



The place where  
Queensland  
remembers

Victory in the Pacific Education Resource: Year 10 History	
<b>Unit of Work</b>	<p><b>Unit 3: Modern Nations in the 20th century Description</b></p> <p>This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of TWO nations, including ONE from List 1 and ONE from List 2. In their study of a List 1 nation, students investigate crises that challenged the stability of government. In their study of a List 2 nation, students study the path of development that was taken and the social, economic and political order that was established. In their study of both nations, students examine the ways in which the nations dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of modern nations. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; change and continuity; significance; empathy; contestability; and changing representations and interpretations.</p>
<b>Key inquiry questions:</b>	<ul style="list-style-type: none"> <li>• How did the nature of global conflict change during the twentieth century?</li> <li>• What were the consequences of World War II? How did these consequences shape the modern world?</li> <li>• How was Australian society affected by other significant global events and changes in this period?</li> </ul>
<b>Timing</b>	
2 x 1-hour lessons	
<b>Resources</b>	
One Search	



Trove  
Kanopy

### Teaching Notes

Allow time to explore the platforms of [One Search](#), [Trove](#) and [Kanopy](#). Conduct scaffolding and examples of how to do a basic search using these platforms to ensure students are able to use the platforms independently. Students will require free [membership](#) to access One Search and Kanopy.

Links to the following 'how to' videos may also assist:

[How to use One Search](#)

[Using Trove](#)

[Searching for a film: Kanopy](#)

### Learning Activities

#### **Lesson 1 – The Australian perspective**

**Inquiry question:** What impact did VP Day have on Australians and the how did the Australian experience of WWII shape the resulting celebrations on 15 August 1945?

Allow students time to practice a basic search using the platforms of One Search and Trove.

Students conduct online searches to find resources under the following topics:

*VP Day celebrations 1945*

*VP Day celebrations post 1945*



Select students to briefly share any images, newspaper articles or personal collections that they may have found with the class.

View the following silent video as a class.

[Peace Parade Brisbane 1945](#)

Read the following Trove article as a class:

[Home is Sweet after 5 Years](#)

Ask students to write a reflection on how the video and newspaper article relate to how Australians may have felt on VP Day. What other perspectives are not being highlighted in these historical resources?

## **Lesson 2 – The Japanese Perspective**

**Inquiry question:** What impact did VP Day and the lead up events to this day have on Japan?

Students conduct and practice online searches to find resources under the following topics:

*Japanese surrender*

*War in the Pacific*

Select students to briefly share any images, newspaper articles or personal collections that they may have found with the class.

View the following images as a class:

[Australian and Japanese Officers Meet after the Japanese Surrender, Nauru, 1945, NB Album.00089. \(2004\).](#)

[Japanese General Adachi Disembarking from a Plane in Wewak, Ready to Surrender to the Australian Army, 1945. \(2005\).](#)



[Japanese General Adachi Surrenders to Australians, New Guinea, 1945. \(2005\).](#)

Ask students to choose one image and analyse the image using the following steps, to share as a whole class or small group discussion:

**WHO...**

is featured in the photo?  
age?  
gender?  
occupation?  
position in society?

**WHEN...**

was the source/image created?

Think about:

- significant events
- political environment
- common prejudices
- social norms.

**WHY...**

What is the creator's purpose? Why did they create this work? Why did they take this photo?

Was it to:

- influence people?
- tell their version of events?



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### References:

*Australian and Japanese Officers Meet after the Japanese Surrender, Nauru, 1945*, NB Album.00089. (2004). Retrieved from [https://digital.slq.qld.gov.au/delivery/DeliveryManagerServlet?change\\_lng=en&dps\\_pid=IE1028370](https://digital.slq.qld.gov.au/delivery/DeliveryManagerServlet?change_lng=en&dps_pid=IE1028370)

HOME IS SWEET AFTER 5 YEARS (1945, October 10). *The Courier-Mail (Brisbane, Qld. : 1933 - 1954)*, p. 2. Retrieved June 29, 2020, from <http://nla.gov.au/nla.news-article50278882>

*Japanese General Adachi Disembarking from a Plane in Wewak, Ready to Surrender to the Australian Army, 1945*. (2005). Retrieved from [https://digital.slq.qld.gov.au/delivery/DeliveryManagerServlet?change\\_lng=en&dps\\_pid=IE5614](https://digital.slq.qld.gov.au/delivery/DeliveryManagerServlet?change_lng=en&dps_pid=IE5614)

*Japanese General Adachi Surrenders to Australians, New Guinea, 1945*. (2005). Retrieved from [http://onsearch.slq.qld.gov.au/primo-explore/fulldisplay?docid=slq\\_alma21217959280002061&context=L&vid=SLQ&lang=en\\_US&search\\_scope=SLQ\\_PCI\\_EBSCO&adaptor=Local%20Search%20Engine&tab=all&query=any,contains,Japanese%20General%20Adachi%20surrenders%20to%20Australians,%20New%20Guinea,%201945&offset=0](http://onsearch.slq.qld.gov.au/primo-explore/fulldisplay?docid=slq_alma21217959280002061&context=L&vid=SLQ&lang=en_US&search_scope=SLQ_PCI_EBSCO&adaptor=Local%20Search%20Engine&tab=all&query=any,contains,Japanese%20General%20Adachi%20surrenders%20to%20Australians,%20New%20Guinea,%201945&offset=0)

YouTube AU. *Peace Parade: Brisbane 1945*. (2009). Retrieved from <https://www.youtube.com/watch?v=k5Qy-VsXDNQ>



### Curriculum Links: History – Year 10

#### Level Description:

- understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states
- understand the significance of the changes experienced by modern nations and the different paths of development they have taken
- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments.

### Content Description and Learning Outcomes

#### Unit 3: Modern Nations in the 20th century Learning Outcomes

By the end of this unit, students:

- understand the characteristics of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those states
- understand the significance of the changes experienced by modern nations and the different paths of development they have taken



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- apply key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- use historical skills to investigate the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments.

#### Historical skills

##### Chronology, terms and concepts

Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH098)

##### Historical questions and research

Formulate, test and modify propositions to investigate historical issues (ACHMH100)

##### Analysis and use of sources

Identify the origin, purpose and context of historical sources (ACHMH104)

Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH105)



Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument (ACHMH106)

#### Perspectives and interpretations

Analyse and account for the different perspectives of individuals and groups in the past (ACHMH107)

#### Explanation and communication

Apply appropriate referencing techniques accurately and consistently (ACHMH112)

#### Chronology, terms and concepts

Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHMH099)

#### List 1

##### **Australia, 1918 –1949 (End of WWI – Election of Menzies)**

The nature and scope of Australia’s war effort in Europe, Asia and the Pacific (1939-1945) (ACHMH124)

#### List 2





**Japan, 1931 – 1967 (Invasion of Manchuria – Foundation Day Ceremony)**

The immediate post-war [effects](#) of Japan's defeat, including opposition to democratic government; political division within the Japanese military; opposition to the Allied occupation after the war; the changes introduced during the American occupation (ACHMH145)

Date prepared: 23 July 2020

Date revised: