SAMPLE COURSE OUTLINE

MODERN HISTORY
ATAR YEAR 12

Unit 3 – Elective 2: Russia and the Soviet Union 1914–1945
Sample course outline
Modern History – ATAR Year 12
Semester 1 – Unit 3 – Modern nations in the 20th century

This outline is based on the elective: Russia and the Soviet Union (World War I – end World War II)

<table>
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<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tr>
<td>1</td>
<td><strong>Historical Knowledge and Understanding</strong>&lt;br&gt;• overview of Russia in 1914&lt;br&gt;• significant ideas of the period&lt;br&gt;• the role and impact of significant individuals in the period, including political, military and social/cultural leaders&lt;br&gt;<strong>Overview</strong>&lt;br&gt;• geography, social structure, role of the Orthodox Church, political structure of Russia&lt;br&gt;• ideas and groups in 1914&lt;br&gt;  ▪ autocracy, liberalism, socialism, Marxism and communism&lt;br&gt;  ▪ nobility, intelligentsia, Social Democrats, Bolsheviks/Mensheviks, Socialist Revolutionaries, Constitutional Democrats&lt;br&gt;• political changes from 1905 including Dumas and Fundamental Laws&lt;br&gt;• individuals including Tsar Nicholas II, Trotsky and Lenin</td>
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<td>2–3</td>
<td><strong>Historical Knowledge and Understanding</strong>&lt;br&gt;• the internal divisions and crises within Russian society&lt;br&gt;• the significant ideas of the period&lt;br&gt;<strong>Historical skills</strong>&lt;br&gt;• Chronology, terms and concepts&lt;br&gt;• Perspectives and interpretations&lt;br&gt;<strong>1914–1917: World War I and its impact</strong>&lt;br&gt;• causes of discontent/February Revolution&lt;br&gt;  ▪ political discontent; Tsar as commander-in-chief, Tsarina and Rasputin, Progressive Bloc&lt;br&gt;  ▪ economic discontent&lt;br&gt;  ▪ military defeat, mutiny, Brusilov&lt;br&gt;• events of February Revolution 1917&lt;br&gt;• outcomes&lt;br&gt;  ▪ Provisional Government and Kerensky&lt;br&gt;  ▪ Petrograd Soviet&lt;br&gt;  ▪ the Soviets and Order Number 1&lt;br&gt;  ▪ July Days&lt;br&gt;  ▪ Kornilov affair&lt;br&gt;  ▪ the weaknesses of the political system&lt;br&gt;  ▪ Bolshevik response – April Theses, Bolshevik Military Revolutionary Committee (Milrevcom), the growth of support for the Bolsheviks&lt;br&gt;<strong>Historical skills</strong>&lt;br&gt;• Analysis and use of sources&lt;br&gt;• Perspectives and interpretations&lt;br&gt;• Explanation and communication&lt;br&gt;<strong>Task 1: Source analysis</strong></td>
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| 4    | **Historical Knowledge and Understanding**  
|      | • the role and impact of significant individuals in the period, including political, military and social/cultural leaders  
|      | **Historical skills**  
|      | • Perspectives and interpretations  
|      | **Revolutionary ideals: the revolution from below versus the revolution from above**  
|      | • causes and events of the October Revolution, roles of Trotsky and Lenin  
|      | • outcomes of the October Revolution  
|      | **Historical debate**  
|      | • the Bolshevik seizure of power – a coup d'état or a revolution?  
|      | • the importance of leadership in the revolution  
| 5–6  | **Historical Knowledge and Understanding**  
|      | • the initial reforms and decrees of the Bolsheviks  
|      | **Putting ideas into practice: support and opposition**  
|      | • initial reforms and decrees:  
|      |  ▪ role of Lenin and the Sovnarkom  
|      |  ▪ Land, Peace and Factory Decrees, abolition of classes and ranks, separation of church and State, abolition of the Constituent Assembly, State Socialism  
|      | • Brest-Litovsk Treaty 1918  
|      | • opposition to the Bolsheviks  
|      |  ▪ the elimination of class enemies including the Tsar, nobility and the clergy  
|      |  ▪ development of the Red Terror  
|      | • the Civil War and reasons for the Bolshevik victory  
|      |  ▪ Trotsky and the Red Army  
|      |  ▪ strategic advantages  
|      |  ▪ communism/War Communism and impact on the peasants  
|      |  ▪ the role of Lenin and the Cheka  
|      |  ▪ Kronstadt Rebellion  
|      | **Historical skills**  
|      | • Chronology, terms and concepts  
|      | • Explanation and communication  
|      | **Task 2: Explanation – essay**  
| 7–8  | **Historical Knowledge and Understanding**  
|      | • the changes that transformed Russia  
|      | • the significant ideas of the period  
|      | **Changes (i)**  
|      | • the New Economic Policy (NEP) and the impact on the peasants  
|      | • creation of the USSR  
|      | **Evaluation of Lenin/Leninism**  
|      | • Pipes and Figes  
|      | **The power struggle between Trotsky and Stalin**  
|      | • NEP versus industrialisation and collectivisation  
|      | • Socialism in One Country versus Permanent Revolution  
|      | • Politburo factions – Zinoviev, Kamenev and Bukharin  
|      | • reasons for the success of Stalin  
|      | **Changes (ii)**  
|      | • the Five Year Plans  
|      |  ▪ state control of the economy  
|      |  ▪ forced rural collectivisation  
|      |  ▪ state-created famine  
|      |  ▪ modernisation, urbanisation, industrialisation  
|      |  ▪ Stakhanovites,Shock troops and the factory workers  

