

EDSS 470 - Assignment 2

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NSW Australian Curriculum History : Stage 5



Depth Study 6: Team America!

A critical investigation into the influence of America as a world “Superpower” in the 1960s and 1980s.

Team America | Stage 5 | History

Duration and Context Statement	Scope and Sequence
<p>Duration: This 8 week unit of learning consisting of 15 hours in total with 3 days per week.</p> <p>Prior Knowledge: Student must have prior knowledge of World War II.</p> <p>Level of difficulty: The program may be considered at a 'Moderate' level of difficulty. Catering for various learners both special needs and gifted and talented, the unit allows students to extend their interests and knowledge with homework and extension activities and provides optional 'Text to Speech' support. All activities are articulated in order for clear instruction and outlines the quality of work expected of students.</p> <p>Relevance: The unit celebrates history as the past, present and future, in an attempt to engage the student, and their abilities to recognise past events and their relevance in society today. Students are able to appreciate the influence of America on the world throughout the 1960s and 1980s applying prior knowledge and extending their comprehension on its impact on globalisation.</p> <p>Engagement Factor: Throughout the unit students are able to engage with multimedia and various Web2.0 tools, not only enhancing their ICT skills but actively engage in their learning and applying their knowledge. Popular culture is embedded within the unit, which encourages students to appreciate learning at a new level.</p>	<p>The nature of this Depth Study allows for a certain level of flexibility in its placement. However, students would be in the best position to engage with the concepts, content and skills of this Depth Study once they have already completed Depth Study 3 'Australians at War' and Depth Study 4 'Rights and Freedoms'. Both of these studies provide necessary background knowledge and key historical concepts required to successfully complete this Depth Study 6.</p>

<p>Unit overview</p>	<p>Historical Concepts</p>
<p>This study focuses on the cultural influence of America in varying contexts. Students will learn about America's foreign policy, economic influences, UN involvement, Cold War and Vietnam War. They will explore how these events influenced global culture. In this depth study students' will evaluate the extent of America's cultural influence. Within this they will incorporate will explore primary and secondary sources and will outline the differences of hard and soft power and how these have been utilised by America during the 1960s - 1980s.</p> <p>Team America Website (All activities are presented on the site), you must read this adjacent to the following URL : http://teamamericadepthstudy.weebly.com</p>	<ul style="list-style-type: none"> ● Significance ● Impact ● Continuity and change ● Perspectives ● Cause and effect <p>Historical Skills</p> <ul style="list-style-type: none"> ● Comprehension: chronology, terms and concepts ● Analysis and use of sources ● Perspectives and interpretations ● Research ● Explanation and Communication ● Empathetic Understanding

<p>Outcomes</p>	<p>Assessment overview</p>
<p>History 7-10</p> <ul style="list-style-type: none"> › HT5 - 1 explains and assesses the historical forces and factors that shaped the modern world and Australia › HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia › HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia › HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia 	<p>Assessment 1 (Formative): Individual Presentation - Students will present to the class their view on the Cold War and Vietnam War and how this impacted on America's' economic, political and cultural history.</p> <p>Assessment 2 (Formative): Whilst working in groups students present an electronic 'Graffiti Wall' identifying America's cultural influence on Australia through the social idea of the 'American Dream.'</p> <p>Assessment 3 (Formative): Speech - Student will evaluate American film and music and its influence globally.</p> <p>Assessment 4 (Summative): Group Presentation - Assess student knowledge on the concepts and events in unit as a whole.</p>

<ul style="list-style-type: none"> › HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia › HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia › HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry › HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past › HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences 	<p>Note: Student upload work throughout the unit into an online 'Blog' on 'Team America' for teacher review and feedback.</p>
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Content	Teaching, learning and assessment	Resources
<p>Overview</p> <p>A critical Investigation into the influence of America as global “superpower”</p> <p>Overview (HT5 - 9) ICT</p> <p>Students:</p> <ul style="list-style-type: none"> • Identify and define the key terminology and concepts for the unit: Capitalism, Communism, Globalisation, Hard Power and Soft Power. 	<p>Task 1: Hook - Top 10 2014 Songs</p> <ul style="list-style-type: none"> - Class discussion on Hook. <p>Task 2: (Jigsaw Activity):</p> <ul style="list-style-type: none"> - In groups of 7 student will be allocated one of these BIG Ideas. - Students job is to find out what each of these ideas mean and come up with a succinct definition of your BIG Idea. BIG Ideas: Capitalism, Communism, Globalisation, Hard Power and Soft Power. 	<p>Video Reference: https://www.youtube.com/watch?v=AdYwWSTDArg</p> <p>Prompting questions for discussion in Task 1:</p> <ol style="list-style-type: none"> 1) How many of these songs were American? 2) Why is that American culture has had such a large impact?

	<p>Task 3: Discussion</p> <ul style="list-style-type: none"> - Discuss Task 2. - Create collaborative definition of each BIG idea as class. <p>Lesson Conclusion:</p> <ul style="list-style-type: none"> - Teacher will hand out the accompanying assessment task for this unit and will read through the assessment with students. - Establish a 'I know' and 'I need to know' table to guide the children with what they need to do with the assessment. 	<p>Prompting questions for discussion in Task 3:</p> <ol style="list-style-type: none"> 1) Ask students to share definitions (prompt by name if required). 2) What are the strengths of these definitions? 3) Can we improve upon our own definitions in light of these? (lead into creation of whole class definition.)
<p>Foreign Policy</p> <p>Developments in American Foreign and Economic Policies and international relations, 1960s – 1980s (HT5 - 1, HT5 - 4, HT5 - 8) Numeracy, ICT</p> <p>Students:</p> <ul style="list-style-type: none"> ● Use a range of sources to identify key economic and foreign policy decisions/events. 	<p>Task 1:Class Discussion on Foreign Policy</p> <p>Task 2: Timeline</p> <ul style="list-style-type: none"> - Students use provided timelines to create a succinct timeline on “Dipity.com”, of key Foreign Policy Developments. 	<p>Prompting questions for discussion in Task 1:</p> <ol style="list-style-type: none"> 1) What is Foreign Policy? 2) Why do countries have Foreign Policy? <p>Timeline site: Ditpity:http://www2.ed.gov/about/offices/list/ope/iegps/fulbrighthaysact.pdf</p>

