



Government of **Western Australia**  
School Curriculum and Standards Authority

# Humanities and Social Sciences: History

Teaching, learning and assessment exemplar

**Year 10**

**Investigating World War II**



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

## **Copyright**

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use

**Contents**

**The Western Australian Curriculum ..... 1**  
    The Humanities and Social Sciences curriculum ..... 1

**This exemplar..... 2**  
    Catering for diversity ..... 2  
    Using this exemplar ..... 3  
    Links to electronic resources ..... 3

**Resources legend ..... 4**

**Best practice ..... 5**  
    Teaching and learning ..... 5  
    Assessing ..... 5  
    Reflecting..... 5

**Investigating World War II ..... 6**

**Important information for teaching this unit..... 7**

**Year level description ..... 8**

**Achievement standard ..... 9**

**Lessons 1–16 ..... 11**

**Appendix A ..... 41**

**Appendix B ..... 45**





## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year-level syllabus documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.




## **This exemplar**

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

## **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:






- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, a sample assessment task and marking key
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

## Resources legend

The following symbols are used in this teaching, learning and assessment exemplar to provide teachers with information on the nature of the resources included in the lesson sequence:

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none"><li>• YouTube clips</li><li>• documentary</li><li>• podcasts</li></ul>
	Webpage	Online information source	<ul style="list-style-type: none"><li>• news article</li><li>• museum website</li><li>• government website</li></ul>
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none"><li>• student worksheets</li><li>• graphic organiser template</li><li>• interactive webpage</li></ul>
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none"><li>• collection of images</li><li>• card-sort activities</li><li>• materials for practical activities</li></ul>
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none"><li>• thinking routine instructions</li><li>• example of completed graphic organisers</li><li>• additional information on topic</li></ul>

Icons from Microsoft 365<sup>®</sup> used with permission from Microsoft<sup>®</sup>.



## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/humanities-and-social-sciences/humanities-overview/ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment points are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/humanities-and-social-sciences/humanities-overview/ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



## **Investigating World War II**

This exemplar can be used to develop students' understanding of key History concepts and skills as they apply to the investigation of World War II, with a particular focus on teaching through personal accounts of history that encourage students to consider both human rights and social justice.

If the suggested learning experiences and the relevant syllabus content for this unit have been studied, students will be well positioned to address the requirements of the assessment task to the best of their ability. The assessment task requires students to write an extended response to an unseen question, using historical examples and evidence from this unit of work to examine the effects of World War II on one group of people studied as part of this exemplar.

## Important information for teaching this unit

This teaching, learning and assessment exemplar includes a range of lessons covering challenging content from World War II, including the Holocaust, the dropping of atomic bombs and the treatment of prisoners of war.

To support teachers in delivering this content in an appropriate and safe manner, it is recommended that teachers familiarise themselves with the following resources. Please note that this is not an exhaustive list, rather, it is a starting point for ongoing professional learning. Many of the ideas raised in the teaching of one topic are also relevant to other topics.

### Teaching about the Holocaust and Antisemitism



<https://echoesandreflections.org/pedagogical-principles/>



<https://echoesandreflections.org/wp-content/uploads/2020/03/Guidance-for-Bringing-Students-Safely-in-and-Safely-out-of-Holocaust-Learning.pdf>



<https://encyclopedia.ushmm.org/content/en/article/an-overview-of-the-holocaust-topics-to-teach>

### Teaching of Aboriginal and Torres Strait Islander peoples' histories



<https://www.aitsl.edu.au/teach/cultural-responsiveness/building-a-culturally-responsive-australian-teaching-workforce>



<https://www.narragunnawali.org.au/humanities-and-social-sciences-history>



<https://www.narragunnawali.org.au/professional-learning/64/anti-racism-strategy-evaluation-and-planning>



<https://aiatsis.gov.au/education/guide-evaluating-and-selecting-education-resources>



<https://anzacportal.dva.gov.au/classroom/teaching/indigenous-service>

### Teaching about the use of atomic bombs



<https://www.nationalww2museum.org/war/articles/teaching-the-history-of-atomic-bombs>

A range of content warnings have been included in this teaching, learning and assessment exemplar. These content warnings are written notices that precede potentially sensitive content and can be found in the Teacher information section of relevant lessons. They flag the contents of the recommended resources so that teachers and students can prepare themselves to adequately engage or disengage for their own well-being, creating safe spaces for students to effectively learn.



## Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

In Humanities and Social Sciences, students build on their understanding of important concepts and continue to develop their awareness of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.

In Year 10, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity and adapt to future conditions.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental change on the full range of scales, from local to global and in a range of locations. The geography of human wellbeing is investigated through comparison between Australia and less economically developed countries.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from the lead-up to World War II to the present, with an emphasis on Australia in its global context. They consider the impacts of world events on human rights and freedom of different groups of people.



## Achievement standard

By the end of the year:

Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe key features of the Westminster system and Australia's democratic values. They make comparisons between Australia's democracy and the political system of one other country. Students identify the international agreements Australia has ratified and make connections between these agreements and the rights and responsibilities of citizens. They explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system.

Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions and the processes that businesses can use to improve productivity. They explain the challenges of ethical decision-making in business, and the future implications of changes to the working environment.

Students describe how the places in which people live influence their wellbeing and opportunities. They describe the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes and describe the alternate views on strategies to sustainably manage a geographical challenge.

Students identify the causes and effects of World War II and the development of people's rights and freedoms, describing their significance from a range of perspectives. They refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students describe different interpretations of the past and identify the evidence used to support these interpretations.



The background features several overlapping circles of varying sizes and colors, including light red, pink, and white. A solid red banner is positioned at the bottom of the page, containing the text "Lessons 1-16".

## Lessons 1–16

---

## Lesson 1

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- The causes of World War II

### Analysing

- Analyse information and/or data in different formats
- 

### Resources



National Museum Australia – Defining moments: Versailles Treaty

<https://www.nma.gov.au/defining-moments/resources/versailles-treaty>

National Museum Australia: Australia's Defining Moments Digital Classroom – 4.2 1919



'I speak for sixty thousand dead': The Treaty of Versailles

<https://digital-classroom.nma.gov.au/learning-modules/second-world-war-defining-moments-1939-1945/42-1919-i-speak-sixty-thousand-dead-treaty-versailles>

