



# HISTORY

level one,  
semesters 1 & 2  
st. peter's college, 2009



**St Peter's College**

**DEPARTMENT OF SOCIAL SCIENCES**

## **Level 1 History**

### **Semesters One and Two 2009**

Welcome to your first course in History. This booklet contains information necessary for both Level 1 History courses, so if you are only doing one semester you will need to make the necessary adjustments.

This first semester course has two key parts to it:

- an investigation into The Origins of World War II 1919-1941

The second semester course has three topics in it:

- the Black Civil Rights movement in the USA between 1954-1970

The aim of the course is not only to learn content (facts, descriptions, and explanations) but also to develop skills such as how to:

- think critically
- collect information you want from a range of sources
- analyse, interpret and make conclusions about this information
- how to write a balanced argument (an essay)
- recognise different points of view, bias and propaganda
- research historical topics and present your findings in different ways

The course ahead promises to be interesting, relevant and stimulating. Of course the more you put into it, the more you will get out of it. Hope you enjoy it.

**Mr D Erskine**

# WHAT IS HISTORY?



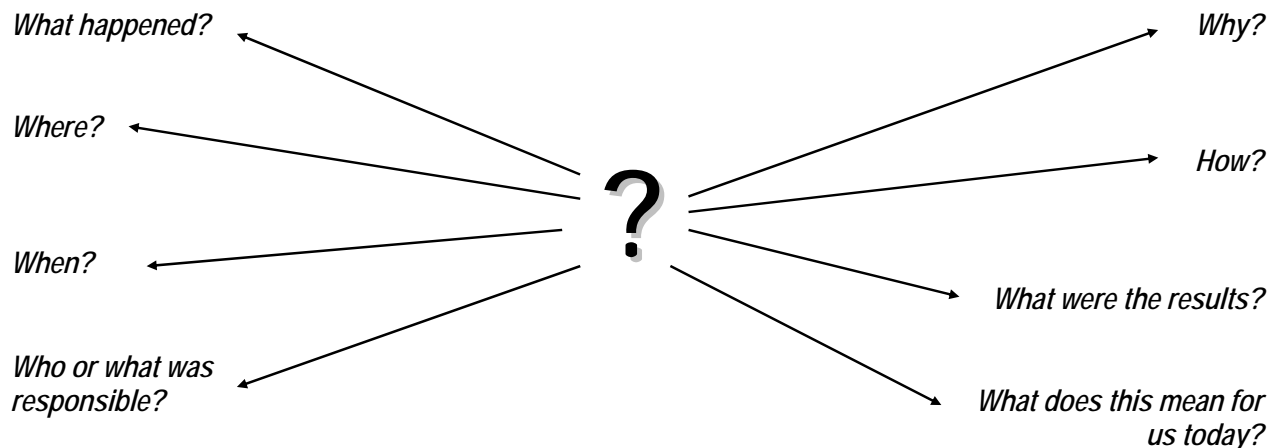
History is the study of anything that happened in the past. This may be in the distant past - at the time of the ancient Greeks for example (the term 'prehistory' is used to describe things that happened before *written* records were around). Or it may be the quite recent past, right up to yesterday in fact. Normally historians study events some time after they have happened; this way they are not so closely involved in the period itself that they lose perspective, and they can also access a greater range of information about them.

The Year 11 courses focus on events that happened in the twentieth century. One historian has described the study of modern history as 'history while it is still smoking'!

## A search for truth

'The study of history....amounts to a search for truth.' *G.R.Elton*

Historians try to provide an accurate description of events that have happened. They also try to explain these events - but they do not always agree!



*"What experience and history teach is this - that people and governments have never learnt anything from history."*