<ul style="list-style-type: none"> ● Explain the significance of key events/policies to America’s Superpower status. ● Assess whether American Foreign Policy and International relations (1960 – 1980s) is predominantly an example of Hard or Soft Power. ● Discuss the interplay between America’s economic status and their Foreign policy decisions. 	<p>Task 3: Class discussion</p> <ul style="list-style-type: none"> - Why are these developments important? - Hypothesis their potential impact on American cultural/social influence. <p>Task 4: Paragraph</p> <ul style="list-style-type: none"> - Why does Foreign Policy matter? Student must consider the events/policy decisions they have chosen for their timeline. - Student must write a short paragraph on each of their timeline points. Student must be prepared to discuss them with the class! <p>Extension Task: Students to look at Mutual Understanding and Educational Exchange Act of 1961 and consider its implications as a form of ‘soft power’.</p>	<p>Questions to Guide Paragraphs Task 4:</p> <ol style="list-style-type: none"> 1. Why did you choose them? 2. What impact did they have on America's international relationships? 3. Are these policies/events examples of Hard Power or Soft Power? Why? 4. Have these events impacted America's large cultural influence? Why? Why not?
<p>Economic</p> <p>Discuss the interplay between America’s economic status and their Foreign policy decisions. (HT5 - 2, HT -</p>	<p>Task 1: An Economic focus</p> <ul style="list-style-type: none"> - Student must read through the Economic timelines provided and use this information to build upon their digital timeline which was started last lesson. - Consider: The interplay between economic 	<p>Economic Timeline: http://www.timetoast.com/timelines/economic-trends-in-ap-us-history http://www.learner.org/series/econusa/interactivelabs/economic-timeline/</p>

<p>4, HT5 - 8) <u>ICT</u></p> <ul style="list-style-type: none"> Describe the economic influence of America over at least ONE lesser power: <ul style="list-style-type: none"> Philippines Chile Haiti 	<p>developments and foreign policy.</p> <p>Task 2:Neo-Colonialism</p> <ul style="list-style-type: none"> Americans economic influence over other nations. In groups of 2-3 student must create a Mind Map exploring the extent to which the Philippines has been influenced economically, and culturally by America. <p>Extension Task: Students to read 'The United States and World Economic Power' Gabriel Kolko.</p>	<p>Extension Reading: Kolko, Gabriel. "The United States and World Economic Power." In <i>American Foreign Policy</i>, by Bruce W. Jentleson, 225 - 229. New York: W. W. Norton & Company Inc., 2000.</p>
<p>UN Involvement</p> <p>America's contribution to the development and continued running of the United Nations. (HT5 - 3, HT5 - 4, HT5 - 8) :<u>Literacy, ICT</u></p> <p>Students:</p> <ul style="list-style-type: none"> Outline the role of the United Nations. Describe the significance of the 	<p>Task 1: Recap!:</p> <ul style="list-style-type: none"> Student will be given 5 mins to link the the words (BIG IDEAS) to their definitions. <p>Task 2: What is the United Nations?</p> <ul style="list-style-type: none"> Students watch video provided by teacher. <p>Task 3: Security Council</p> <ul style="list-style-type: none"> Student will be given a link to research and will be asked to answer the following questions: What is the security council? Outline America's role in the development of the 	<p>UN Video Link: https://www.youtube.com/watch?v=1cqW8-ongtY</p> <p>Security Council Links:</p> <p>http://www.britannica.com/EBchecked/topic/532070/United-Nations-Security-Council</p> <p>http://theconversation.com/hard-evidence-who-uses-veto-in-the-un-security-council-most-often-and-for-what-29907</p> <p>http://fas.org/irp/offdocs/NSChistory.htm</p>

<p>Security Council, including America’s involvement in its development and use of ‘veto power’.</p> <ul style="list-style-type: none"> • Evaluate at least ONE American peacekeeping operation during the 1960’s – 80s in light of its effect on America’s cultural influence as a global “Superpower”. 	<p>security council.</p> <ul style="list-style-type: none"> - What is the purpose of "veto power" ? <p>Task 3: Let Evaluate</p> <ul style="list-style-type: none"> - Students must choose one peacekeeping operation involving America (<i>between 1960 - 1989</i>) and evaluate it using the questions below: <ol style="list-style-type: none"> 1. What was the aim of the operation? 2. Was it in line with American foreign policy? 3. Could this operation have impacted America's Superpower status? 4. Did this operation potentially impact the receiving nation culturally? 5. Would this operation be considered a demonstration of hard/soft power? Why? 	<p>Peacekeeping Resource: http://www.un.org/en/peacekeeping/operations/past.shtml</p>
<p>Cold War</p> <p>Defining the Cold War (HT5-7, HT5-9)</p> <p>Students:</p> <ul style="list-style-type: none"> • Define the Cold War. • Determine if the Cold War is a Soft Power OR a Hard Power OR both. 	<p>Task 1: Defining the Cold War</p> <ul style="list-style-type: none"> - The first task is to define the term “Cold War.” - Give the students a couple of minutes to write in their book their guess, as to what the definition of the phrase “Cold War”. - Instruct the student to turn to one or two people next to them and share your definitions and decide on a definition they can all support. - After the whole class discusses the options presented. 	<p>Definition ideas for ‘Cold War’:</p> <ul style="list-style-type: none"> - A conflict or dispute between two groups that does not involve actual fighting. - Intense economic, political, military, and ideological rivalry between nations, short of military conflict; sustained hostile political policies and an atmosphere of

<p>Understand significant events and the experiences of the Cold War (HT5-5, HT5-8, HT5-9) <u>Numeracy</u></p> <p>Students:</p> <ul style="list-style-type: none"> • Using sources, students investigate the following events: <ul style="list-style-type: none"> - The U-2 Incident (1960) - The Bay of Pigs - The Cuban Missile Crisis - John F. Kennedy Assassination - The Czechoslovakia Uprising - Rise and fall of the Berlin Wall - Salt I & II - Coup d'état in Chile - Somalia, Ethiopia, & the Ogradan - Gerald Ford - Ronald Reagan - The Strategic defense initiative. - Chernenilo – General Secretary - Mikhail Gorbachev - George Bush 	<ul style="list-style-type: none"> - Students will then write the class definition of 'Cold War' in their books. <p>Task 2: Timeline of the Cold War - (Jigsaw activity) based on the Cold War Museum Website.</p> <ul style="list-style-type: none"> - Each student will be given a decade (1960s -1980s) to research. - These decades specifically stated in tabs in the link above, student will click on the tabs that are relevant to their decade. - Student then will match the heading on the worksheet to the tabs on the site above and summarise its contents. - When the students have completed this, student (A) must then find another student (B) that have been given a different decade. - Student (A) must then teach the other student (B), the decade they studied, whilst the student (B) writes down the dot points and visa versa, until the worksheet is completed. <p>Extension Task - Within the link provided above there is a 'Trivia' tab, student will be asked to test their knowledge, then follow the simple prompts to complete the quiz.</p> <p>Task 3: Comprehension</p> <ul style="list-style-type: none"> - Class will be divided into groups of 2-3. - Each group will be given a passage and must address the following questions (answers must be 2 sentences (20 words minimum): <ol style="list-style-type: none"> 1) Describe the ideological differences between The 	<p style="text-align: right;">strain between opposed countries.</p> <p>Cold War Museum Website: http://www.coldwar.org/articles/60s/index.asp.</p> <p>Worksheet & Answers: (Task 2) provided on Team America Weebly Page Lesson 5 (Teaching Resources).</p> <p>Extension Task Trivia link: http://www.coldwar.org/trivia/index.asp</p> <p>Passages & Sample Answers (Task 3): Provided on Team America Weebly Page Lesson 5 (Teaching Resources).</p> <p>Special Needs: (Text- to- Speech) - Software that reads passage to the</p>
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<ul style="list-style-type: none"> Describe ideology differences between US and Soviet Russia (Capitalism Vs. Communism). 	<p>United States and Soviet Russia?</p> <ol style="list-style-type: none"> What ideological changes had been forced upon the superpowers by the end of the 1980s? Explain if the passage is an example of 'Hard Power' OR 'Soft Power' OR Both?Why? <p>Task 4: Discussion</p> <ul style="list-style-type: none"> The answers in Task 3 will be discussed as a class. <p>Notification by teacher: “The fight between Communism and Capitalism was not just seen in Soviet Union and America, but during the Cold War, America also intervened in the Vietnam, this topic will be discussed next lesson”.</p> <p>Homework:</p> <ul style="list-style-type: none"> Background of Vietnam War reading will be given to the students as homework (must read individually by next lesson). 	<p>student: http://www.ivona.com</p> <p>Special Needs Questions for task 3: Located on the Team America Weebly Page ‘Special Needs’ (Teaching resources).</p> <p>Homework Text: Provided on Team America Weebly Page Lesson 5 (Teaching Resources & Lesson 5 for students to view).</p>
<p>Vietnam War</p> <p>An Overview of the Vietnam War (HT5-3, HT5-9) Literacy, ICT</p>	<p>Task 1: Recap discussion</p> <ul style="list-style-type: none"> Discuss the reading that was set last lesson. <p>Task 2: Hook</p> <ul style="list-style-type: none"> Teacher will play a video, which contains summary that breaks down the Vietnam War. 	<p>Prompting questions for discussion in Task 1:</p> <ol style="list-style-type: none"> What is Capitalism and Communism? Why was the North and South fighting? How many Australian soldiers

