



# MODERN HISTORY TEACHING & LEARNING SUPPLEMENT

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## Teaching and Learning Supplement MODERN HISTORY (HSM315117)

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### ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. It is important to note that tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

### COURSE SPECIFIC ADVICE

This Course Supplement for Modern History TASC level 3 must be read in conjunction with the Modern History TASC level 3 course document.

It contains advice to assist teachers delivering the course and can be modified as required. This Course Supplement is designed to support teachers new to or returning to teaching this course.

Modern History TASC level 3, enables learners to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. The focus is on the 20th Century and 21st Century from the end of World War I (1917/18) until 2010. Learners are encouraged to make connections with the changing world to the present.

### COURSE CONTENT

	Section Title	Indicative Times
Section A	Modern Western Nations in the 20 <sup>th</sup> Century	50 hours
Section B	Modern Asian Nations in the 20 <sup>th</sup> Century	50 hours
Section C Overview	Changing World Order 1945 - 2010 (Compulsory)	10 hours
	Changing World Order 1945 - 2010 (Learners select <b>one</b> topic)	40 hours

All sections are compulsory.

**One** topic will be selected for study in Section A and **one** in Section B. The 'Overview' in Section C is compulsory; learners will select **one** topic from this section for a more in depth study i.e. Topic C1 OR Topic C2 OR Topic C3 OR Topic C4.

The sequence in which sections A and B are delivered and assessed is not mandated. It is recommended that sections are delivered sequentially.

Learners will develop skills in:

### **Establishing historical significance**

Ascribing historical significance involves applying evaluative judgments about the past. To establish the historical significance of an event, an idea, an individual or a group, learners should use questions or criteria to construct an evidence-based historical argument.

### **Using sources as evidence**

Developing historical thinking requires learners to apply the historian's method of interrogating and corroborating primary and secondary sources so that they can be used as evidence when constructing historical inquiry.

### **Identifying continuity and change**

Make judgments and construct arguments about the past through developing the ability to identify:

- when change occurred or when historical contexts continued unchanged
- causes of change
- patterns to make sense of the past: place events in chronological order; understand the sequence and order of events as a process of change.

### **Analysing cause and consequence**

Learners are required to identify:

- chains of cause and consequence
- turning points and explore how and why things happened in the past
- causes of change including social, political, economic, short-term catalysts and long-term trends, and immediate and underlying causes.

### **Exploring historical perspectives**

Exploring historical perspectives requires learners to consider:

- the mindsets of historical actors
- the context that shaped the ways they saw and acted in the world
- the identification and description of the viewpoints of witnesses to dramatic events who experienced the consequences or lived with changes.

### **Examining ethical dimensions of history**

As learners develop understanding of people in the past, their actions and their intended and unintended consequences, they may begin to make ethical judgments about

- the beliefs, values and attitudes of historical actors
- exploring historical contexts; to avoid applying contemporary moral standards upon the actions of those in the past
- simplistic notions of labelling actions as right or wrong

### **Constructing historical arguments**

Developing well-supported arguments as the culmination of historical inquiry.

## TEACHING AND LEARNING

### Section A

Modern  
Western  
Nations of the  
20<sup>th</sup> century

This section of the course focuses on the drivers of social, economic and political change and the nature and impact of change on modern history in the period from 1917 to 1953. This will include studies of modern political systems and ideologies and their manifestations in the modern history of some nations.

Key political systems that will be studied in the context of the history of a chosen nation in Section A may include democracy or totalitarianism or both.

In the study of Sections A and B, both democratic and totalitarian political systems and at least ONE ideology will be studied.

ONE of the listed topics will be selected:

Topic 1: United States of America, 1917 – 1945

Topic 2: Australia, 1918 – 1949

Topic 3: Germany, 1918 – 1945

Topic 4: Russia and the Soviet Union, 1917 – 1953.

Ideologies may include, for example:

- socialism,
- communism
- fascism
- liberalism
- nationalism.

Specific learning outcomes for Section A are:

- identify and assess drivers of social, political and economic change, and assess nature and impact of such changes in the modern history of some nations
- assess the significance of modern political systems and describe their manifestations in the modern history of some nations.
- assess the internal divisions and external threats in the development of modern nations

### *Examples of learning activities*

Learners:

- create an ongoing glossary of the key terms and concepts that underpin an understanding of modern political systems and ideologies in Section A and B
- map and compare the geopolitical boundaries of Europe at the end of World War One with the newly drawn boundaries after the peace treaties; create a map of the geopolitical boundaries after World War II. Compare the two maps
- research the biography of a leader of a political movement and compare historical interpretations of this leader's rise to prominence

