

Conflict, consensus and care: Australian international relations

Strand

Time, Continuity and Change

Culture and Identity

Systems, Resources and Power

Core learning outcomes

Time, Continuity and Change

- TCC 6.1** Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.
- TCC 6.2** Students use their own research focus to analyse changes or continuities in the Asia-Pacific region.
- TCC 6.5** Students develop criteria-based judgments about the ethical behaviour of people in the past.

Culture and Identity

- CI 6.3** Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong.
- CI 6.4** Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.

Systems, Resources and Power

- SRP 6.1** Students develop and test a hypothesis concerning a relationship between global economic and ecological systems.

Purpose and overview

This module explores Australia's relationship with Japan since 1918. Students use historical evidence to make ethical judgments about Australian and Japanese foreign policy since 1918 and treatment of prisoners of war during World War II. They explore whether government legislation could cause different attitudes to emerge. Phase 4 applies these understandings to current and future ecological issues that are relevant to Australian–Japanese relations. Throughout the activities, the question students should consider is how societies might move from conflict to consensus and care, for people and for fragile natural environments.



Phases (Minimum time recommended: 12 hours)	Activities	Core learning outcomes	Assessment opportunities
1. Australian–Japanese relations — the evidence (approximately 2 hours)	Activities in this phase relate to events since 1901. It would, therefore, be appropriate to introduce them after the Level 5 module <i>Anzac Cove to Anzac Day: Australian international relations</i> . 1. Australian–Japanese relations today 2. Analysing Australian–Japanese relations between 1918 and 1945	TCC 6.1 TCC 6.2	Short answer written response to historical documents.
2. Developing criteria to make ethical judgments (approximately 5 hours)	In this phase, students reflect on their first tentative conclusions about Australian foreign policy between 1918 and 1945. Key Studies of Society and Environment processes (investigating, creating and reflecting) are emphasised. 3. Australian foreign policy 1918–1945 4. Japanese foreign policy 1918–1945 5. POWs in World War II	TCC 6.5	Brief written report. Interactive web page. Brief verbal explanation in a structured interview.
3. Changing attitudes with legislation approximately 2 hours)	Students review what they have learnt about ethical behaviour and use prior learning to describe instances of cultural change resulting from government legislation. 6. Can legislation change attitudes?	CI 6.4	Short answer written responses or other genre. Written referenced argumentative essay.
4. Future global ecological and economic relations (approximately 3 hours)	In this phase students make decisions about the impact globalisation has on current Australian–Japanese relationships and whether globalisation should be encouraged or resisted. To make these decisions, students make ethical judgments, based on their understandings developed in earlier phases. 7. Analysing recent Australian–Japanese relationships 8. Developing strategies to encourage or resist globalisation	CI 6.3 SRP 6.1	Group reports, observations of individual contributions to group work and peer assessments.

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Assessing learning outcomes at different levels

Activities are designed primarily for students working towards demonstrations of Level 6 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 6. To guide judgments about students' demonstrations of learning outcomes consider whether students are:

- working towards demonstrations of the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes and working towards Beyond Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 5 and Beyond Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised so that there is a progression of concepts and processes within a strand. For example, the progression from CI 5.3 and CI 6.3 to CI D6.3 involves increasing sophistication and complexity particularly related to the concept of *belonging* and the process of *participating*, though neither of these is exclusive of other concepts and processes. The elaborations provide specific examples of how the concepts and processes may be levelled from Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscq.edu.au for more information.

Using this module

Care needs to be taken with the activities in this module and the sensitivities of all students must be acknowledged. The potential for emotive or racist responses is minimised by applying ethical judgments to the behaviour of people in both Australia and Japan.

Multiple opportunities to demonstrate each core learning outcome are provided within rather than across the phases and assessment opportunities are suggested rather than outlined in detail. For more detailed suggestions about how learning activities can be created to assist students to demonstrate specific core learning outcomes, see other Level 5 and Level 6 Queensland School Curriculum Council sourcebook modules.

Historical sources are needed for several activities and will need to be reproduced for students.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

endangered species
foreign policy
Treaty of Versailles
White Australia Policy

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those relevant to social justice and ethical behaviour.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- develop criteria-based judgments about ethical behaviours
- recognise commonalities that extend beyond national boundaries
- critique historical sources from diverse perspectives for bias stereotyping
- discuss topics in a safe and supportive environment
- present exposition which may not be agreed to by all present.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following module:
– Level 5: *Anzac Cove to Anzac Day: Australian international relations*.

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Australian–Japanese relations — the evidence

Core learning outcomes emphasis: TCC 6.1, TCC 6.2

Activities in this phase relate to events since 1901. It would, therefore, be appropriate to introduce them after the Level 5 module *Anzac Cove to Anzac Day: Australian international relations*.