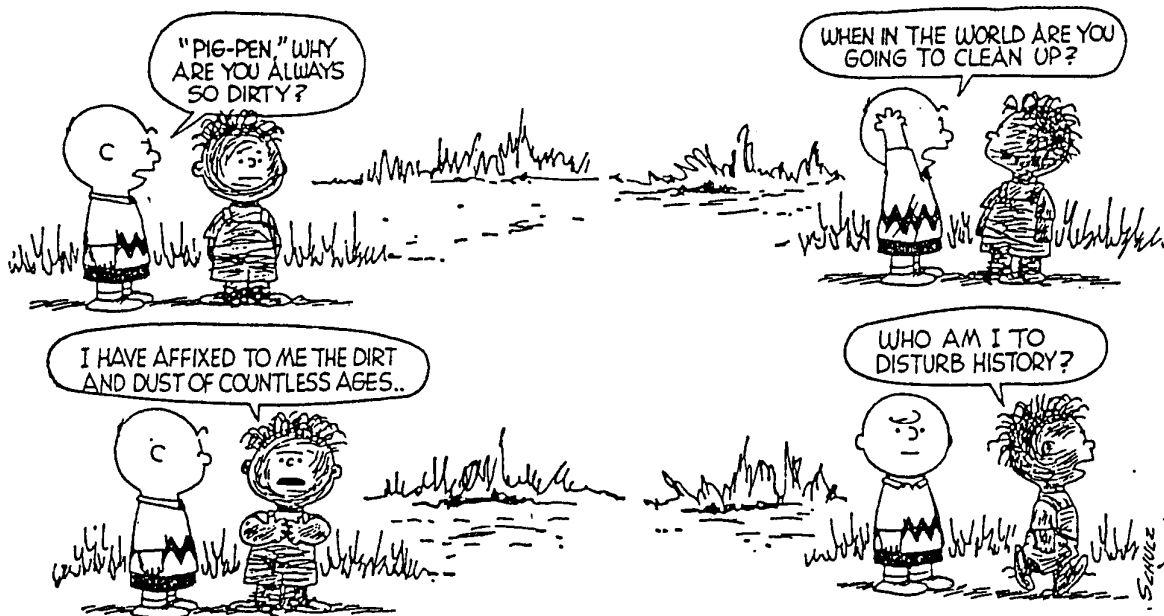
Georg Hegel (1770-1831)

# AIMS

The national History syllabus (the document that the course is based on) states the following aims for Year 11 History:

- *to develop in students the ability to enter imaginatively into the events of the past*
- *to further students' historical understanding of some major trends and developments in the 20<sup>th</sup> century, in New Zealand society and beyond*
- *to develop in students a critical understanding of themselves as New Zealanders - their heritage, cultures, and shared values - and an awareness of New Zealand in the world*
- *to foster among students an understanding of other peoples though they may be remote in time and place*
- *to develop the skills of historical inquiry and interpretation to define a problem and to gather, process and present information*

These aims will be covered in the two Level One History courses.



*"A country losing touch with its own history is like an old man losing his glasses, a distressing sight, at once vulnerable, unsure, and easily disorientated."*

George Walden, British politician 1985

# OVERVIEW OF ASSESSMENT FOR NCEA

This course is assessed through **SIX** Achievement Standards and **FOUR** Unit Standards. Each of these is worth **four** credits towards the NCEA. Two of the Achievement Standards, and the Unit Standards are internally assessed; the other four Achievement Standards are externally assessed through an exam at the end of the year.

## Internally assessed

Achievement Standards:	Credits	Semester	How assessed
<b>90209</b> Carry out an historical investigation (1.1)	4	1	<i>Three activities that will assess both 1.1 and 1.2. There will be two opportunities to achieve each standard. The best grade you get for each standard is the one that counts.</i>
<b>90210</b> Communicate historical ideas (1.2)	4		

## Unit Standards:

<b>5809</b> Interpret historical resources	4	1 – 2	<i>Questions will be based on resources and a topic that you have not covered in class.</i>
<b>5817</b> Describe international relations in an historical setting	4	1 – 2	<i>Short answer (including paragraphs) OR essays based on the topics in test conditions.</i>
<b>5819</b> Describe social change in an historical setting	4	2	<i>Short answer (including paragraphs) OR essays based on the topics in test conditions</i>

## Externally assessed

<b>90211</b> Interpret historical sources (1.3)	4	1 – 2	E X T  E R N A L  E X A M	<i>Questions will be based on resources and a topic that you have not covered in class.</i>
<b>90212</b> Examine the perspectives of people in an historical setting (1.4)	4	1 – 2		<i>You will be required to answer questions 'in role' (eg. a letter, diary entry) from either the Origins of World War II, Black Civil Rights or NZ topic.</i>
<b>90213</b> Describe an historical development, in an essay (1.5)	4	1 – 2		<i>You will be required to answer one question in an essay form from any of the four topics.</i>

ALL of the unit standards serve as 'back-up' standards to the externally assessed standards. So a unit standard assessment will appear as a practice to another achievement standard. So the unit standards do NOT any extra assessment to your programme. Also, because 5809 and 90211 are so similar only one of these standards can count towards the 80 required for L1 NCEA.