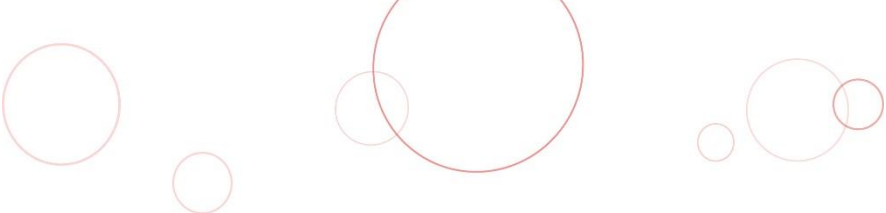


Project Zero: Harvard Graduate School of Education – Think, pair, share

<https://pz.harvard.edu/resources/think-pair-share>

### Teacher information

This lesson uses material from the National Museum of Australia to examine the Treaty of Versailles as one of the causes of World War II, and Australia's role in developing the Treaty of Versailles, including the opposition to a racial equality clause.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the role of the Treaty of Versailles as a primary cause of World War II.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• explain the key terms of the Treaty of Versailles and its intended impact on post-war peace</li><li>• describe Australia's role in the Treaty negotiations and discuss how the White Australia policy influenced its stance on the racial equality clause.</li></ul>

### Introduction

- In small groups, students brainstorm the events, people and ideas that they can recall from World War I.
- Feedback the key points to the class and create a shared brainstorm/mind map on the board, showing connections between people, events and ideas where possible.
- Ask students if they recall how the war ended, prompting them to consider both the signing of the Armistice in 1918 and then the signing of the Treaty of Versailles.

### Main activity

- Students read through the *Defining moments: Versailles Treaty* webpage and then complete the activities in the 4.2 1919 'I speak for sixty thousand dead': *The Treaty of Versailles* online activity.
- Review student responses to the online activity as a class, focusing on discussion around questions 4 and 5 (the racial equality clause in the Treaty) to highlight the role of the White Australia policy during the time period.

### Review of learning

- Using the *Think, pair, share* thinking routine, students respond to the following questions:
  - Did the Treaty of Versailles achieve its goal of peace?
  - Could the terms have been different to avoid future conflict? How?
  - What lessons can be learned from history?

## Lesson 2

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- The causes of World War II

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
- 

### Resources



Small selection of photos illustrating hyperinflation in 1920s Germany



Project Zero: Harvard Graduate School of Education – See, think, wonder  
[https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder\\_3.pdf](https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_3.pdf)



BBC Bitesize – What challenges did Germany face after World War One?  
<https://www.bbc.co.uk/bitesize/topics/z94cwmn/articles/zwj9cmn#zmxjdp3>



Project Zero: Harvard Graduate School of Education – Headlines  
<https://pz.harvard.edu/resources/headlines>



University of Florida International Center – Human values continuum  
<https://www.ufic.ufl.edu/pd/downloads/ici-Activities/human%20values.pdf>

### Teacher information

Teachers should find and present a small selection (3–4 images) illustrating hyperinflation in 1920s Germany for the introductory *See, think, wonder* thinking routine.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the role of the Treaty of Versailles as a primary cause of World War II</li><li>• explore the key economic and political challenges Germany had after World War I.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify and summarise key economic and political challenges faced by Germany after World War I</li><li>• explain how issues such as reparations, hyperinflation and the Great Depression contributed to the conditions that led to World War II.</li></ul>

### Introduction

- Show students a few select images illustrating hyperinflation in 1920s Germany. Using the *See, think, wonder* thinking routine, students develop three 'wonder' questions that they would like answered about these images. Prompt students to consider how these images may be linked to the start of World War II.

### Main activity

- Students read through the information and watch the videos on the *What challenges did Germany face after World War One?* online activity.
- Using the *Headlines* thinking routine, students summarise the key information from each information box from the online activity (not including the 'Key points' box at the top of the page). Students should be encouraged to limit the summary to one sentence. For example, the first information box may be summarised as 'Treaty of Versailles: Punishing a BRAT or effective peace treaty?' Explain to students that these summaries are prompts to remind them of information they have read and are different to notes that record details.

### Review of learning

- Highlight to students that this lesson focuses on the Treaty of Versailles and the resulting economic conditions that allowed the Nazi Party to rise to power and ultimately led to the start of World War II.
- Using the *Human values continuum* instructional strategy, ask the students to rank the importance of the following issues as causes of World War II. Students should be prepared to justify their responses to the class regarding their ranking of:
  - reparation payments
  - hyperinflation
  - the Great Depression.

## Lesson 3

---

The Western Australian Curriculum content addressed in this lesson is below.


### Investigating World War II


- The causes of World War II


### Communicating and reflecting


- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
- 


### Resources

 Project Zero: Harvard Graduate School of Education – Think, pair, share  
[https://pz.harvard.edu/sites/default/files/Think%20Pair%20Share\\_2.pdf](https://pz.harvard.edu/sites/default/files/Think%20Pair%20Share_2.pdf)

 Facing History & Ourselves – Hitler’s rise to power: 1918–1933  
<https://www.facinghistory.org/resource-library/hitlers-rise-power-1918-1933>

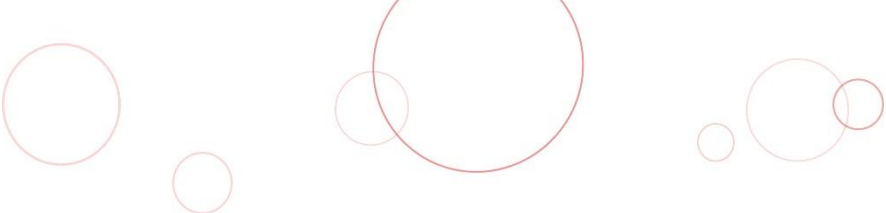
 Facing History & Ourselves – Hitler’s rise to power: 1918–1933 viewing guide  
<https://www.facinghistory.org/resource-library/hitlers-rise-power-1918-1933-viewing-guide>

 Facing History & Ourselves – What did the Nazis believe?  
<https://www.facinghistory.org/resource-library/what-did-nazis-believe>

 The Teacher Toolkit – Exit ticket  
<https://www.theteachertoolkit.com/index.php/tool/exit-ticket>

### Teacher information

To access the *Hitler’s rise to power: 1918–1933* video and download the PDF versions of both the viewing guide and the *What did the Nazis believe* true/false questions, no login is required. To access editable versions of the documents, teachers should create a free account with Facing History & Ourselves using a Google account.



## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>examine the rise of Hitler's Nazi Party.</li></ul>	Students can: <ul style="list-style-type: none"><li>list the strengths and weaknesses of the Nazi Party when they were in power</li><li>identify the beliefs of the Nazi Party in the 1930s</li><li>explain how Hitler was appointed to power.</li></ul>

### Introduction

- As a class, brainstorm what you currently know about Germany between World War I and World War II. Organise this information under the headings 'social', 'economic' and 'political'. Prompt students to draw from previous lessons and their general knowledge.
- Students use the *Think, pair, share* thinking routine to respond to the question, 'What are some reasons why regular German citizens voted for the Nazi Party?'