<p>Students:</p> <ul style="list-style-type: none"> ● Outline the causes of the Vietnam War. ● Sequence the places of the War. ● Explores America's acts in the Vietnam War with close reference to the Charter of the United Nations. <p>Australia's involvement in the Vietnam War (HT5-2, HT5-3, HT5-4, HT5-7, HT5-9)</p> <p><u>Asia and Australia's engagement with Asia.</u></p> <p><u>ICT</u></p> <ul style="list-style-type: none"> ● Identifies why Australia joined the Vietnam War in relation to the following concepts: <ul style="list-style-type: none"> - Domino Theory. - Strategic Dependence. - Communism. - Capitalism. 	<p>Task 3: Domino Theory & Strategic Dependence reading:</p> <ul style="list-style-type: none"> - Student will read the passages on the 'Team America' site. - Student will listen to Malcolm Fraser's perspective on the Vietnam War (also a transcript is provided). <p>Task 4: Sources Analysis</p> <ul style="list-style-type: none"> - Student will be asked to create a caption that explains the main ideas that the cartoonist is conveying to the viewer for each comic (located on the 'Team America' site). <p>Task 5: Questions</p> <ul style="list-style-type: none"> - Student must write the the answers to the following questions in their book (answers must be 2 sentences (20 words minimum): <ol style="list-style-type: none"> 1) Do the cartoons suggest that all Australians agreed with the 'Domino Theory'? Discuss the reasons for your answer. 2) Explain why Australia chose to be involved in the Vietnam War in 1965? With reference to Strategic Dependence'. <p>Task 6: Recap discussion</p> <ul style="list-style-type: none"> - Student discuss Tasks 3,4 and 5 as a class. <p>Task 4: Evaluation Letter</p>	<p>were involved?</p> <p>4) Why was Australia involved?</p> <p>Task 2 Hook Video:</p> <p>https://www.youtube.com/watch?v=r0t-YBemwzs.</p> <p>Special Needs: (Text- to- Speech) - Reads passage to the student: http://www.ivona.com</p> <p>Task 4 Hints:</p> <ul style="list-style-type: none"> - Cartoon number 1 is a product of 'Strategic Dependence'. - Cartoon number 2 is a product of the 'Domino Effect'. <p>Answers (Task 5): Provided on Team America Weebly Page Lesson 5 (Teaching Resources).</p> <p>Prompting questions for discussion in Task 6:</p> <ol style="list-style-type: none"> 1) Why did Australia chose to support America in becoming a 'Superpower' in the Vietnam War
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	<ul style="list-style-type: none"> - Student will be asked to reflect upon a previous lesson (lesson 2, refers to the United Nations). - Student will then be asked to write a letter to the United Nations explaining their view on America's intervention in Vietnam (100 words minimum). - Student must consider/refer to: <ol style="list-style-type: none"> 1) If you believe they should continue the War in Vietnam OR If, you disagree with America's intervention in Vietnam. 2) Communism and Capitalism. 3) Charter of the United Nations. 4) Soft power & Hard power. 5) The student must conclude with their view on America gaining more power and ultimately becoming a world superpower". - Students will begin this task in class, then finish the rest from homework, (must be completed before next class). - Students must upload onto 'blog'. <p>Task 6: Discussion</p> <ul style="list-style-type: none"> - The answers in Task 5 will be discussed as a class. <p>Notification by teacher: "Next lesson we will discuss how the Vietnam War and Cold War impacted upon America"</p>	<p>in 1965?</p> <ol style="list-style-type: none"> 2) What is the 'Domino Theory'? 3) What does Malcolm Fraser mean by 'Strategic Dependence'? <p>Special Needs (Online Letter Generator): http://www.readwritethink.org/files/resources/interactives/letter_generator/</p> <p>Extra UN documents for teacher: http://www.un.org/en/documents/</p> <p>Blog: Is located on Team America Weebly Page 'blog' tab.</p>
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Cold War & Vietnam War and its role in creating a superpower.

The impact of the Cold War and Vietnam War and its role in creating America the

'Superpower' (HT5-5, HT5-8, HT5-9, HT5

- 10) Literacy, ICT

- Evaluates both the Vietnam War and the Cold War and address the impacts on Americas':

- Cultural
- Political
- Economic history.

Task 1:Recap - Informal Presentations

- Each individual student in the class will be given a passage in relation to the Cold War /Vietnam War.
- Each student must select a category in which their passage is best suited. Student then must present:
 1. What the passage is about.
 2. Why they chose this category
(Categories: Cultural, Political Economic).
 3. Explain if the passage is an example of 'Hard Power' OR 'Soft Power' OR Both?Why?
- Each student will write a paragraph (100 words), on the above questions.
- Students will then upload their paragraph on to 'blog' for teacher review.
- Each student will be given **1mins** to present the above question to the class.
- Teacher will give oral feedback.

Task 2: Recap (Think, Pair and Share)

- Student will be asked to reflect on the activities that they have just completed and look back at the timeline they completed in lesson 5.
- Individually student must answer the following question:
- How do you think the Cold War and the Vietnam War has contributed to America becoming a 'superpower'? Write at least five dot points in your book.
- Student must then share their answers to their

Special Needs: (Text- to- Speech)

<http://www.ivona.com>

Passages: (Task 1): Is provided on the 'Team America' (Teaching Resources) - teacher must cut out each passage, then hand out to students.

Blog: Is located on Team America Weebly Page 'blog' tab.

	<p>neighbour verbally, adding to their dot points.</p> <p>Task 3: Class discussion</p> <ul style="list-style-type: none"> - Teacher brings the class together to create a discussion based on their ideas created in Task 2. <p>Notification by teacher:“Next lesson will be focusing on America and their use of "Soft War" in order to become the world's ‘Superpower’.</p>	<p>Ideas that may be discussed in Task 3:</p> <ol style="list-style-type: none"> 1) America is now the only ‘superpower’. 2) The Cold War put America in a race with the USSR. American companies expanded into unimaginable territory to prove to the USSR that capitalism was better than communism. 3) Various military conflicts were supported/funded by the US - Korea, Vietnam etc. This advanced American military capability while leaving the rest of the world in awe of its power. 4) Ronald Reagan's defeat of communist Russia achieved with minimal bloodshed signaled a new era. This made America the ultimate economic and military ‘superpower’. Its companies became huge and its military established hundreds of bases worldwide.
<p>Big Social Ideas - American Democracy</p> <p>Explores significant aspects of America’s democracy and its cultural</p>	<p>Task 1: American Democracy Teacher facilitates discussion on American democracy.</p>	<p>Task 1: Discussion Questions</p> <ul style="list-style-type: none"> ● What is its main focus?