## What do I want to get out of History?

Why I decided to study History	
Goal(s)	
What I need to do to reach my goal(s)	
What my teacher can do to help me reach my goal(s)	

## 2009 YEAR PLANNER: LEVEL 1 HISTORY

The planner is a guide and should be regarded as provisional. Assessment dates (eg. Exams, practice external assessments and unit standards) should be added nearer the time.

TERM 1	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
Topics	<i>Introduction</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>
Assessments										

TERM 2	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
Topics	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Origins of World War II</i>	<i>Topic and assignment time</i>					
Assessments										

TERM 3	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
Topics	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	
Assessments										<i>School Exams</i>

TERM 4	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten
Topics	<i>Black Civil Rights in the USA</i>	<i>Black Civil Rights in the USA</i>	<i>Revision</i>	<i>Revision</i>	<i>Revision</i>	<i>NCEA Exam leave</i>				
Assessments										

# THE INTERNALLY ASSESSED HISTORY ACHIEVEMENT STANDARDS

## 90209 History 1.1: Carry out an historical investigation

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This achievement standard involves identifying sources, selecting and organising evidence, recording the details of sources, and making evaluative comments in order to complete an historical investigation.

### Assessment Criteria

*The evidence provided shows that the student can:*

Achieved	Achieved with Merit	Achieved with Excellence
<ul style="list-style-type: none"> <li>• Identify possible sources.</li> <li>• Select relevant historical evidence and organise it.</li>   <li>• Record the sources of evidence, although this may not be complete.</li> <li>• Make an appropriate evaluative comment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify possible sources.</li> <li>• Select relevant historical evidence and organise it.</li>   <li>• Record the details of most sources accurately.</li> <li>• Make appropriate evaluative comments</li> </ul>	<ul style="list-style-type: none"> <li>• Identify possible sources.</li> <li>• Select relevant historical evidence from a range of sources and organise it effectively.</li> <li>• Record the details of the sources accurately.</li> <li>• Make appropriate and worthwhile evaluative comments</li> </ul>

## 90210 History 1.2: Communicate historical ideas

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This standard involves identifying the relevant key ideas and supporting evidence of a history topic and communicating them in a presentation with an awareness of the appropriate historical format and style.

### Assessment Criteria

*The evidence provided shows that the student can:*

Achieved	Achieved with Merit	Achieved with Excellence
<ul style="list-style-type: none"> <li>• Identify relevant key ideas and support each with a piece of evidence.</li>   <li>• Communicate these ideas with an awareness of some appropriate historical format and/or style.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify relevant key ideas that adequately cover the context, and provide evidence to support each idea.</li> <li>• Communicate these ideas with application of appropriate historical format and/or style.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of relevant key ideas that thoroughly covers the context, and provide evidence to support each idea.</li> <li>• Communicate these ideas with consistent application of appropriate historical format and/or style.</li> </ul>

Together, these two Achievement Standards require you to research analyse and present historical ideas. They will be assessed through three activities. They will be assessed in Terms One and Two. More details will be given later.

It is important for you to know that:

- One activity will be set so it assesses both Achievement Standards. In other words, part of the activity will assess AS1.1, and part AS1.2. The other two activities will assess AS1.1 and AS1.2 independently.
- If you achieve Excellence the first time you attempt either standard the first time you do it, then you may have the opportunity to do the second combined activity to a Level Two standard.

## KEY TERMS:

<b>focussing questions</b>	These are general questions that your research is trying to find out about. At Level 1, these questions are provided for you – you do not have to devise them yourself.
<b>sources</b>	Where you get information from. Examples include: books, CD-ROMs, websites, museums, people, artefacts, old newspapers, archives, statistics, libraries, videos, field studies or historical sites etc. For this AS, you will need to think of potential sources before you begin collecting information and be as specific as you can. <b>Primary sources</b> are sources that came from the actual time period being studied such as speeches and original documents. <b>Secondary sources</b> are sources that come after the event – such as books written about it, movies etc.
<b>evidence</b>	This is historical information that you have gathered from sources which is <i>relevant</i> to your research. Historical information becomes evidence when it is useful in answering your focussing questions.
<b>relevant links</b>	This is stating how and why particular evidence you have selected is particularly useful in answering the focusing questions.
<b>bibliography</b>	This is the correct term for formally recording where you gathered your evidence from. Historians follow certain conventions – or rules – on how these details are to be recorded.
<b>historical ideas</b>	These are concepts and broad understandings that make sense of historical events, details and happenings. Examples of historical ideas may include prejudice, feminism, fascism, civil rights, patriotism etc.
<b>appropriate historical format</b>	Format is to do with the means of presentation. For example, if you are asked to present your findings in a newspaper front page it is very important that your work looks like a front page with title, headlines, columns etc.
<b>appropriate historical style</b>	This is to do with the language you use. It must fit the format.