Focus questions:

- How have the Australian and Japanese governments related to each other since 1901?
- Which major events influenced Australian–Japanese relations?
- What did international events look like from Japanese government and Australian government perspectives?
- How can we assess the accuracy and usefulness of historical evidence?

Activity 1 Australian–Japanese relations today

Introduce the activities by briefly describing some of the main events that have influenced Australian–Japanese relations since 1901. Analyse the changes in these relations and model how to demonstrate TCC 6.2. Consider mentioning:

- the background to this period in Japan, especially the 265-year rule by the Tokugawa military rulers that did not end until the 1860s
- the offence the Japanese felt at the introduction of Australia's 'White Australia' policy in 1901
- Japan's role in World War I and rewards in relation to territory — Japan was not rewarded with as much German territory in China as was expected
- the Japanese invasion of Manchuria in 1931 and all of China in 1937
- the Pearl Harbor attack in 1941 and the war in the Pacific between the Allied Forces and Japan
- Japanese treatment of Australian prisoners of war during World War II
- the destruction caused by the atomic bombs dropped on Japan by the USA in 1945
- the American occupation of Japan between 1945 and 1952
- the post-war Japanese economic growth and the increased trade with Australia which resulted in Japan becoming the single biggest destination for Australian exports by the 1960s. Japan received 19% of Australia's merchandise exports in 1999 (see the Austrade booklet *Exporting for the Future* which has been provided to all schools).

Support materials and references

Explain that international relations today are influenced by history. Assist students to evaluate sources that provide evidence of beliefs of Australians in the early 1900s. This will provide opportunities to demonstrate TCC 6.1.

Activity 2 Analysing Australian–Japanese relations between 1918 and 1945

Provide students with historical sources, especially from the 1918–1945 period, and assist them to use the sources to demonstrate TCC 6.1 and TCC 6.2. For example, students could complete a short-answer response to stimulus test based on the historical sources.

Phase 2 Developing criteria to make ethical judgments

Core learning outcomes emphasis: TCC 6.5

In this phase, students reflect on their first tentative conclusions about Australian foreign policy between 1918 and 1945. Key Studies of Society and Environment processes (investigating, creating and reflecting) are emphasised.

Activities in this phase should help students to develop criteria to make ethical judgments. In the following suggested activities, these judgments relate to Australian and Japanese foreign policy between 1918 and 1945 and the treatment of prisoners of war in World War II.

Students could demonstrate TCC 6.5 in a number of ways during any of the activities in this phase. For example, they could:

- write brief reports based on historical documents and their criteria
- create interactive learning experiences for other students that require ethical judgments based on original sources to be made and then electronically raise questions about those judgments in a supportive manner
- provide verbal judgments about their findings
- create a script that is assessed in conjunction with some drama-related core learning outcomes.

Focus questions:

- How do the times we live in affect our ideas?
- How can we make judgments about the behaviours of other people?
- What beliefs, values and ethical principles might be implied or expressed by peoples' behaviour?
- Did Australians and the Australian government treat Japanese people ethically in the period between the two world wars?
- Was Japanese foreign policy between the two world wars ethical?
- What judgments can we make about the behaviour of soldiers during World War II?

Activity 3 Australian foreign policy 1918–1945

Distribute historical sources related to Australian government activities during this period. For example, political speeches, newspaper editorials, political cartoons related to immigration and information about the Versailles peace settlement negotiations. These should be mainly primary sources, but some secondary sources could be included.

Assist students to assess the reliability of these sources, but focus mainly on their ability to use these sources to make and express ethical judgments about Australian government activities during this period and to clarify the criteria they are using to make these judgments. Use definitions of social justice that can be developed from the syllabus definitions. Share and discuss criteria (TCC 6.5).

Activity 4 Japanese foreign policy 1918–1945

Students analyse and assess the reliability of documents related to Japanese foreign policy between 1918 and 1945.

Activity 5 POWs in World War II

Students analyse and assess the reliability of documents related to the treatment of prisoners of war between 1941 and 1945. Video segments could be used in this activity, but be careful to distinguish between footage created at the time and based on verifiable evidence and footage created as fiction many years after the event. Ensure that such resources are considered in the context of place, time and situation.

Support materials and references

Phase 3 Changing attitudes with legislation

Core learning outcomes emphasis: CI 6.4

Students review what they have learnt about ethical behaviour and use prior learning to describe instances of cultural change resulting from government legislation.

Focus questions:

- How do contemporary Australian governments try to change attitudes?
- What cultural changes, including attitude changes, have resulted from past government legislation?

