



SAMPLE COURSE OUTLINE

MODERN HISTORY ATAR YEAR 11

Unit 1-Elective 6: The Meiji Restoration – Japan (1853–1911)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the SCSA) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The SCSA acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Modern History – ATAR Year 11

Semester 1 – Unit 1 – The Meiji Restoration – Japan (1853–1911)

This outline is based on the elective: The Meiji Restoration – Japan (1853–1911)

Week	Key teaching points
1–3	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>The impact of the following forces should be considered, where appropriate, throughout the unit: economic; external forces/international relations; ideas; leadership; political; social/cultural</p> <p>The main causes of the Meiji Restoration, including:</p> <ul style="list-style-type: none"> • the changed role of the Samurai during the extended period of peace • the decline of the <i>bakufu</i> • the increased wealth of the merchants • peasant uprisings • the spread of Western ideas from Nagasaki • the arrival of Commodore Perry and the ‘Black Ships’ <p>The significant events which resulted in the restoration of the emperor and the establishment of constitutional government, including:</p> <ul style="list-style-type: none"> • the Satsuma-Choshu alliance • the unequal treaties <p>The role and impact of significant individuals and groups, with particular reference to:</p> <ul style="list-style-type: none"> • the Shogun • the Samurai • the <i>bakufu</i> • Commodore Perry • Townsend Harris • the <i>shi-shi</i> <p>Key ideas including: feudalism</p>
4–8	<p>Significant changes that occurred after the Meiji Restoration, including:</p> <ul style="list-style-type: none"> • modernisation of the navy, the military and industry • the constitutional and political reforms <p>The role and impact of significant individuals and groups, with particular reference to:</p> <ul style="list-style-type: none"> • Emperor Meiji • the <i>genro</i> • Saigo Takamori • Kido Takayoshi • Okubo Toshimichi • Ito Hirobumi • <i>the zaibatsu</i> <p>Key ideas including:</p> <ul style="list-style-type: none"> • modernisation/westernisation • constitutional government • militarism
9–12	<p>Significant changes that occurred after the Meiji Restoration, including:</p> <ul style="list-style-type: none"> • legal reforms • education

Week	Key teaching points
	<ul style="list-style-type: none"> social/cultural changes <p>The role and impact of significant individuals and groups, with particular reference to:</p> <ul style="list-style-type: none"> Fukuzawa Yukichi
13–14	<p>Consequences of change on international relations, including:</p> <ul style="list-style-type: none"> the various treaties the Sino-Japanese War the Anglo-Japanese Alliance the Russo-Japanese War <p>Key ideas including:</p> <ul style="list-style-type: none"> modernisation/westernisation militarism
15	<p>The significance of the Meiji Restoration, including:</p> <ul style="list-style-type: none"> long-term impact on other Asian nations
16	Examination Week (Semester 1)

Historical skills
<p>The following skills will be developed during this unit.</p> <p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> identify links between events to understand the nature and significance of causation, continuity and change over time use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding <p>Historical questions and research</p> <ul style="list-style-type: none"> formulate, test and modify propositions to investigate historical issues frame questions to guide inquiry and develop a coherent research plan for inquiry identify, locate and organise relevant information from a range of primary and secondary sources practise ethical scholarship when conducting research <p>Analysis and use of sources</p> <ul style="list-style-type: none"> identify the origin, purpose and context of historical sources analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument <p>Perspectives and interpretations</p> <ul style="list-style-type: none"> analyse and account for the different perspectives of individuals and groups in the past evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions <p>Explanation and communication</p> <ul style="list-style-type: none"> develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments communicate historical understanding by selecting and using text forms appropriate to the purpose and audience apply appropriate referencing techniques accurately and consistently