**Stage 1 Modern History**

**Historical Skills task - Essay**

## *Protest Movements – The Vietnam War*

**Due Date:**

**Drafts Due:**

**Word Limit:** 1000 words

**Assessment Conditions:** 2 weeks of class time and homework time

**Assessment Context:**

We have been studying decolonisation in Vietnam and the resulting conflicts as a result. The Vietnam War stands out as being a time where the public in American and Australia protested against government decisions regarding the war. This task asks you to consider the impact of these protests.

**Learning Requirements:**

1. understand and explore historical concepts

2. understand and explore the role of ideas, people, and events in history

3. analyse developments and/or movements in the modern world, and their short- and long-term impacts

**Instructions:** *In essay format respond to* ***one*** *of the following question:*

**1:** Analyse the aims and methods of one protest movement in **either** America or Australia. What impact did this movement have on the public’s support of the war effort?

**2:** To what extent did protest movements impact on government decisions in America **or** Australia regarding continuation in the Vietnam war?

**3:** Develop a question of your own choice concerning protest movements during the Vietnam war.

**Please note:**

* Keep your time frame between 1965 -1972
* You **must** include evidence in your essay – that is both primary and secondary sources. This must be referenced correctly

**Presentation:**

* A reference list of works cited is required, along with a bibliography
* Your essay must be referenced correctly, using either in-text referencing or footnotes

**Assessment design criteria:**

*The assessment design criteria that will be assessed in this task are below (in bold)*

|  |  |  |
| --- | --- | --- |
| **Understanding and Exploration** | **Application and Evaluation** | **Analysis** |
| *The specific features are as follows:*  UE1 Understanding and exploration of historical concepts  UE2 Understanding and exploration of the role of ideas, people, and events in history | *The specific features are as follows:*  AE1 Application of the skills of historical inquiry to examine and evaluate sources and interpretations  AE2 Use of evidence to support arguments and draw conclusions  AE3 Communication of reasoned historical arguments, with acknowledgment of sources | *The specific feature is as follows:*  A1 Analysis of short-term and long-term impacts of developments and/or movements in the modern world  A2 Analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges |

**Checklist:**

*In order to meet these criteria you should aim to do the following in your responses – check these off before you hand up the task!*

|  |  |
| --- | --- |
| **Assessment criteria** | **✓** |
| **Understanding and Exploration**   * In your response show a clear knowledge of the topic * Use clear and concise examples to illustrate your knowledge |  |
| **Application and Evaluation**   * In your response refer to particular individuals or groups that were particularly important to your case study * Use relevant evidence to support **your** argument * Reference your sources correctly * Use appropriate historical terms |  |
| **Analysis**   * Where appropriate consider both the long term and short term impacts |  |

**Stage 1 Modern History**

## *Protest Movements – The Vietnam War*

**Assessment Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **UNDERSTANDING & EXPLORATION** | **APPLICATION & EVALUATION** | **ANALYSIS** |
| **A** | In-depth understanding and exploration of historical concepts.  Comprehensive understanding and insightful exploration of the role of ideas, people, and events in history. | Perceptive application of the skills of historical inquiry to critically examine and evaluate sources and interpretations.  Discerning use of relevant evidence to support arguments and draw insightful and relevant conclusions.  Communication of well-reasoned, coherent, and insightful historical arguments, with appropriate acknowledgment of sources. | Critical analysis of short- and long-term impacts of developments and/or movements in the modern world.  Insightful and critical analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges. |
| **B** | Some depth in understanding and exploration of historical concepts.  Some depth of understanding and thoughtful exploration of the role of ideas, people, and events in history. | Thoughtful application of the skills of historical inquiry to examine and evaluate sources and interpretations.  Well-considered use of mostly relevant evidence to support arguments, and draw mostly relevant conclusions.  Communication of reasoned and coherent historical arguments, with some insights, and with appropriate acknowledgment of sources. | Some depth in analysis of short- and long-term impacts developments and/or movements in the modern world.  Well-considered analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges. |
| **C** | Understanding and exploration of historical concepts.  Understanding and considered exploration of the role of ideas, people, and events in history. | Application of the skills of historical inquiry to examine sources and interpretations, with some evaluation.  Use of generally relevant evidence to support arguments, and draw some relevant conclusions.  Communication of generally reasoned and coherent historical arguments, with acknowledgment of sources. | Description, with some analysis, of short- and long-term impacts of developments and/or movements in the modern world.  Description, with some analysis, of ways in which societies in the modern world have been shaped by both internal and external forces and challenges. |
| **D** | Some recognition of historical concepts.  Recognition and basic understanding the role of ideas, people, and events in history. | Basic application of some skills of historical inquiry to select and use sources.  Use of some information with partial relevance to support an argument, and draw basic conclusions.  Partial communication of a historical argument, with attempted acknowledgment of sources. | Description of basic short- and/or long-term impacts of a development and/or movement in the modern world.  Superficial description of one or more ways in which societies in the modern world have been shaped by an internal or external force or challenge. |
| **E** | Attempted engagement with one or more historical concepts.  Awareness of one or more ideas, people, or events in history. | Attempted application of the skills of historical inquiry to select and use one or more sources.  Attempted use of information of limited relevance.  Attempted description of a historical event, with limited or no acknowledgment of sources. | Attempted description of a short- or long-term impact of a development or movement in the modern world.  Attempted description of one way in which a society in the modern world has been shaped by an internal or external force. |
| **Teacher Comment:** | | | |