### Main activity

- As a class, watch the *Hitler's rise to power: 1918–1933* video, with students completing the *Hitler's rise to power: 1918–1933 viewing guide* as they are watching.
- Individually students create a T-chart, listing the strengths and weaknesses of the Nazi Party when they were in power.
- Students complete the *What did the Nazis believe?* activity.

### Review of learning

- As an *Exit ticket*, students write a paragraph in response to the question, 'Why did the German president appoint Hitler as Chancellor?' Students should include evidence from the *Hitler's rise to power: 1918–1933* video to help support their response.

## Lesson 4

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- Significant events of World War II, including the Holocaust and use of the atomic bomb

### Questioning and researching

- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others
- 

### Resources



Echoes & Reflections – Unit II: Antisemitism

<https://echoesandreflections.org/unit-2-antisemitism/?state=open#content>



Echoes & Reflections – Defining stereotypes

[https://echoesandreflections.org/wp-content/themes/twentyxixechoes/fileview.php?source=1&file\\_nm=2023/06/6\\_21\\_23\\_Stereotypes.pdf](https://echoesandreflections.org/wp-content/themes/twentyxixechoes/fileview.php?source=1&file_nm=2023/06/6_21_23_Stereotypes.pdf)



International Holocaust Remembrance Alliance – Working definition of Antisemitism

<https://holocaustremembrance.com/resources/working-definition-antisemitism>



Echoes & Reflections – Summary of Antisemitism

[https://echoesandreflections.org/wp-content/themes/twentyxixechoes/fileview.php?source=1&file\\_nm=2023/01/Summary\\_of\\_Antisemitism\\_v6.pdf](https://echoesandreflections.org/wp-content/themes/twentyxixechoes/fileview.php?source=1&file_nm=2023/01/Summary_of_Antisemitism_v6.pdf)



Yad Vashem – Antisemitism

<https://youtu.be/re3kZcrKpMM>



Echoes & Reflections – Timeline of Antisemitism

[https://echoesandreflections.org/wp-content/themes/twentyxixechoes/fileview.php?source=1&file\\_nm=2021/05/02-01-09-02\\_Antisemitism\\_Timeline.pdf](https://echoesandreflections.org/wp-content/themes/twentyxixechoes/fileview.php?source=1&file_nm=2021/05/02-01-09-02_Antisemitism_Timeline.pdf)

### Teacher information

The resources provided in this lesson contain references to discrimination. This content has been included to provide students with an understanding of the discrimination that underpinned the Holocaust. People who have experienced discrimination may find some of this content difficult. Similarly, those who have not been exposed to this content before may find the information confronting and challenging.

The definition for Antisemitism that has been endorsed by Australia's Special Envoy to Combat Antisemitism (ASECA) may be found at <https://holocaustremembrance.com/resources/working-definition-antisemitism>.

Resources from Echoes & Reflections feature regularly in this lesson sequence. It is recommended that teachers explore this resource further, including reading the information on 'Classroom planning and instruction' found at <https://echoesandreflections.org/faqs/>.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the concept of stereotypes and their impact on individuals and groups</li><li>• understand the definition and history of Antisemitism</li><li>• examine how Antisemitism has persisted and evolved over time.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• define stereotypes and explain their connection to prejudice</li><li>• summarise key historical events related to Antisemitism</li><li>• create a timeline demonstrating the development of Antisemitism over time</li><li>• write a personal definition of Antisemitism and identify two ways it has been embedded in history.</li></ul>

### Introduction

- As a class, brainstorm what students already know about Judaism and Jewish people.
- In pairs or small groups, students define the term 'stereotype' and then use the *Defining stereotypes* activity to show the impacts of stereotypes on individuals and groups.
- Students to reach the common understanding that a stereotype is 'an oversimplified generalisation about a person or group of people without regard for individual differences'.
- As a class, discuss the question, 'What is the relationship between stereotypes and prejudice?'

### Main activity

- As a class, read the Antisemitism definition on the *Working definition of Antisemitism* webpage.
- Individually or as a class, students read the *Summary of Antisemitism* reading and watch the *Antisemitism* video from 2:00 to 5:29.
- Students use the information from the summary and the video to create a timeline using the *Timeline of Antisemitism* activity. Note that some examples will be contained to particular periods and others will be more persistent over time.

### Review of learning

- Students write their own definition of Antisemitism and list two examples of where it is evident in history before World War II.

## Lesson 5

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- The causes of World War II

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena

---

### Resources



Churchill Archive for Schools – Did people agree with Churchill's stand on appeasement?  
[https://www.churchillarchiveforschools.com/themes\\_key-questions\\_agree-with-churchill-stand\\_bi](https://www.churchillarchiveforschools.com/themes_key-questions_agree-with-churchill-stand_bi)



Churchill Archive for Schools – Notes for teachers: Did people agree with Churchill's stand on appeasement?  
[https://www.churchillarchiveforschools.com/themes\\_key-questions\\_agree-with-churchill-stand\\_notes-for-teachers](https://www.churchillarchiveforschools.com/themes_key-questions_agree-with-churchill-stand_notes-for-teachers)



University of Florida International Center – Human values continuum  
<https://www.ufic.ufl.edu/pd/downloads/ici-Activities/human%20values.pdf>

### Teacher information

The *Notes for teachers: Did people agree with Churchill's stand on appeasement?* webpage contains a Word™ and PDF copy of the table required for the source activity. Teachers may vary the number of sources their students view and respond to, but they should ensure that students are exposed to a selection of sources that both agree and disagree with Churchill's stance on appeasement.

For students to understand the Jewish perspective in this lesson, they should have completed the previous lesson on Antisemitism.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate the differing perspectives on the policy of appeasement during the 1930s</li><li>use evidence to form and justify personal and historical arguments.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>identify and explain at least one historical perspective on appeasement</li><li>identify the origin, content and viewpoint of a range of sources</li><li>justify their position on appeasement using evidence from the sources.</li></ul>

### Introduction

- Provide students with the following explanation of appeasement:
- 'To avoid another war, Britain and France gave in to some of Hitler's demands in the 1930s. Not everyone agreed with it, with people and nations holding differing views based on their fears, experiences during WWI and political goals.'
- Ask students to decide which of the following perspectives they most agree with.
  - 'I believe giving Hitler territory in neighbouring countries will preserve peace.' – Neville Chamberlain
  - 'We still haven't recovered from World War I and can't afford another war.' – French citizen
  - 'The Treaty of Versailles was unfair. We're being sacrificed without a fight.' – German citizen
  - 'I fear what Hitler will do next. He is empowered by appeasement.' – German Jewish person

### Main activity

- Individually, students read through the background information about the policy of appeasement on the *Did people agree with Churchill's stand on appeasement?* webpage.
- Students view the sources from the *Did people agree with Churchill's stand on appeasement?* webpage and complete the table from Activity 1 on the *Notes for teachers* webpage.
- Using the *Human values continuum* instructional strategy, students decide how much they agree with assertions 1–5 from Activity 2 on the *Notes for teachers* webpage. Students should be prepared to justify their position using evidence from the sources.