Activity 6 Can legislation change attitudes?

Students form two groups and focus on either Australian or Japanese foreign policy during the 1920s and 1930s. Students must decide what, if anything, governments could have done to create more socially just and peaceful attitudes in their communities and analyse descriptions of current Australian State and/or Federal Government actions that are designed to change attitudes. These actions could take many forms, from legislation concerning discrimination to the formation of statutory bodies and policies.

Assessment

Groups report their conclusions. Reports could be used to assess CI 6.4.

Conduct a whole class discussion and clarify that in this instance the term 'cultural change' is referring to changes in attitudes by large sections of a population. Students could demonstrate CI 6.4 by describing occasions when change did result from government legislation in post-1918 Australia and/or Japan during the 1920s and 1930s. The assessment of CI 6.4 should focus on whether students can describe phenomenon such as cultural change resulting from government legislation or policies.

Phase 4 Future global ecological and economic relations

Core learning outcomes emphasis: CI 6.3, SRP 6.1

In this phase students make decisions about the impact globalisation has on current Australian–Japanese relationships and whether globalisation should be encouraged or resisted. To make these decisions, students make ethical judgments, based on their understandings developed in earlier phases. As students look to the future, they add to understandings by testing a hypothesis and considering ecological issues. These are complex tasks and students will learn that the best way to demonstrate learning outcomes SRP 6.1 and CI 6.3 is to work as a team.

Activity 7 Analysing recent Australian–Japanese relationships

Support materials and references

Use extracts from textbooks, websites, videos or current newspapers to assist students to describe some global ecological issues about which Australia and Japan have negotiated in the last 20 years or so. The issue of endangered species, especially whales, may be the most accessible. Emphasise the description of what has happened.

In small groups, students analyse and summarise these sources. Ask groups to consider how the issues they have summarised might influence global economic markets. Discuss this as a whole class and ask students to summarise the discussion. Ask them to label their notes 'Possible influence of this ecological issue on the global economy'. Explain how the current global economic system emphasises free trade rather than government intervention. Provide a current example and refer to recent statements from organisations like the World Bank and the World Trade Organization. Ask students to add the heading 'Possible influence of a global economic system on this issue' to their notes and provide the details for students to include in this section.

Assist students to develop a hypothesis about the relationship between global economic and ecological systems (SRP 6.1). Students share and discuss the different hypotheses. Once hypotheses are developed, arrange Internet and library access so that students can test them.

Assessment

Demonstration of SRP 6.1 could be in the form of small group written reports. Peer assessment could also contribute to evidence of demonstrations. Students could consider how other members of their group contributed to the development and testing of the hypothesis.

Activity 8 Developing strategies to encourage or resist globalisation

Share the group reports with the class. Discuss whether, on the basis of this information, globalisation should be encouraged or resisted. Consider whether some of the effects of globalisation, rather than globalisation itself, should be encouraged or resisted.

Remind students of their recent collaborative work and explore what collaboration really means in your local context. Provide some examples of how students might build on previous work and demonstrate CI 6.3 by developing a community strategy involving encouragement or resistance of globalisation. Explain that such a strategy needs to include not only their decisions about globalisation, but also the views of their 'community'. This could mean their classroom, school, local or even cyber community. Discuss how those views might be accessed. Consider short stimulus-related interviews or email exchanges with a range of people about a current issue in Japanese–Australian relations. This issue could be related to economic and/or ecological environments. Students could seek community views about:

- what they think should happen
- how current events associated with this issue are linked to the process of globalisation
- what results this issue may have on people
- whether this global issue should be encouraged or resisted.

Ensure students demonstrate CI 6.3 by comparing ideas and describing the strategy, either in small groups or individually.

Assist students to decide how these strategies could be implemented.

Support materials and references

Alexander, A. 2001, *SOSE for Queensland Book 3*, Heinemann, Melbourne.

Austrade 2001, *Exporting for the Future*, Canberra.

Bliss, S. & Faine, J. 1998, *Geo Active 1*, Jacaranda, Milton, Qld.

McCauley, D., Brown, P. & Mills, M. 2001, *SOSE for Queensland 2*, Jacaranda, Milton, Qld.

Videos

Your school is likely to have relevant titles. For example:

Return to Sandakan, Film Australia

Examines the personal impact today of one of the most horrific events of the Pacific War - the tragedy of the Sandakan POW camp in North Borneo.

Websites

(All websites listed were accessed in April 2002.)

World Wildlife Fund, *Great Barrier Reef Campaign*. www.gbr.wwf.org.au/

Greenpeace International. www.greenpeace.org/index.shtml

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

ISBN 0 7345 2307 6

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