, whose people felt they were fighting a war of defence, should be forced to accept sole responsibility.*

Count Brockdorff-Rantzau, head of the German delegates at Versailles, 1919.

## WITNESS 7 ✓

*The greatest war of modern times, and perhaps in the whole history of the human race, was begun by Germany using the crime of a schoolboy as an excuse . . . Austria had regarded the growing power of Serbia with concern for many years . . . The situation in Europe seemed to encourage the German peoples in this adventure. England, it was thought, could do nothing . . . with the threats of civil war in Ireland. Russia was in the midst of the reorganisation of her army . . . As for France, Germany believed herself quite competent to deal with her, and sought an opportunity of doing so.*

From *The Great War – The Standard History of the All-Europe Conflict*, 1914 (Vol IV). This was a patriotic weekly journal written and published in Britain, describing the war 'as it happened'.



## WITNESS 8 ✓

**German:** *I wonder what history will make of all of this?*

**Clemenceau:** *History will not say that Belgium invaded Germany!*

From a conversation between French Prime Minister Clemenceau and a German representative at the peace conference after the war. Clemenceau was a hard-line anti-German.

## WITNESS 9 ✓

*. . . the Kaiser authorised me to inform our gracious majesty that we might, in this case as in all others, rely upon Germany's full support . . . it was the Kaiser's opinion that this action must not be delayed . . . Russia was in no way prepared for war and would think twice before it appealed to arms . . . If we had really recognised the necessity of warlike action against Serbia, the Kaiser would regret if we did not make use of the present moment which is all in our favour.*

Count Szogyeny, the Austrian ambassador in Berlin, reporting a famous conversation with the Kaiser, July 1914. Historians are divided as to whether the Kaiser was making a planned policy statement or was simply giving reassurance on the spur of the moment.