### Review of learning

- As a class, students debate the propositions from Activity 3 of the *Notes for teachers* webpage.

## Lesson 6

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- Significant events of World War II, including the Holocaust and use of the atomic bomb

### Communicating and reflecting

- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
- 

### Resources



Yad Vashem – We are the Polish Jews: 9. Photo gallery  
<https://www.yadvashem.org/education/educational-materials/lesson-plans/polish-jews.html>



Project Zero: Harvard Graduate School of Education – See, think, wonder  
<https://pz.harvard.edu/resources/see-think-wonder>



Project Zero: Harvard Graduate School of Education – Seek to see  
<https://pz.harvard.edu/resources/seek-to-see>



Yad Vashem – Glimpses of Jewish life before the Holocaust  
<https://www.yadvashem.org/education/life-before.html>



Yad Vashem – We are the Polish Jews: 8. Biographies  
<https://www.yadvashem.org/education/educational-materials/lesson-plans/polish-jews.html>




The Teacher Toolkit – 3-2-1  
<https://www.theteachertoolkit.com/index.php/tool/3-2-1>

### Teacher information

The resources provided in this lesson contain references to hate speech and discrimination. This content has been included to provide students with an understanding of the discrimination that underpinned the Holocaust. People who have experienced hate speech and/or discrimination may find some of this content difficult. Similarly, those who have not been exposed to this content before may find the information confronting and challenging.

The purpose of this lesson is for students to understand that prior to the Holocaust, the Jewish people were not victims – they were a group of people in European society with the same diversity of life that other populations experienced.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• appreciate the richness and diversity of Jewish life prior to the start of the Holocaust</li><li>• consider how human dignity can be revealed through personal stories and images.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• interpret images of Jewish life prior to the Holocaust</li><li>• identify and explain examples of ‘human dignity’ using individual biographies</li><li>• describe personal insights and reflections of the Jewish people they have studied.</li></ul>

### Introduction

- Using the photos from the *We are the Polish Jews: 9. Photo gallery* webpage, students complete a *See, think, wonder* thinking routine.

### Main activity

- Introduce students to the *Seek to see* thinking routine, including the prompt questions.
- Students view the *Glimpses of Jewish life before the Holocaust* video and complete the *Seek to see* thinking routine using information from the video.
- Allocate each student a biography from the *We are the Polish Jews: 8. Biographies* webpage. Using the personal perspective from their allocated biography, students should complete another round of the *Seek to see* thinking routine.
- As a class, feedback student responses with a particular focus on the ‘human dignity’ aspect of the *Seek to see* thinking routine.

### Review of learning

- Students complete the *3-2-1* instructional strategy, reflecting on three things they have learned, two things they found interesting and would like to know more about, and one question they still have about Jewish life before the Holocaust.

## Lesson 7

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- Significant events of World War II, including the Holocaust and use of the atomic bomb

### Analysing

- Analyse information and/or data in different formats
- 

### Resources



United States Holocaust Memorial Museum – Martin Niemöller: "First they came for..."  
<https://encyclopedia.ushmm.org/content/en/article/martin-niemoeller-first-they-came-for-the-socialists>



Echoes & Reflections – Timeline of the Holocaust  
<https://timelineoftheholocaust.org/>



Project Zero: Harvard Graduate School of Education – Think, pair, share  
<https://pz.harvard.edu/resources/think-pair-share>

### Teacher information

The resources provided in this lesson contain references to discrimination. This content has been included to provide students with an understanding of the legal changes that enabled the Holocaust. People who have experienced discrimination may find some of this content difficult. Similarly, those who have not been exposed to this content before may find the information confronting and challenging.

The focus of this lesson is on the laws Germany introduced that created conditions that enabled legal persecution of the Jewish people; however, the resource used and the main activity from this lesson can also be utilised to allow students to explore other historical events and ideas that resulted in the Holocaust.

Resources from Echoes & Reflections feature regularly in this lesson sequence. It is recommended that teachers explore this resource further, including reading the information on 'Classroom planning and instruction' found at <https://echoesandreflections.org/faqs/> and the 'Pedagogical principles for effective Holocaust instruction' found at <https://echoesandreflections.org/pedagogical-principles/>.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• explore the progression of laws and policies used to discriminate against targeted groups in Nazi Germany from 1933 to 1939.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• reflect on Martin Niemöller's change in perspective and explain the significance of his statement</li><li>• explain how German laws progressed over time, leading to increased persecution of certain groups.</li></ul>

### Introduction

- Read the quote from the *Martin Niemöller: "First they came for..."* webpage.
- Read the information about 'Who was Martin Niemöller?' to the class, highlighting his involvement in right-wing politics and Antisemitic political parties.
- Ask students to reflect on why someone who was involved in these activities would write a statement like 'First they came for ...'

### Main activity

- Split the class into two groups – group A and group B. Using the *Timeline of the Holocaust* webpage, students in group A will examine events between 1933 and 1936, and group B will examine events between 1937 and 1939.
- Using information from the timeline, students find the laws that were introduced to discriminate against groups of people, and record the following information:
  - the date that law was introduced
  - the name of the law
  - a description of the impact of this law.
- As a whole class, create a timeline of laws showing the progression from 1933 to 1939.
- Students write a short paragraph that summarises the changes in law over the time period and explain how these changes link to the quote by Martin Niemöller.

### Review of learning

- Using the *Think, pair, share* instructional strategy, students respond to the question, 'Why didn't Jewish people relocate to a safer place?'

## Lesson 8

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- Significant events of World War II, including the Holocaust and use of the atomic bomb

### Analysing

- Analyse information and/or data in different formats
- 

### Resources



Yad Vashem – The ghetto

<https://www.youtube.com/watch?v=97BmfWWsuM4>



Yad Vashem – Oneg Shabbat

[https://www.yadvashem.org/odot\\_pdf/Microsoft%20Word%20-%205802.pdf](https://www.yadvashem.org/odot_pdf/Microsoft%20Word%20-%205802.pdf)



Project Zero: Harvard Graduate School of Education – The 3 whys

<https://pz.harvard.edu/resources/the-3-whys>



Echoes & Reflections – Unit IV: The ghettos. Lesson 1: Establishment of the ghettos and the Jewish response