<p>impact on the Philippines. (HT5-2, HT5-8, HT5-9,) <u>Literacy, ICT, Difference and Diversity</u> Students:</p> <ul style="list-style-type: none"> • Explores significant aspects of America’s democracy. • Identifies using primary sources the similarities and differences of the role of America’s and the Philippine’s Presidents. • Identifies America’s cultural influence as ‘Superpower’ on the Philippines. 	<p>‘American Democracy’ is written in the centre of the board and students are to think of as many aspects as they can, which make up the American democracy. Students may like to write their notes on a mind map in their books or use ‘Mindup’ on their laptops.</p> <p>Extension Students may like to read pages 4-9 of “<i>Democracy in Brief</i>” to add to the notes within the mind map.</p> <p>Task 2: Compare the Pair As studied in the first few lessons on America’s influence as a ‘Superpower’ on the Philippines, the activity will compare the roles of Presidents in America and Philippines. Pair and Share: Each student is allocated either of the countries America or Philippines. Students are to read their countries constitution and are to find 5 facts about their president and write them into the column for their country within the worksheet/document labelled ‘Comparison of the Presidents.’ They are then to share their information with their partner and write down 5 notes for their partner’s country. Working in pairs students compare the similarities and differences for the roles of both Presidents again within the worksheet.</p> <p>Task 3: Discussion Time Teacher facilitates discussion on how America’s</p>	<ul style="list-style-type: none"> • What makes it different to that of others? - Think back to the Philippines? <p>Mindmap: https://www.mindmup.com/#m:new</p> <p>Extension ‘Democracy in Brief’ http://photos.state.gov/libraries/amgov/30145/publications-english/democracy-in-brief.pdf</p> <p>1987 Constitution of the Republic of the Philippines Article VII – Executive Department http://www.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-vii/</p> <p>The Constitution of the United States – Article II http://www.gpo.gov/fdsys/pkg/CDOC-105sdoc11/pdf/CDOC-105sdoc11.pdf</p> <p>Worksheet: ‘Comparison of the Presidents’ Found on weebly under ‘Teacher Resources - Lesson 8’</p>
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	<p>democracy has influenced the democracy of the Philippines. Students may answer some of these questions within the worksheet, following the table. Once the worksheet is completed students will upload their documents into 'Blog' on the Weebly page for teacher review or hand the worksheet into their teacher.</p> <p>Task 4: 'Presidential Power to the People' Once student have finished early they may like to read the article on 'Presidential Power to the People' or complete for homework.</p>	<p>Task 3: Discussion questions also found within worksheet:</p> <ul style="list-style-type: none"> • How are both Presidents similar and different? • Does presidential power and government influence society and culture? • How is this evident with America's influence on the Philippines? • How is this an influence of Soft power? <p>Task 4: 'Presidential Power to the People' http://www.utne.com/politics/presidential-power-to-the-people.aspx</p>
<p>Big Social Ideas - Immigration 1960s - 1980s</p> <p>Immigration trends in the 1960s-1980s which were influenced by America's Superpower status. (HT5-2, HT5- 4, HT5-6, HT-7, HT5-8, HT5-10) <u>Literacy, Numeracy, Intercultural understanding</u></p> <p>Students:</p> <ul style="list-style-type: none"> • Identify important trends in migration, which assisted America's 	<p>Lesson Hook: Teacher plays Niel Diamond - Coming to America and students are asked to consider the lyrics.</p> <p>Task 1: Immigration in America 1960s-1980s Students individually read the passage '<i>Immigration in America 1960s-1980s</i>' and are to summarise 5 major</p>	<p>Clip: Niel Diamond - Coming to America https://www.youtube.com/watch?v=9ttDUGM-1mU</p> <p>Lesson Hook: Questions to consider:</p> <ul style="list-style-type: none"> • What has attracted immigrants to America? • How does this illustrate their "Superpowerness"? <p>Passage 'Immigration in America 1960s-1980s': may be found on the weebly page, Lesson 9 or in 'Teacher</p>

<p>“Superpower” status.</p> <ul style="list-style-type: none"> ❖ Immigration and Naturalisation Act 1965 ❖ Immigrants from Asia, Africa and Latin America ❖ Fleeing poverty and hardships from community regimes ❖ Hart-Cellar Act 1965 <ul style="list-style-type: none"> ● Analyses primary sources to describe the influence of America on immigration between 1960s -1980s. ● Selects and uses relevant evidence to analyse America’s cultural impact on immigration during the 1960s-1980s. ● Explains America’s ‘Soft Power’ influence on immigration. <i>Critical and creative thinking Personal and social capability</i> 	<p>points from the passage, within their work books to share with the class.</p> <p>Extension Students who finish early may like to read and make further notes on the ‘<i>Immigration waves</i>’ and navigate through the website to find out more about various migrant groups within the 1960s and 1980s. They can write additional notes within their workbook.</p> <p>Task 2: Primary Source Analysis Each student is given a number from 1-8 where they can find the link on the website to a story of an immigrant who migrated to America, which they are to read and answer the questions in the worksheet/document ‘<i>Immigration in America 1960-1980.</i>’ Students are to keep in mind the fact that it is a primary source and comprehend the reasons why they migrated to America. Once completed the document is to be uploaded into the</p>	<p>Resources - Lesson 9,’ which can be printed.</p> <p>Task 1: Prompting Questions</p> <ul style="list-style-type: none"> ● What significant events were occurring around the 1960s-1980s? ● Who were the main groups which migrated to America? ● What were their reason for migration? <p>Extension: Immigration in America – Wayne Shirey http://immigrationinamerica.org/603-immigration-waves.html</p> <p>Task 2 Worksheet: ‘Immigration in America 1960s-1980s’: found within ‘Teacher Resources’ of Lesson 9,’ of the weebly page. Questions within worksheet:</p> <ol style="list-style-type: none"> 1. What type of source is this, when was it written and its purpose?
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	<p>'Blog' on the weebly page.</p>	<ol style="list-style-type: none"> 2. Who is the author of the source and what is their purpose? 3. For what audience is the source constructed? 4. Summarise in four sentences the main points of the source. 5. Was the information recorded during the event, immediately after the event or after some lapse of time? Does this make the source reliable? 6. List five important facts the source tells you about life in the United States at the time. 7. How does the source allow historians to capture the "soft power" of America? <p><i>Discuss questions 6 and 7 from the list above.</i></p> <p>Primary Sources:</p> <ol style="list-style-type: none"> 1. Thais Da Costa - Brazil http://www.migrationstory.org/Thais_Da_Costa.html 2. Xin Qui Chen – China http://www.migrationstory.org/Xin_Qi_Chen.html
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	<p>Task 3: ‘My American Migrant Student’ With the particular migrant group the students have been given from the previous activity, they are to use the information to create a ‘Fakebook’ account for an Immigrant student who is living in the 1960-1980s or whose parents migrated during that period. What to include:</p> <ul style="list-style-type: none"> ● Gender, Age ● Where they migrated from? ● Where they currently live? 	<p>3. Maria Cristina Peralta – Costa Rica http://www.migrationstory.org/Maria_Cristina_Peralta.html</p> <p>4. Tarun Takiar - India http://www.migrationstory.org/Tarun_Takiar.html</p> <p>5. Jesus Angel Martinez – Mexico http://www.migrationstory.org/Jesus_Angel_Martinez.html</p> <p>6. Mario Ramirez – Mexico http://www.migrationstory.org/Mario_Ramirez_74NV.html</p> <p>7. Rithy Pich – Taiwan http://www.migrationstory.org/Rithy_Pich.html</p> <p>8. Thahn Tran – Vietnam http://www.migrationstory.org/Thanh_Tran.html</p> <p>Task 3 Fakebook: http://www.classtools.net/FB/home-page (With limited access to technology students may be provided with a print out of a Fakebook account found in ‘Teacher Resources - Lesson 9’ of the weebly</p>
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	<ul style="list-style-type: none"> • For their first post on the page they are to include a paragraph description of WHY they migrated to America, what influenced their decision or their parent's decision? <p>A rough outline is to be started in class and then further detail is completed for homework and will be the basis for next lessons activity. Within the lessons following, students will be asked to add to the 'Fakebook' page. At the conclusion of the topic students will upload their 'Fakebook' link into the 'Blog' on the Weebly page for teacher review.</p> <p>Task 4: Let's Evaluate - Discussion Time Teacher leads discussion to sum up what the student have learnt about America as a Superpower and their findings for their Fakebook page.</p> <p>Homework Students read and summarise 5 points within their books pages 10-14 from "<i>Immigrants and the American Dream: Remaking the Middle Class</i>" by William Clark.</p>	<p>Task 4: Discussion Questions</p> <ul style="list-style-type: none"> • How is this soft power? • How might this then influence America as a growing Superpower? <p>Homework reading: 'Immigrants and the American Dream: Remaking the Middle Class" by William Clark. https://books.google.com.au/books?id=7zTTMfHsqmoC&pg=PA46&lpg=PA46&dq=what+is+the+american+dream+-+1960-1980&source=bl&ots=r6oZkiYLRP&sig=hKQE-XwoH8ydCb57IzMmkM9-1ug&hl=en&sa=X&ei=S_U4Vd2hLufHmAWOvYGwBA&ved=0CCkQ6AEwAw#v=onepage&q=what%20is%20the%20american%20dream%20-%201960-1980&f=f</p>
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		else
<p>Big Social Ideas - 'American Dream'</p> <p>The American Dream and its cultural influence on Australia. (HT5-2, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10)</p> <p>Intercultural understanding, Numeracy, Literacy, Working and enterprise</p> <p>Students:</p> <ul style="list-style-type: none"> Define the American dream and identify its intended values. Uses a range of sources to assess the extent of America's influence on the Great Australian Dream. Presents and uses oral skills to outline the cultural impact of America on Australia. 	<p>Lesson Hook: Teacher plays MKTO- American Dream</p> <p>Task 1: Pt1: Students watch the clip <i>'What is the American Dream?'</i> and observe and note various perspectives on what people have identified as the American dream.</p> <p>Pt2: Following, students watch <i>'We Didn't Start the Fire - Video Clip - Billy Joel'</i> and write down all the values and ideas of the American Dream. Need to be mindful of: - Family structure, Home, Occupations, Marriage, House, Studies, Norms.</p> <p>Pt3: Defining the American Dream Students are given 5 minutes to create their own 2 line definition of what the American Dream is, within the 20th century, using the notes they have made from the clips and are to share their definition with their partner.</p> <p>Extension If students finish early they are to share the notes they</p>	<p>Lesson Hook Clip: MKTO- American Dream https://www.youtube.com/watch?v=NPLeuBXoPXI</p> <p>Task 1 Clip: 'What is the American dream?' 4mins https://www.youtube.com/watch?v=hNtKt1WQcZ4</p> <p>Pt1/Pt2: Discussion Questions:</p> <ul style="list-style-type: none"> Why this would attract immigrants to America between the 1960-1980? <i>Homework Recap:</i> Why did their migrant student/parents immigrate to America to facilitate the American Dream? What values are illustrated in the American dream? Why these particular values? <p>Pt 2: Clip: 'We Didn't Start the Fire - Video Clip - Billy Joel https://www.youtube.com/watch?v=eFTLK</p>