# THE INTERNALLY ASSESSED HISTORY UNIT STANDARDS

## 5809: Interpret historical resources

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People credited with this unit standard are able to understand evidence in historical resources, and draw a conclusion.

### Assessment Criteria

#### element 1

Understand evidence in historical resource(s).

##### performance criteria

- 1.1 Historical facts identified are consistent with evidence selected from the resource(s).
- 1.2 Idea(s) or point(s) of view described are consistent with the evidence selected from the resource(s).

#### element 2

Draw a conclusion.

##### performance criteria

- 2.1 The conclusion drawn is consistent with the evidence selected from the historical resource(s).

## 5817: Describe international relations in an historical setting

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People credited with this unit standard are able to describe the search for international peace and security in an historical setting, and describe how international peace and security were challenged, and responses to the challenge in an historical setting.

### Assessment Criteria

#### element 1

Describe the search for international peace and security in an historical setting.

##### performance criteria

- 1.1 Developments in the search for international peace and security are described.

#### element 2

Describe how international peace and security were challenged, and responses to the challenge in an historical setting.

##### performance criteria

- 2.1 Actions which challenged international peace and security are described.
- 2.2 Responses to the challenge to international peace and security are described.

## 5819: Describe social change in an historical setting

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People credited with this unit standard are able to describe issues that affected the lives of people in an historical setting, and describe actions taken to bring about social change in an historical setting, and the effects of the actions.

### Assessment Criteria

#### element 1

Describe issues that affected the lives of people in an historical setting.

##### performance criteria

- 1.1 The issues that affected the lives of people in the historical setting are described to establish their nature.

#### element 2

Describe actions taken to bring about social change in an historical setting, and the effects of the actions.

##### performance criteria

- 2.1 The actions taken by individual(s) and/or group(s) to bring about social change in the historical setting are described to establish their nature.
- 2.2 The effects of the actions are described to establish their impact on peoples' lives.

### **Note:**

1. *Although at least one opportunity for each unit standard will be given, subsequent opportunities will only be given if time allows and the assessment contributes towards practice for the externally assessed standards.*
2. *Unit standard assessment is done on an element by element basis. Therefore an assessment may cover one element only. Therefore a pass in element one in one activity can be matched with a pass in element two on another activity resulting in an overall pass for that unit standard.*
3. *For NCEA certificates **both** sets of credits for 5809 and 90211 cannot be counted. Passes in both will show as separate results on your Record of Learning, but only four credits from these two standards can contribute towards your level 1 or 2 certificate.*

# INTERNALLY ASSESSED RESULTS

Date	Standard Number	Title of assessment	Result

# INTERNAL ASSESSMENT: THE RULES

Internal assessment has to be fair.

This is a responsibility of both teachers and students. Teachers have to ensure that the tasks they set give a good opportunity for you to demonstrate how well you can meet the Achievement or Unit Standard, are comparable to other schools, and that their marking systems are fair. They must also ensure that some students are not unfairly advantaged over others. Students have a responsibility to ensure that the work they produce is their own.

To ensure this happens, you need to be aware of the school guidelines as they apply to internally assessed work at St Peter's College. These are in the 'Student NCEA Information Booklet 2006' given to you at the start of the year. In summary, these guidelines cover:

## 1. Due dates, late work and absences

Except for circumstances clearly beyond your control, late work – even if only one day late – will **not** be assessed for NCEA credit.

If you think you may have a justifiable reason for late work and seeking an extension, it is your responsibility to apply in writing in advance to your class teacher on the 'Application for Late Submission of Work' form (or on the first appropriate day after the work was due if the reason could not be anticipated).