<https://echoesandreflections.org/unit-04-the-ghettos/#content>



The Teacher Toolkit – Exit ticket

<https://www.theteachertoolkit.com/index.php/tool/exit-ticket>

### Teacher information

The resources provided in this lesson contain references to abuse and discrimination. This content has been included to provide students with an understanding of the conditions experienced during the Holocaust. People who have experienced abuse and discrimination may find some of this content difficult. Similarly, those who have not been exposed to this content before may find the information confronting and challenging.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• develop an understanding of ghettos during the Holocaust</li><li>• explore the conditions Jewish people faced in ghettos and the ways they responded</li><li>• reflect on the importance of preserving personal histories in times of crisis.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• define the term 'ghetto' in the context of the Holocaust</li><li>• explain why groups like Oneg Shabbat recorded personal histories</li><li>• describe conditions faced by Jewish people in the ghettos using evidence from sources</li><li>• interpret personal accounts to explain individual experiences.</li></ul>

### Introduction

- Ask students to write down a definition of the word 'ghetto', based on what they currently know about the word. Watch *The ghetto* animated video and ask students to update their definition of 'ghetto'. Explain to students that the term 'ghetto' has specific meaning in the context of the Holocaust and differs from meanings that they may be exposed to in their daily life.
- Read the *Oneg Shabbat* fact sheet out to the class. Using *The 3 whys* thinking routine, students discuss the significance of recording the personal histories of Jewish people in the ghettos.

### Main activity

- Students complete Part 2: What conditions did Jewish people face in the ghettos and how did they cope with the severity? (Section 5–7) from the *Unit IV: The ghettos: Lesson 1 Establishment of the ghettos and the Jewish response* webpage. This includes viewing *The ghettos* student handout, the *Ghettos in Europe* map and the *Diary Entry from the Lodz Ghetto*.

### Review of learning

- Students complete an *Exit ticket* that includes three of the following five prompts:
  - one act of courage, resilience or dignity they learned about in this lesson
  - one way this lesson inspires hope for the future
  - one lesson from the ghettos that can help people today build a fairer or kinder world
  - a story of courage or resilience that stood out to you, and how it might inspire you in the future
  - one reason it is important to remember and share these personal histories.

## Lessons 9–10

---

The Western Australian Curriculum content addressed in these lessons is below.

### Investigating World War II

- Significant events of World War II, including the Holocaust and use of the atomic bomb

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data
- 

### Resources



Echoes & Reflections – How should we study the "Final Solution"?

[https://echoesandreflections.org/wp-content/themes/twentyxteenechoes/fileview.php?source=1&file\\_nm=2021/01/05-01-01\\_StudentHandout\\_HowWeStudy\\_FinalSolution.pdf](https://echoesandreflections.org/wp-content/themes/twentyxteenechoes/fileview.php?source=1&file_nm=2021/01/05-01-01_StudentHandout_HowWeStudy_FinalSolution.pdf)



Project Zero: Harvard Graduate School of Education – Think, pair, share

[https://pz.harvard.edu/sites/default/files/Think%20Pair%20Share\\_2.pdf](https://pz.harvard.edu/sites/default/files/Think%20Pair%20Share_2.pdf)



United States Holocaust Memorial Museum – Bearing witness: Elie Wiesel and *Night*

<https://www.youtube.com/watch?v=6pHg6VWpA6M>



Echoes and Reflections – Excerpt from *Night*

[https://echoesandreflections.org/wp-content/themes/twentyxteenechoes/fileview.php?source=1&file\\_nm=2021/03/05-01-03-01\\_StudentHandout\\_Excerpt-From-Night-1b.pdf](https://echoesandreflections.org/wp-content/themes/twentyxteenechoes/fileview.php?source=1&file_nm=2021/03/05-01-03-01_StudentHandout_Excerpt-From-Night-1b.pdf)



Echoes & Reflections – Unit V: The “Final Solution”. Lesson 1: How the Final Solution was made possible and implemented

<https://echoesandreflections.org/unit-5/?state=open#content>

### Teacher information

The resources provided in this lesson contain references to abuse, violence, death, hate speech and discrimination. This content has been included to provide students with an understanding of the ‘Final Solution’. People who have experienced these themes may find some of this content difficult. Similarly, those who have not been exposed to this content before may find the information confronting and challenging.

The *Unit V: The “Final Solution”* webpage provides a comprehensive lesson sequence with supporting resources. This two-lesson sequence has selected resources and activities from this package that suit this teaching, learning and assessment exemplar; however, teachers with more time are encouraged to teach the Echoes & Reflections lesson plan in its entirety.

Resources from Echoes & Reflections features regularly in this lesson sequence. It is recommended that teachers explore this resource further, including reading the information on ‘Classroom planning and instruction’ found at <https://echoesandreflections.org/faqs/> and the ‘Pedagogical principles for effective Holocaust instruction’ found at <https://echoesandreflections.org/pedagogical-principles/>.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand what the term 'Final Solution' refers to in the context of the Holocaust</li><li>• explore the importance of personal accounts in understanding the events of the past.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• define the term 'Final Solution'</li><li>• explain why personal stories are essential in studying the Holocaust</li><li>• compare the impact of audiovisual and written evidence in conveying experiences of the Holocaust.</li></ul>

### Introduction

- Students read the first paragraph from the *How should we study the "Final Solution"?* student handout and, using their own words, paraphrase a definition of the 'Final Solution'.
- Read the 'Hunger camp at Jaslo' excerpt from the student handout *How should we study the "Final Solution"?* to the class.
- Students use the *Think, pair, share* thinking routine to answer the question, 'Why is it important to examine personal stories when studying the past?'

### Main activity

- As a class, view the *Bearing witness: Elie Wiesel and Night* video. While viewing the video, students should record a timeline of the events of Elie Wiesel's life during the Holocaust, beginning in 1933 and ending in 1945.
- Ask students to review their answer from the *Think, pair, share* thinking routine and see if their answer has changed following their viewing of this video.
- Individually, ask students to read the student handout *Excerpt* from *Night*. When they have finished, students respond to the questions in Part 1, Activity 3 of *Unit V: The Final Solution. Lesson 1: How the Final Solution was made possible and implemented* webpage.
- Using the *Think, pair, share* thinking routine, ask students to consider which source was more impactful – the video or the written personal account? Prompt students to consider why they thought one was more impactful than the other.

### Review of learning

- Students decide on one word that captures how the personal stories from these lessons made them feel and write it down.
- Underneath this word, students write one sentence that explains why they chose this word.
- Students share this word and their explanation with a partner, and then have volunteers share with the class.

## Lesson 11

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- Significant events of World War II, including the Holocaust and use of the atomic bomb

### Communicating and reflecting

- Compare evidence to substantiate judgements
- 

### Resources



Learning from the Righteous – British Holocaust Heroes

<https://www.learningfromtherighteous.org/british-holocaust-heroes/>



BBC – 'Britain's Schindler': The man who saved 669 children from the Nazis

<https://www.bbc.com/culture/article/20240328-in-history-nicholas-winton-rescues-children-during-holocaust-ww2>



Yad Vashem – Who are the Righteous Among the Nations?