	<p>have made from homework on “Immigration and the American Dream: Remaking of the Middle Class” with their partner.</p> <p>Task 2: America and Australia Dreaming Use the knowledge gained, students compare how the American dream has somewhat influenced the ‘Australian dream.’ Students are divided into groups of three and are provided with a topic to research and using supported materials to create a ‘Graffiti Wall,’ on Glogster to illustrate this. Once students have finished they will present their findings to the class. Each student is to be given a role as either the Researcher: (locates information and images), Collaborator: (Complies the work onto Glogster) Organiser: (Assist both peers and keeps time).</p> <p>Topics allocated to students:</p> <ul style="list-style-type: none"> - Housing, Marriage, Studies, Occupations, Family structure <p>Task 3: Presentations Students then present what they have found in front of the class. (Emphasise to students that this may be a means of practice for their upcoming presentations.) They are to upload their ‘Graffiti Wall’ into the Blog on the weebly page. Teacher facilitates discussion on students presentations making note on the on the similarities and differences between the two countries.</p>	<p>Ww542g</p> <p>Task 2 Glogster: http://edu.glogster.com/?ref=com Sample Glogster may be found within Teacher Resources - American Dream-Lesson10.</p> <p>Task 3: Discussion Questions</p> <ul style="list-style-type: none"> ● Even though some aspects may be similar, do both countries desire the same dream? ● To what extent has America influenced Australian values? ● What other countries can students identify that are also influenced by
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	<p>Homework</p> <p>Students then refer back to their Immigrant 'Fakebook' page and add further details noting on particular values for their student.</p> <p>This may include: Marriage, Job, Family, House and are encouraged to add in images to illustrate this dream. Also a 5 line description (post) of what their immigrant student/family hope to gain from the American dream.</p>	<p>these American values.</p>
<p>The American Film and Music Industry and its impact as 'soft power' (HT5-2, HT5-6, HT5-7, HT5-8, HT5-10)</p> <p><u>Numeracy, Literacy, ICT, Creative and critical thinking</u></p> <p>Students:</p> <ul style="list-style-type: none"> ● Identify main elements of America's 'soft power' ● Evaluate the usefulness and reliability of sources ● Use a range of sources to describe and evaluate the influence of soft power globally, in the form of the American film and music industry. 	<p>Lesson Hook:</p> <ul style="list-style-type: none"> - Students watch the Star Wars film Trailer (1977) and tell the person sitting next to them one Star Wars quote or concept that is still relevant in Australian popular culture today. - Students also complete a poll (or a 'show of hands') for who has seen selected popular American films to demonstrate how the American film industry has already impacted them in some way. <p>Task 1: Top 10 Charts</p> <ul style="list-style-type: none"> - Students find the top 10 music singles charts of 5 countries (3 being Australia, America and England) and input this data into a comparative table. Students then highlight the American artists. - Students then write a 150 word evaluative comment outlining the usefulness of their chart comparison as a source for investigating soft 	<p>Star Wars YouTube trailer:</p> <p>https://www.youtube.com/watch?v=vP_1T4ilm8M</p> <p>Poll is on Team America Weebly Page - Lesson 11 and includes films: Star Wars, Indiana Jones, The Godfather, Mary Poppins, Back to the Future, 101 Dalmations, Psycho.</p> <p>Example of table and top 10 charts available on Team America Weebly Page - Teacher Resources</p>

	<p>power.</p> <p>Task 2: Speech</p> <ul style="list-style-type: none"> - Students are told they are a famous American director or music artist (of their choice) and have been asked to present a speech of 400 words at a global conference. They will need to use the internet and library books/eBooks for their research. - The speech must include an introduction and conclusion and must address the following questions: <ul style="list-style-type: none"> ● How many awards have you won at various award ceremonies? ● How many languages and/or subtitles has your film/song been translated into? ● Provide some various profit figures in regards to your work globally. ● Provide an evaluative comment on how influential and popular your film or music has been globally. - Students will upload this onto the blog and teacher will provide oral feedback on their task. <p>Homework: Students return to their original 'fakebook' profiles and add extra information. They are to add which songs their family has been listening to and which films they have viewed by adding YouTube links and images to their page. Students then upload this onto the weebly blog page for teacher review.</p>	
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<p>America's portrayal of their history in film.</p> <ul style="list-style-type: none"> - Vietnam War in Film (HT5-3, HT5-6, HT5-10) Literacy, ICT <p>Students:</p> <ul style="list-style-type: none"> ● Assess the reliability of American films as sources and support their arguments with research. 	<p>Task 1: Letter to the director</p> <ul style="list-style-type: none"> - Students are to select a film about the Vietnam War (written, directed or produced by an American) and write a 400 word letter to the director praising and/or critiquing the accuracy of two selected scenes in their film. - The letter must include: <ul style="list-style-type: none"> ● The scene's reliability ● The scene's accuracy according to your sources ● A statement on the importance of being accurate in film as the film industry is a feature of soft power ● Opinionated language ● Formal letter format 	<p>Film Options:</p> <ul style="list-style-type: none"> ● Good Morning Vietnam (1987) ● Heaven and Earth (1993) ● Born on the Fourth of July (1989) ● Forrest Gump (1994) ● Platoon Leader (1988) <p>Note: Some films may have an inappropriate rating - teacher is to select the two most appropriate scenes for students to view and evaluate. (Parent permission note for film viewing in Team America Weebly Page - Teacher Resources)</p> <p>Online Letter Generator: http://www.readwritethink.org/files/resources/interactives/letter_generator/</p> <p>If there is a lack of internet/technology, students can write letter in work books or on A4 pages.</p>
<p>Discuss the power and influence of a large American company in existence from 1960's onwards. (HT5-2, HT5-6, HT5-9, HT5-10) ICT, Critical and creative thinking, Literacy</p> <p>Coca-Cola: A case study Students:</p>	<p>Lesson Hook: Students view YouTube video about 'Coca-Colonisation'</p> <p>Task 1: Case Study: Coca-Cola</p> <ul style="list-style-type: none"> - Students review four sources that demonstrate the strength of America's soft power through the Coca-Cola Company. Students take notes in dot point form about the values represented in the 	<p>YouTube Clip: https://www.youtube.com/watch?v=IUJbCcopv-E</p> <p>Coca-Cola Sources: Source 1:</p> <ul style="list-style-type: none"> ● Vintage Ad Browser 1960's: http://www.vintageadbrowser.com/