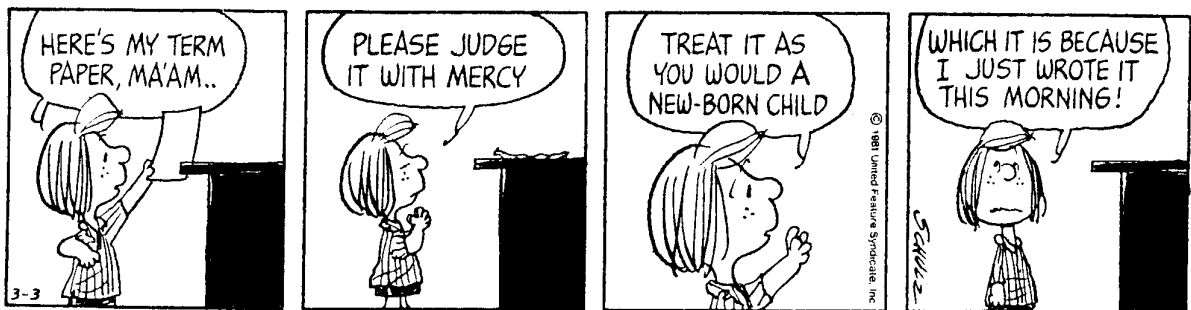
## 2. Appeals against a grade

You have a right to appeal if you think you have been unfairly disadvantaged through the marking process. This must be within THREE days of receiving back the work in question. The first person you talk to about it is your class teacher. If you still disagree, you discuss it with the HOD. If it is still unresolved, you need to complete the 'Formal Appeal of Marked Work' form and the NCEA Co-ordinator will investigate.

## 3. Cheating

Before accepting your work for assessment, a teacher must be sure that the work is your own. If cheating is in any way suspected several teachers, including the NCEA Co-ordinator will investigate. If cheating is confirmed, severe disciplinary procedures will result. You will receive no credit for the work.

Similarly, if you assist another student to cheat (such as offering them your work to copy), you will be subject to the same action as if you had cheated yourself



# THE EXTERNALLY ASSESSED HISTORY ACHIEVEMENT STANDARDS

## 90211 History 1.3: Interpret historical sources

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This achievement standard involves examining historical sources and identifying historical facts, ideas and points of view, describing relationships, and making judgements about the usefulness and/or reliability of the evidence provided in the sources.

### Assessment Criteria

*The evidence provided shows that the student can:*

Achieved	Achieved with Merit	Achieved with Excellence
<ul style="list-style-type: none"> <li>• Accurately identify historical facts, ideas, and points of view.</li> <li>• Describe an historical relationship indicated by the evidence provided in the sources.</li> <li>• Make a valid judgement about the usefulness/ reliability of the evidence provided in the sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identify a range of historical facts, ideas and points of view.</li> <li>• Describe some historical relationships indicated by the evidence provided in the sources.</li> <li>• Make some valid judgements about the usefulness/ reliability of the evidence provided in the sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identify a wide range of historical facts, ideas and points of view.</li> <li>• Describe the historical relationships indicated by the evidence provided in the sources.</li> <li>• Make several valid judgements about the usefulness/ reliability of the evidence provided in the sources.</li> </ul>

This is assessed in the exam at the end of the year. You will be given a range of historical sources from a topic that you have not studied, and you will need to use a range of historical skills to answer questions on them. Examples of sources that you may be asked questions on include: documents, pictures, graphs, speeches, cartoons, statistics...

Questions will focus on:

- **comprehension**

Identifying facts, ideas and points of view from items of historical evidence.

- **identifying and describing relationships**

Such as evidence that supports – or contradicts – statements or ideas. Making links between different items of evidence, recognising causes and effects etc.

- **making judgements about evidence**

This involves assessing how useful a particular item of evidence is. This may involve distinguishing facts from opinions, recognising specific points of view, bias and propaganda, being aware of its limitations as a single piece of evidence.

**PRACTICE ASSESSMENT: History 1.3: Interpret historical sources**

Date	Topic and Grade	Areas I was strong in	Areas I need to work on

## 90212 History 1.4: Describe the perspectives of people in an historical setting

This standard involves describing and demonstrating understanding of the perspectives of people in an historical setting.

### Assessment Criteria

*The evidence provided shows that the student can:*

Achieved	Achieved with Merit	Achieved with Excellence
<ul style="list-style-type: none"><li>Describe the perspectives and related actions of people from the setting.</li><li>Express some views/ beliefs/ attitudes applicable to individuals or groups from the setting.</li></ul>	<ul style="list-style-type: none"><li>Describe and explain the perspectives and related actions of people from the setting.</li><li>Express views/ beliefs/ attitudes consistent with individuals or groups from the setting.</li></ul>	<ul style="list-style-type: none"><li>Describe and comprehensively explain the perspectives and related actions of people from the setting.</li><li>Express views/ beliefs/ attitudes consistent with and authentic to individuals or groups from the setting.</li></ul>

This is assessed in the end of year exam. This AS assesses your ability to put yourselves in the shoes of people from the past.