<https://youtu.be/qQaySHue7Xo>



Holocaust Educational Trust – British Heroes of the Holocaust: British Heroes cards

<https://www.het.org.uk/exploring-the-holocaust/british-heroes>



K20 Center – Affinity process

<https://learn.k20center.ou.edu/strategy/87>



Enough sticky notes for every student to have three each

### Teacher information

Prior to the lesson, teachers should access the *British Holocaust Heroes* map and crop the image so the only text is the name of countries and the names of the 44 British Heroes. For the Introduction to work effectively, students should not be able to view the surrounding text on the webpage.

In the *'Britain's Schindler': The man who saved 669 children from the Nazis* article, there are three videos embedded. Students will view the first and last video as part of the lesson introduction.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand who the Righteous Among the Nations were and why they are remembered</li><li>• examine the actions of British Heroes of the Holocaust.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• define the term 'Righteous Among the Nations'</li><li>• summarise the actions of one British Hero of the Holocaust</li><li>• collaborate with their peers to establish themes in information</li><li>• explain how the stories of individuals connect to broader themes, supported by evidence.</li></ul>

### Introduction

- Using a cropped version of *British Holocaust Heroes* map, students hypothesise on the question, 'What do you think is a common link between these 44 people?'. Encourage students to consider the content they have been covering in previous lessons. Ask students to share their hypothesis with the class.
- Students view the first and last videos embedded in the '*Britain's Schindler: The man who saved 669 children from the Nazis*' article. Highlight to students that Nicholas Winton is one of the 44 people from the map. After viewing the two videos, ask students to review and update their hypothesis.

### Main activity

- Students view the *Who are the Righteous Among the Nations?* video and write down a definition of what the 'Righteous Among Nations' means.
- Each student is allocated one of the ten *British Heroes of the Holocaust: British Heroes cards*. Students read through their fact card independently and should write full sentence responses to the three 'things to discuss' questions from the fact sheets on separate sticky notes.
- Using the *Affinity process* instructional strategy, students organise their sticky notes into categories.

### Review of learning

- After students have agreed upon a set of themes, ask them to individually select which theme they best think reflects the concept of the 'Righteous Among the Nations', and to consider how they would justify their response using the evidence provided. Discuss responses as a class.

## Lesson 12

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- The experiences of service personnel from Australia during World War II, including at least one of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore

### Evaluating

- Critically evaluate information and/or data and ideas from a range of sources
- 

### Resources



T. Canty U.S. History – WW2 Japan expansion

<https://www.youtube.com/watch?v=XyN77GuzyAw>



National Museum of Australia – A propaganda poster referring to the threat of Japanese invasion, 1942

<https://digital-classroom.nma.gov.au/images/propaganda-poster-referring-threat-japanese-invasion-1942>



Project Zero: Harvard Graduate School of Education – See, think, wonder

<https://pz.harvard.edu/resources/see-think-wonder>



Australian War Memorial – The Australian prisoner of war experience

<https://www.youtube.com/watch?v=sXP2ucxC8DA>



ABC Radio – Changi escapees

<https://www.abc.net.au/listen/programs/earshot/changi-escapees/6051506>

### Teacher information

The resources provided in this lesson contain references to abuse, violence and death. This content has been included to provide students with an understanding of the conditions experienced by Australian prisoners of war (POWs) during World War II. People who have experienced these themes may find some of this content difficult. Similarly, those who have not been exposed to this content before may find the information confronting and challenging.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the significance of the Fall of Singapore in 1942</li><li>• explore the experiences of Australian soldiers as POWs under Japanese captivity.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• summarise Japan's occupation of South-East Asia</li><li>• describe the key challenges faced by Australian POWs</li><li>• interpret historical sources, using evidence to support personal viewpoints.</li></ul>

### Introduction

- As a class, view the *WW2 Japan expansion* video and then have students create a one-sentence description of the Japanese occupation of South-East Asia during World War II.
- Students view the *A propaganda poster referring to the threat of Japanese invasion, 1942* image and complete the *See, think, wonder* thinking routine.

### Main activity

- Explain to students that over 130 000 British, Indian and Australian soldiers surrendered to the Japanese when Singapore fell on 15 February 1942.
- Students view *The Australian prisoner of war experience* video. While viewing, students work in pairs. In each pair, one student records what they see in the video, while the other student records what they hear.
- Each pair should compare their results, and then discuss the following questions:
  - How did prisoners try to boost morale while in captivity?
    - What effects did isolation have on the prisoners? How did they attempt to contact the outside world?
  - Do you think the prisoners were taking unnecessary risks? Were their efforts justified?
  - What do you think life would be like for these men after the war?
- Students listen to the *Changi escapees* audio recording from 4:30 to 9:30 and respond to the following questions:
  - What motivated Dean and McGregor to escape Changi Prison?
  - How would you describe the conditions that the pair faced after escaping prison?
  - Which line or segment in this audio file stood out the most to you, and why?

### Review of learning

- Label the four corners of the room as 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. Read aloud statements such as the following, and have students move to the corner they feel best reflects their view on each statement.
  - Escaping from prison was the right thing to do.
  - It was more important to keep morale high than to escape.
  - It was justified to risk punishment by making radio contact.
- After the students have moved to a corner, ask a selection of students to justify their position with evidence from the material presented during the lesson. If students are persuaded by another student's argument, allow them to shift position.

## Lesson 13

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- The experiences of service personnel from Australia during World War II, including at least one of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data
- 

### Resources



Australian Department of Veterans' Affairs – Indigenous Service, p. 81; Source N: 'The coloured digger', written by Sapper H. E. 'Bert' Beros  
<https://anzacportal.dva.gov.au/sites/default/files/docs/indigenous-service-secondary-2013.pdf>



Australian Department of Veterans' Affairs – Stories of Indigenous Service, p. 26; 'Captain Reginald Saunders MBE'  
<https://anzacportal.dva.gov.au/sites/default/files/docs/stories-indigenous-service-2022.pdf>



Australian Department of Veterans' Affairs – Stories of Indigenous Service, p. 28; 'Private Henry (Harry) Saunders'  
<https://anzacportal.dva.gov.au/sites/default/files/docs/stories-indigenous-service-2022.pdf>



Project Zero: Harvard Graduate School of Education – Stories  
<https://pz.harvard.edu/resources/stories>



Australian Department of Veterans' Affairs – Stories of Service – Reg Saunders  
<https://www.youtube.com/watch?v=vcr1teNsdNc&list=PLKfFVbmmE6iwWXEL8ChHZxaj4i1LcUS9d&index=9>



K20 Center – Venn diagram  
<https://learn.k20center.ou.edu/strategy/2918>

### Teacher information

This lesson provides students with the dual opportunity to explore the experiences of soldiers from Australia during World War II and to examine the attitudes and perceptions of Aboriginal and Torres Strait Islander peoples during the war and immediately after the war.