<ul style="list-style-type: none"> • Uses a range of sources to identify and describe the strength of America's soft power through a case study • Explain how America's soft power is present in Australian society. 	<p>sources.</p> <ul style="list-style-type: none"> - Students then complete Coca-Cola Worksheet and upload this onto the blog. - Worksheet contains questions: <ul style="list-style-type: none"> • In light of Bruce Webster's quote (from the BBC article) about Coca-Cola's advertising "It has always been about the American dream", identify the values and ideals that are associated with Coca-Cola in each of the 4 sources. • Tom Standage (from the BBC article) states that "Coca-Cola's entry into any country is a powerful symbol." Do you agree or disagree? Use sources 2 and 3 to support your argument. • Making reference to source 4, explain the ways in which Coca-Cola can impact the culture of countries globally. • In source 3, why is Clyde Cameron so against the introduction of Coca-Cola into Communist China in the 1970's? • Is the Coca-Cola Company's influence globally a form of soft power? If so, how significant do you think this type of soft power is? If not, explain why you think this. <p>Extension Activity: Coca-Cola Christmas</p> <ul style="list-style-type: none"> - Students are to read through 3 sources and create a Prezi or PowerPoint presentation answering the question "Did Coca-Cola play a 	<p>coke-ads-1960s</p> <ul style="list-style-type: none"> • Vintage Ad Browser 1970's: http://www.vintageadbrowser.com/coke-ads-1970s • Vintage Ad Browser 1980's: http://www.vintageadbrowser.com/coke-ads-1980s <p>Source 2:</p> <ul style="list-style-type: none"> • BBC article: 'Who, What, Why: In Which Countries is Coca-Cola Not Sold?' by Cordelia Hebbletwaith' http://www.bbc.com/news/magazine-19550067 <p>Source 3:</p> <ul style="list-style-type: none"> • Cameron, Clyde. (1980). <i>China, Communism and Coca-Cola</i>. Melbourne: Hill of Content Publishing Company Pty Ltd. Pages 252-253 <p>Source 4:</p> <ul style="list-style-type: none"> • Coca-Cola History Booklet: http://assets.coca-colacompany.com/7b/46/e5be4e7d43488c2ef43ca1120a15/TCCC_125Years_Booklet_Spreads_Hi.pdf
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	<p>part in the shaping of the modern day image we have of the Santa Claus Christmas figure?”</p> <p>The presentation must address the following:</p> <ul style="list-style-type: none"> ● Images of Santa Claus, both in Coca-Cola advertisements (1960’s-80’s) and today to illustrate a comparison. ● Outline the characteristics that Coca-Cola gave to Santa Clause. ● Provide an evaluation of how significant Coca-Cola was in shaping the modern day Santa Claus figure. (150 words) ● Outline the significance and consequences of having a soft drink company contribute to the shaping of a prominent figure in Australian society during the Christmas season. (125 words) <p>Teacher will walk around classroom and observe students work and provide oral feedback.</p>	<p>Coca-Cola’s article “5 things you never knew about Santa Claus and Coca-Cola”: http://www.coca-colacompany.com/holidays/the-true-history-of-the-modern-day-santa-claus</p> <p>Mirror, UK’s article: “Did Coca-Cola really invent Santa’s red suit?” http://www.mirror.co.uk/news/world-news/coca-cola-really-invent-santas-red-4775218</p>
<p>Presentation Prep</p>	<ul style="list-style-type: none"> - Students will have this lesson in the library or in a classroom with access to resources and computers. - Students will be working in groups on their assessment. - They will have the assessment notification and criteria with them and the teacher will be available all lesson to answer questions and will walk around the room observing students work. 	<p>The assessment notification and marking criteria are available on the Teacher Resources page on Team America.</p>

Presentation	<ul style="list-style-type: none"> - Students will be presenting their presentations. - They will present in groups with the aid of a smart board. 	
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Teacher Registration

Teacher NAME:

Teacher Signature:

Date:

Head Teacher Signature:

Teacher Evaluation

How well did students respond to the activities?

To what extent did students produce quality amount of work?

What areas did not work effectively? What may be the reason for this?



Group Planning Sheet:



Name	Student Number	Signatures
Christina Breda	S00148801	
Lauren Massoud	S00149676	
Isabella Bisazza	S00149693	
Casey Palmer	S00148379	

Depth Study 6 (Stage 5): **TEAM AMERICA:** A critical investigation into the influence of America as a World Superpower in the 1960s-80s.

Allocation of Roles:

Christina Breda	Lauren Massoud	Isabella Bisazza	Casey Palmer
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<ul style="list-style-type: none"> ★ Attended all group meetings. Created: <ul style="list-style-type: none"> ❖ Lesson 8 ❖ Lesson 9 ❖ Lesson 10 ❖ Contributed to program builder ❖ Review of Marking criteria/guide for presentation ❖ Communication with tutor and lecturer in regards to assignment. ❖ Context Statement ❖ Contributed to website formalities. ❖ Formatted program builder - Teacher evaluation etc. ❖ Edited program builder ❖ Reviewed all lesson plans 	<ul style="list-style-type: none"> ★ Attended all group meetings. Created: <ul style="list-style-type: none"> ❖ Lesson 11 ❖ Lesson 12 ❖ Lesson 13 ❖ Contributed to program builder ❖ Contributed to the design/imagery on weebly page ❖ Provided peer feedback for other lessons/tasks ❖ Liased with tutor regarding queries in assessment. ❖ Revised assessment task ❖ Edited program builder. ❖ Reviewed all lesson plans. 	<ul style="list-style-type: none"> ★ Attended all group meetings. Created: <ul style="list-style-type: none"> ❖ Lesson 5 ❖ Lesson 6 ❖ Lesson 7 ❖ Tasks (5-7) on 'Team America' website. ❖ Contributed to Program Builder. ❖ Formatted and edited Marking Criteria for lesson 15 (Presentation). ❖ Provided peer feedback for other lessons/tasks. ❖ Created Assessment overview. ❖ Created Context Statement. ❖ Edited program builder. ❖ Reviewed all lesson plans. 	<ul style="list-style-type: none"> ★ Attended all group meetings. Created: <ul style="list-style-type: none"> ❖ Lesson 1 (Overview) ❖ Lesson 2 ❖ Lesson 3 ❖ Lesson 4 ❖ Devised presentation assessment outline. ❖ Developed Marking Guide ❖ Created website. ❖ Unit Overview Statement. ❖ Prezi Template. ❖ Source Evaluation Guide ❖ Created Glossary Page & template. ❖ Edited program builder. ❖ Reviewed all lesson plans.
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