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|      | **Historical skills** | Analysis and use of sources  
Perspectives and interpretations  
Explanation and communication |
| **Task 3: Source analysis** | **Historical Knowledge and Understanding** | the different experiences of individuals and groups in the period to 1945  
the significant ideas of the period  
the significance of the struggle of Josef Stalin and Leon Trotsky for power and the reasons for the success of Stalin |
|      | **Historical skills** | Perspectives and interpretations |
| **9** | **The nature and style of Stalin’s leadership/Stalinism** | experience of the nobility, clergy, peasants and factory workers  
methods the regime employed to control  
- repression  
- class warfare including *dekulakisation*  
- mobilisation and propaganda including the ‘Cult of Stalin’  
- 1936 Constitution  
- murder of Kirov, the Show Trials, the Purges and the Great Terror (the *Yezhovshchina*) |
| **Historical debate** | was *dekulakisation* a civil war?  
was terror from above or terror from below? |
| **10–11** | **Historical Knowledge and Understanding** | the social/cultural impact of Bolshevism and Stalin’s Cultural Revolution to 1945  
the different experiences of individuals and groups in the period to 1945 |
|      | **Historical skills** | Chronology, terms and concepts  
Historical questions and research  
Analysis and use of sources  
Perspectives and interpretations  
Explanation and communication |
| **Task 4 Part A: Historical inquiry process** | **Task 4 Part B: Validation essay** | **Social/Cultural change to 1945**  
- women, the roles of Krupskaya and Kollontai  
- nationalities  
- youth and education such as the Young Pioneers, Komsomol, the role of Lunacharsky  
- the arts including Socialist Realism, the role of Zhdanov  
- religion, persecution, Soviet League of the Militant Godless  
- the social/cultural impact of Bolshevism and Stalin’s Cultural Revolution and Great Retreat |
| **12–14** | **Historical Knowledge and Understanding** | the impact of World War II and the methods that enabled the USSR to secure victory  
the role and impact of significant individuals in the period, including political, military and social/cultural leaders  
the different experiences of individuals and groups in the period to 1945 |
|      | **World War II (the Great Patriot War)** | Non-Aggression Pact, the invasion of Finland, the seizure of the Baltic States and the German invasion  
- impact of the war 1941–1945 including:  
  - level of destruction and number of casualties  
  - collaboration of non-Russians with the Nazis  
  - resurgence and exploitation of Russian nationalism by Stalin |
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<td><strong>Task 5: Explanation – essay</strong></td>
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<td>• methods that enabled the USSR to secure victory</td>
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<td>• NKVD and STAVKA</td>
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<td>• role of the military leaders (Zhukov, Vasilevsky, Molotov and Rokossovsky)</td>
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<td>• geo-political changes at the end of the war</td>
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<td><strong>Task 6: Examination (Semester 1)</strong></td>
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