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson contain images, voices, videos and names of deceased persons.

Users are warned that there are words and descriptions that may be culturally sensitive and which might not normally be used in certain public or community contexts. Terms and annotations that reflect the attitude of the author or the period in which the item was written may be considered inappropriate today.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>examine the individual experiences of Aboriginal and Torres Strait Islander soldiers, both during and after World War II.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>identify key details about the role and contributions of Aboriginal and Torres Strait Islander soldiers in World War II</li><li>compare the presented and untold stories of Aboriginal and Torres Strait Islander servicemen</li><li>use evidence from different sources to explain the differences between wartime and postwar experiences of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander soldiers.</li></ul>

### Introduction

- Students read 'Source N: The coloured digger' from page 81 of the *Indigenous Service* online resource and respond to the following questions:
  - What is the poem about, and what message do you think the poet is trying to convey?
  - Who is the 'coloured digger', and what role does he play in the war?
  - If you could ask the poet a question about his poem, what would it be?

### Main activity

- Working in pairs, students read the stories of Reginald and Henry (Harry) Saunders from the *Stories of Indigenous Service* PDF.
- Students begin the 'What is the story that is presented?' and the 'What is the untold story?' sections of the *Stories* thinking routine based on the information they have read.
- As a class, students view the *Stories of Service – Reg Saunders* video, adding to the 'What is the untold story?' section and completing the 'What is your story?' section of the *Stories* thinking routine.
- Students respond to the following questions:
  - How do the sources presented in this lesson portray Aboriginal and Torres Strait Islander soldiers during the war?
  - Did the experiences of Aboriginal and Torres Strait Islander soldiers in and after the war differ from the experiences of non-Aboriginal and Torres Strait Islander soldiers? Why/why not?

### Review of learning

- Students create a *Venn diagram* illustrating the experiences of returned Aboriginal and Torres Strait Islander soldiers and returned non-Aboriginal and Torres Strait Islander soldiers.

## Lesson 14

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- The impact of World War II on the home front, including at least one of the following: the bombing of Darwin, the changing roles of women, the use of wartime government controls

### Analysing

- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

### Communicating and reflecting

- Compare evidence to substantiate judgements
- 

### Resources



Project Zero: Harvard Graduate School of Education – Think, pair, share  
<https://pz.harvard.edu/resources/think-pair-share>



ABC Education – The bombing of Darwin  
<https://www.abc.net.au/education/the-bombing-of-darwin/13891848>



Australian Department of Veterans' Affairs: Anzac portal – Brian Winspear's veteran story  
<https://anzacportal.dva.gov.au/stories/oral-histories/brian-winspears-story>



Appendix A – Viewing questions

### Teacher information

The resources provided in this lesson contain references to violence and death. This content has been included to provide students with an understanding of conditions experienced in Australia during World War II. People who have experienced violence and/or war may find some of this content difficult. Similarly, those who have not been exposed to this content before may find the information confronting and challenging.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate the impact of World War II on the home front</li><li>explore the significance of the bombing of Darwin and how Australians responded to this event.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>explain what happened during the bombing of Darwin</li><li>describe how the government and the public reacted to the bombing</li><li>analyse a range of historical sources to understand the experience of people during WWII in Australia.</li></ul>

### Introduction

- Students to use the *Think, pair, share* thinking routine to respond to the following prompts:
  - Why do you think Darwin was targeted during World War II?
  - How do you think citizens in Darwin would have prepared for a possible attack?

### Main activity

- As a class, view *The bombing of Darwin* video and have students respond to the following questions:
  - Who led the attack on Darwin, and how many aircraft were involved?
  - What damage did the bombing cause to people, infrastructure and morale?
  - How does the narrator describe the reactions of people living in Darwin?
  - What does the video reveal about how the Australian government responded to the bombings?
  - What role did censorship play in shaping public knowledge of the attack?
- Students read the section of Brian Winspear's veteran story transcript under the heading 'The Bombing of Darwin' and then complete the *Viewing questions* graphic organiser (Appendix A).

### Review of learning

- Using the *Think, pair, share* thinking routine, students respond to the following question:
  - Which source helped you better understand the significance of the bombing of Darwin on the Australian home front? Justify your response with examples.

## Lesson 15

---

The Western Australian Curriculum content addressed in this lesson is below.

### Investigating World War II

- Significant events of World War II, including the Holocaust and use of the atomic bomb

### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
- 

### Resources



Atomic Archive – The atomic bombing of Hiroshima  
<https://www.atomicarchive.com/media/videos/hiroshima.html>



Appendix A: Retrieval chart



University of Virginia: Miller Center – August 6, 1945: Statement by the President announcing the use of the A-bomb at Hiroshima  
<https://millercenter.org/the-presidency/presidential-speeches/august-6-1945-statement-president-announcing-use-bomb>



Hibakusha Stories – Meet Jong-keun Lee  
<https://hibakushastories.org/meet-the-hibakusha/meet-jong-keun-lee/>



Atomic Heritage Foundation: The National Museum of Nuclear Science & History – Voices of the Manhattan Project: The atomic bombers  
<https://ahf.nuclearmuseum.org/voices/oral-histories/atomic-bombers/>



History Tools – The long shadow of Hiroshima and Nagasaki: Examining the enduring impact of the atomic bombings  
<https://www.historytools.org/stories/the-long-shadow-of-hiroshima-and-nagasaki-examining-the-enduring-impact-of-the-atomic-bombings>



Project Zero: Harvard Graduate School of Education – Circle of viewpoints  
<https://pz.harvard.edu/resources/circle-of-viewpoints>



The Teacher Toolkit – Exit ticket  
<https://www.theteachertoolkit.com/index.php/tool/exit-ticket>

### Teacher information

The resources provided in this lesson contain references to violence and death. This content has been included to provide students with an understanding of the personal impact of the use of atomic weapons. People who have experienced violence and/or death may find some of this content difficult. Similarly, those who have not been exposed to this content before may find the information confronting and challenging.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the key events that led to the end of World War II in the Pacific</li><li>• consider the reasons for and consequences of using the atomic bomb.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify the reasons the United States used the atomic bomb</li><li>• describe the immediate and long-term effects of the bombings on Japan and global conflict</li><li>• evaluate historical perspectives on whether the use of the atomic weapons was justified.</li></ul>

### Introduction

- Students view the video clip on the dropping of the atomic bomb with no sound.
- As a class, discuss the following questions:
  - What do you think is happening in this video?
  - What emotions or reactions do you have while watching it?
  - What do you already know about Hiroshima and Nagasaki?
  - Why might the US have chosen to use the atomic bomb?