You will be given an event or issue where different points of view were held. You will be asked to:

- identify several points of view about the issue or event,
- give reasons for each point of view (perspective)
- describe actions that result from this
- give reasons for these particular actions
- answer these questions 'in role' – such as writing a letter, a diary entry, speech, answer interview questions etc. These will probably be paragraph length

The questions may ask you to take the role of an actual historical figure, such as Woodrow Wilson or Martin Luther King, or as a representative of a certain group, such as Vietnam protestors or Ku Klux Klan members.

Questions will be on 9 topics – but this course will only prepare you to answer the Origins of World War II and Black Civil Rights questions.

### KEY TERMS

**perspectives** Opinions, points of view, beliefs, attitudes, where someone is 'coming from'.

**historical setting** The context - the place, period and/or people.

**authentic** Genuine and realistic.



**PRACTICE ASSESSMENT: History 1.4: Describe perspectives...**

Date	Topic and Grade	Areas I was strong in	Areas I need to work on

## 90213 History 1.5: Describe the impact of a development in an historical setting

This standard involves writing an essay describing the cause(s) and/or course and/or consequence(s) of an historical development.

### Assessment Criteria

*The evidence provided shows that the student can:*

Achieved	Achieved with Merit	Achieved with Excellence
<ul style="list-style-type: none"><li>Describe the cause(s) and/or course and/or consequence(s) of an historical development.</li><li>Structure the historical information in a satisfactory essay format.</li></ul>	<ul style="list-style-type: none"><li>Describe in detail the cause(s) and/or course and/or consequence(s) of an historical development.</li><li>Structure the historical information in an acceptable essay format.</li></ul>	<ul style="list-style-type: none"><li>Comprehensively describe the cause(s) and/or course and/or consequence(s) of an historical development.</li><li>Structure the historical information in an effective essay format.</li></ul>

This is assessed in the end of year exam. You have to write an essay about what effect some sort of historical development (such as non-violent protest in America) had on people and how they reacted or responded to it.

Questions will be on 9 topics – but this course will only prepare you to answer questions on the four topics we study.

Examples of historical developments include: appeasement, the nuclear-free movement, desegregation, collectivisation, etc.

### KEY TERMS

**historical development** A movement, operation of a force, or social, political or economic change that occurred in the past.

**essay format**

- Introduction/ body/ conclusion
- Structured paragraphs (containing generalisations and supporting evidence)
- Logical sequence of paragraphs

**PRACTICE ASSESSMENT: History 1.5: Describe the impact of an historical development... (essay)**

Date	Topic and Grade	Areas I was strong in	Areas I need to work on

# THE EXTERNAL STANDARDS: TOPIC OUTLINE

## The Origins of World War II 1919-1941

- What attempts were made to establish a permanent peace after World War I?

### *The search for security after World War I*

- \* the Treaty of Versailles; its intentions and the German reaction;
- \* attempts at collective security: the League of Nations, Locarno and Kellogg-Briand Pacts

- What challenges to peace occurred in the 1930s?

### *Fascism and aggression*

- aggression by fascist powers: invasion of Abyssinia, reoccupation of the Rhineland, Spanish Civil War
- \* Military Pacts: Rome-Berlin-Tokyo Axis, German-Soviet Non-Aggression Pact
- \* Asia and the Pacific: Japanese objectives in Manchuria, China

- Why did war break out?

### *The failure of appeasement in the face of aggression*

- \* rationale of appeasement: Anschluss and Czechoslovakia
- \* advantages of aggressors: preparation and mobility, strike power
- \* war in Europe and the Pacific: Poland, Barbarossa, Pearl Harbour



## Black Civil Rights in the USA 1954-1970

- What position did blacks hold in United States society in the mid-1950s and why were there moves to bring about change?

### *The civil rights issue*

- blacks as a disadvantaged group - social and legal status
- Rosa Parks and the beginning of organised protest - National Association for the Advancement of Colored People, National Urban League, the education issue
- federal responses and the role of the Supreme Court.

- How did blacks attempt to bring about change between 1955 and 1965?

### *Non-violent strategies and the influence of Martin Luther King*

- the concept of non-violence - influences of King
- non-violent protest in action - sit-ins, 'freedom riders', mass demonstrations, the march on Washington
- the involvement of black women.

- What new directions were pursued in the 1960s?

### *Direct action and black separatism*

- growing frustration at the slow rate of change leading to more militant action – urban riots of the mid-1960s
- separatists - Malcolm X, Muhammed Ali, the Black Panthers, Angela Davis; extent of change since 1954.

