# Sample Unit – Modern History – Year 11

# *Sample for implementation for Year 11 from 2018*

| **Unit Title** | Investigating Modern History – The Nature of Modern History1. The Representation and Commemoration of the Past
* The Yasukuni Shrine
 | **Duration** | 10 hours |
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| **Unit Description** | Students investigate ways in which the past is represented and commemorated. The Historical concepts and skills content is integrated within this unit as appropriate. |
| **Outcomes**A student:**MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument**MH11-7** discusses and evaluates differing interpretations and representations of the past**MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms**MH11-10** discusses contemporary methods and issues involved in the investigation of modern history |
| **Historical Concepts and Skills*** Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon
* Identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon Intercultural understanding icon
* Use evidence from a range of sources to inform investigation and research (ACHMH005)  Information and communication technology capability icon Literacy icon
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | **Assessment****Assessment as Learning**Representation and commemoration of the past through various mediums. Peer review of research. |

| **Content** | **Teaching, learning and assessment** | **Resources** |
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| Students investigate:* the public nature of history and the uses of history  Information and communication technology capability icon Intercultural understanding icon Literacy icon
 | * Students are asked to consider the significance of history, in:
* their own life
* their school
* their community
* Australia.

Students may share their responses with the class, through a group discussion.* Students engage in a teacher-led discussion to define ‘public history’. Examples may be provided which illustrate the application of history in the real world.
* For one context considered in the initial activity, students use their own experiences, as well as independent research, to identify and summarise five examples of how history has been applied.
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| * how history is represented through ONE of the following: memorials, museums, the media, film, documentaries and online Aboriginal and Torres Strait Islander histories and cultures icon Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon
* the various ways the past is commemorated, including the role of key influences, eg nationalism and nation-building Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Civics and citizenship icon
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014) Ethical understanding icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Difference and diversity icon
 | * Students find examples of particular aspects of the past that are represented and commemorated in their school or local community. Information may be accessed through a site study, local council websites, or specific websites such as the Register of War Memorials in NSW, available at <https://www.warmemorialsregister.nsw.gov.au/>
* For one of the examples selected, students investigate how and why their chosen aspect of the past is commemorated.

**Assessment as learning*** Students select one historical event or person, and investigate how one of the following mediums represents a particular aspect of the past:
* memorial
* museum
* media
* film
* documentary
* online.

Students may select one particular example, for instance, a museum or film of their choice as a focus for research. Using their research, students develop a review of their chosen medium to present to their group of peers. A teacher-developed peer review sheet is completed by the other members of the group, providing feedback. | **Structured**Students are provided with examples of the commemoration of the past in their school or local community. |
| * Identify and analyse problems relating to sources in the investigation of the past (ACHMH011) Critical and creative thinking icon
* Use evidence from a range of sources to inform investigation and research (ACHMH005)  Information and communication technology capability icon Literacy icon
 | * Students are provided with a range of quotes relating to the Yasukuni Shrine. These may be collected from a variety of locations, eg. the Google Maps reviews available online. Teachers should ensure that appropriate quotes/reviews are presented to students.
* Students are presented with a range of news articles that comment on the shrine and political involvement. Students develop a brief response in which they consider how Japanese military history is represented.

OR* Students conduct an investigation into the public response following Prime Minister Yasuhiro Nakasone’s official visit to the shrine in 1985.
* Students investigate the history of the shrine, researching its role in Japanese society, and the concept of *‘kami’* in the Shinto faith.
* Students investigate the issues relating to the existence of the shrine, such as:
* the connection between religion and politics
* the commemoration of a militaristic past.
* Students conduct research into the wartime actions of one of the 14 ‘Class A’ war criminals named at the shrine, and engage in a class discussion regarding the appropriateness of their inclusion.
* Students consider the possible significance of the shrine from a range of perspectives, such as a:
* descendant of a Japanese soldier who fought during the Meiji

 Restoration* descendant of a Chinese civilian who was involved in World War II
* descendant of a Korean soldier who had been drafted into the Japanese army
* Japanese politician.
 | **Structured**Students conduct a virtual tour of the Yasukuni Shrine and surrounding facilities using Google Maps, to develop a guided tour of the site.  |
| * the need for critical analysis of representations of the past and historical methods that can be used for this purpose Aboriginal and Torres Strait Islander histories and cultures icon Critical and creative thinking icon  Information and communication technology capability icon Literacy icon
* Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010) Critical and creative thinking icon  Information and communication technology capability icon Intercultural understanding icon Literacy icon Personal and social capability icon Difference and diversity icon
 | * Students engage in a class debate in which they consider the appropriateness of the Yasukuni Shrine, considering a range of perspectives. As a part of their research, students may choose to also consider the Yushukan War Museum and its collection, and a range of sources which may provide alternative perspectives.
* As a class, students consider the purpose/s of the shrine, eg. cultural/religious significance, nationalism, etc.
 | **Extension**Students investigate the collection of the Yushukan War Museum and compare it with one other war museum outside of Japan. |

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| **Resource list**Public historyAustralian Centre for Public History, *Projects and Publications,* University of Technology, Sydney. Date accessed 5 May, 2017, from <http://www.uts.edu.au/research-and-teaching/our-research/australian-centre-public-history/projects-and-publications-0> National Council on Public History, *Putting History to Work in the World.* Date accessed 5 May, 2017, from [http://ncph.org/](http://ncph.org/what-is-public-history/about-the-field/) Yasukuni ShrineYasukuni Shrine official website. Date accessed 5 May, 2017, from <http://www.yasukuni.or.jp/english/>Woolf, C 2013, *Why is the Yasukuni Shrine so controversial?* Public Radio International (PRI). Date accessed 5 May, 2017, from <https://www.pri.org/stories/2013-12-26/why-yasukuni-shrine-so-controversial>Takenaka, A 2015, *Memory and Spatial Practice: Yasukuni Shrine and Japan's Unending Postwar*. Brigham Young University - Kennedy Center for International Studies. Date accessed 5 May, 2017, from <https://www.youtube.com/watch?v=Zoz5EKtFtmQ> Yushukan War MuseumFallows, J 2014, *Stop Talking about Yasukuni; the Real Problem is Yushukan.* The Atlantic. Date accessed 5 May, 2017, from <https://www.theatlantic.com/international/archive/2014/01/stop-talking-about-yasukuni-the-real-problem-is-y-sh-kan/282757/>Kuo, L 2014, *The story of World War II according to Japan’s controversial war museum.* Quartz. Date accessed 5 May, 2017, from <https://qz.com/223897/the-story-of-world-war-ii-according-to-japans-controversial-war-museum/>Simone, G 2014, *A trip around the Yushukan, Japan’s font of discord*. The Japan Times. Date accessed 5 May, 2017, from <http://www.japantimes.co.jp/community/2014/07/28/issues/trip-around-yushukan-japans-font-discord/#.WQLdrHqJTSg>Yoshida, T 2007, *Revising the Past, Complicating the Future: The Yushukan War Museum in Modern Japanese History.* The Asia-Pacific Journal – Japan Focus. Date accessed 5 May, 2017, from <http://apjjf.org/-Takashi-YOSHIDA/2594/article.html> |

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| **Reflection** | **Evaluation** |