### Main activity

- Teacher provides a brief summary of key events leading up to the atomic bombs being dropped on Hiroshima and Nagasaki.
- Form students into groups of four and allocate one of the testimonies/articles to each student.
- Students read their allocated testimony/article and complete their section of the *Retrieval chart* (Appendix A).
- As a group, students share the information they have recorded from their testimonies/articles, allowing the other students to add new information to their *Retrieval chart* (Appendix A).
- Using the sentence starters from the *Circle of viewpoints* thinking routine, students complete this routine from the perspective of someone who was supportive of dropping the atomic bombs, and someone who was not supportive of dropping the atomic bombs.
- Students pose their questions from the *Circle of viewpoints* thinking routine to the whole class, with other members of the class responding to their questions.

### Review of learning

- Using the *Exit ticket* instructional strategy, students respond to the following prompts: 'One thing I learned today is ...', 'one question I still have is ...', and 'one perspective I hadn't considered before is ...'



## **Lesson 16**

---

See Appendix B: Assessment task – Essay



# Appendix A

---

## Resources

## Lesson 14: Viewing questions

Thinking level	Question	Student response
Recall and comprehension	<ol style="list-style-type: none"> <li>1. What was Mr Winspear's first mission? Mr Winspear stated that Darwin was unprepared for the bombing. What reasons did he provide?</li> <li>2. What did Mr Winspear see and experience during the bombing?</li> <li>3. What happened to the American pilots during the raid?</li> <li>4. What damage did the bombing cause to the infrastructure at the Darwin air base?</li> </ol>	
Historical analysis	<ol style="list-style-type: none"> <li>1. What does this story disclose about Australia's level of preparation for war on its own soil?</li> <li>2. How reliable is Mr Winspear's account as historical evidence? Consider his perspective.</li> <li>3. Identify examples of bias, emotion or subjectivity in the account. How do these features affect its usefulness to historians?</li> <li>4. What can we understand about the communication systems and early warning strategies used at the time?</li> </ol>	
Perspective taking questions	<ol style="list-style-type: none"> <li>1. What emotions does Mr Winspear express, and how do those feelings help us understand the impact of the bombing?</li> <li>2. How do the specific details, such as the cork in the mouth, stopping mail from burning and grabbing a beer from the mess, influence your view of civilian responses to the attack?</li> </ol>	

## Lesson 15: Retrieval chart

Perspective	Key points of information from testimony or article	Does the testimony/article contain bias?	Was the author supportive of the US using the atomic bombs to end WWII?	What evidence of this perspective is in the testimony/article? (consider quotes and figures)
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	Yes/No Explain:		
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	Yes/No Explain:		
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	Yes/No Explain:		
	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	Yes/No Explain:		





## **Appendix B**

---

Assessment task

Essay



## Task details

---

<b>Title</b>	Essay
<b>Description</b>	Students will write an extended response to an unseen question, using historical examples and evidence from this unit of work to examine the effects of World War II on one group of people.
<b>Way of assessing</b>	Extended response/essay
<b>Evidence to be collected</b>	Written work
<b>Suggested time</b>	One lesson in class (Lesson 16)
<b>Differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Content descriptions

---

### Knowledge and understanding

- The causes of World War II
- The experiences of service personnel from Australia during World War II, including at least **one** of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore
- The impact of World War II on the home front, including at least **one** of the following: the bombing of Darwin, the changing roles of women, the use of wartime government controls
- Significant events of World War II, including the Holocaust and use of the atomic bomb


### Humanities and Social Science skills

#### Analysing

- Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources
- Analyse information and/or data in different formats
- Account for different interpretations and points of view/perspectives in information and/or data
- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

#### Evaluating

- Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
- Critically evaluate information and/or data and ideas from a range of sources



### **Communicating and reflecting**

- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts

### **Key concepts**

---

Sources, evidence, significance, perspectives.



## Instructions to students

### World War II

This World War II assessment is an essay task. You will have one lesson to respond to the following unseen question.

#### Essay question

World War II had profound impact for different groups of people worldwide. Using historical evidence, including primary source material, discuss the beliefs, values, actions and events that influenced the loss of rights and the acts of resistance of **one** of the following groups:

- a) Jewish people in Nazi-occupied Europe between 1933 and 1945
- or
- b) Australian prisoners of war.

#### Test conditions

- You will have 45 minutes writing time.
- You will be allowed to refer to your class notes to assist with your response.
- Your response must utilise essay structure, including an introduction, body paragraphs and a conclusion.

#### What to include

In your response, you should:

- develop a proposition that gives your essay a clear direction
- construct an argument that demonstrates your understanding of the topic
- evaluate the impact of beliefs, values, actions and events on the loss of rights and the acts of resistance of your chosen group
- provide accurate and relevant evidence to strengthen your argument, including different perspectives
- write a conclusion that draws the key arguments together.

## Marking key

Description	Marks
<b>Communicating and reflecting (introduction)</b>	
Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of the direction	3
Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic	2
Provides an introduction that consists of statements outlining the 'who' or 'what' to be discussed	1
<b>Subtotal</b>	<b>/3</b>
<b>Analysing (argument)</b>	
Develops a sustained argument that is analytical, logical and coherent, and demonstrates an understanding of the complexity of the topic	4
Develops an argument that is logical and coherent with some analysis, and demonstrates a clear understanding of the topic	3
Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic	2
Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggests limited understanding of the topic	1
<b>Subtotal</b>	<b>/4</b>
<b>Evaluating (narrative)</b>	
Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of beliefs, values, actions and events on the rights and freedoms of the chosen group	5
Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the impacts of beliefs, values, actions and events on the rights and freedoms of the chosen group	4
Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between beliefs, values, actions and events, and/or rights and freedoms of the chosen group	3
Demonstrates some understanding of the historical narrative and identifies minimal relationships between beliefs, values, actions and events, and/or rights and freedoms	2
Demonstrates limited understanding of the historical narrative and makes limited reference to beliefs, values, actions and events	1
<b>Subtotal</b>	<b>/5</b>

Description	Marks
<b>Evaluating (supporting evidence)</b>	
Uses detailed, accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources, to assist analysis. Incorporates different perspectives to strengthen arguments	5
Uses accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources, to assist analysis. Incorporates different perspectives to strengthen arguments	4
Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources, to support analysis. Begins to refer to perspectives to support arguments	3
Uses some accurate and relevant evidence, which may include historical examples, quotations and/or sources, to support the response	2
Provides minimal evidence and/or historical examples to support a limited response	1
<b>Subtotal</b>	<b>/5</b>
<b>Communicating and reflecting (conclusion)</b>	
Provides a conclusion that effectively draws the argument or point of view together	3
Provides a conclusion that summarises the argument or point of view	2
Provides a conclusion that generally restates the essay's point of view	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/20</b>