- role play the positions of the key players at the Versailles Conference; the role-play should be set in 1920 and dialogue should reflect and explain the different perspectives of Britain, France, Italy and the USA, and the reaction of each country to the final treaty
- complete a Venn diagram to show the similarities and differences between two political systems; discuss the nature of the similarities and differences. An alternative is to compare two political systems and/or ideologies in the history of a selected country e.g. democracy and totalitarianism in the modern history of Japan or Germany
- create a visual organiser to illustrate the causes of World War II from the perspective of the nation chosen for study in Section A and/or B
- complete a biography of a chosen individual who contributed significantly to the course of history in the time frame of study for the chosen modern nation
- using an Internet crossword maker (e.g. Eclipse Crossword), make a crossword of terms/concepts and definitions relating to the study of the selected modern nation in Section A and/or B
- construct a multimedia presentation that outlines characteristics of a selected political system or ideology; or compares the characteristics of two political systems and/or ideologies
- create hypotheses using the 'think-pair-share' technique; learners construct hypotheses relating to the investigation of a selected nation in Section A or B
- create historical inquiry questions using the 'think-pair-share' technique: Historical questions may include: What were the consequences of post-World War One reparations for Germany? How did the Bauhaus movement influence cultural change? Why did Mao Zedong introduce the Great Leap Forward? How did the anti-war movement change attitudes to international involvement in the Vietnam War? Who significantly contributed to changing attitudes towards Australian immigration policy?
- prepare an oral response (tutorial presentation; PowerPoint presentation; drama, literature or poetry reading) for the country selected for study in Section A, focusing on a single/range of political, social or economic developments in the era of study
- invite an historian, for example, from UTas or a curator to visit the school to talk about the nature of the historical record in the modern history of chosen nations
- individually, research and present definitions, explanations and examples of the key ideologies that characterised the interwar and World War II period; share findings, and formulate three historical questions about the ideologies and their impact, for example: 'What elements of Nazism indicate that a Nazi regime of the 1930s would have little regard for the human rights of minorities?' or 'What three aspects of daily life for ordinary people would be different for people living in the USA and the USSR during the 1920s?'
- develop an inquiry hypothesis such as: 'The League of Nations was a flawed idea and had little chance of success'; individually, consult a range of primary

and secondary sources and present findings in the form of a written or oral report, or a PowerPoint presentation

- prepare an argumentative essay on the causes of World War II in response to a question developed by the class for investigation; a range of primary and secondary sources should be used to support the investigation; example topics could include: 'German aggression was the most significant influence contributing to the outbreak of World War Two.' To what extent do you agree? or 'It has been suggested by some historians that the seeds of World War Two were planted at Versailles. Others have placed greater importance on the Great Depression as the main reason for Europe's descent into World War Two'; consider these interpretations and develop your own response to this issue; use at least two primary and two secondary sources to support your argument
- analyse a cartoon from a particular period (Sections A and B)

Detailed investigation: Example

ANALYSIS OF CARTOON (e.g. A cartoon on The Treaty of Versailles)

1. Give a brief description of the cartoon.
2. Explain the circumstances in which this cartoon was created – what was going on at the time that inspired the cartoon?
3. Who was the creator of the cartoon? What were the creator's attitudes and perspectives on the Versailles treaty? Where did the cartoon appear and to what audience was it directed?
4. What overall message does the cartoon convey? What ideas and values does it reflect? Are they points particular to the situation in 1919? Describe the elements of the cartoon, both literal and symbolic, that Dyson uses to convey the message.
5. How effective was the cartoon? (It may not always be possible to answer this question with certainty; in some cases, well-supported student speculation would be acceptable.) Is there evidence of its impact or lack of impact?
6. To what extent was this cartoon a reflection of widely held perspectives at the time? Support your answer with reference to other cartoons or written sources from the time that either challenge or reinforce the central message.

- create a list or table of the nature and causes of internal divisions within a chosen nation for Section A. For example: American society and the aims and beliefs of different groups: for example African Americans, urban workers, rural workers, immigrants, industrialists and members of the first nations people (Native Americans); and consequences of divisions, for example the rise of the Ku Klux Klan, the Scopes 'Monkey' Trial and the Trial of Ossian Sweet
- create a 4 column table of the nations listed for study in Section A. Provide dates of involvement in World War II and historical interpretations for their

reasons for involvement; include the nature of external threats that may have impacted on these decisions

- create a visual organiser diagram of foreign policies and international alliances of the nations chosen for study in Section A and B. For example: the changing nature of American foreign policy between 1917 and 1945, including its international alliances and relationships; the policy of isolationism; the nature of alliances; Japan's alliances after World War I; the extent and nature of Japanese imperial expansion in Asia and the Pacific; alliances

Social and Cultural Change (these topics will apply to both Section A and B):

- continue developing the glossary, adding the key terms and concepts that underpin an understanding of social and cultural change during the period of study for the chosen nation in Sections A and B
- individually or in pairs, research a particular technological development and its impact on social life and social movements; for example, new office technology on women's participation in the workforce; new medical discoveries about germs and infection on falling infant mortality rates; the motor car on increasing personal freedom and mobility, especially for young adults
- analyse and compare two conflicting primary sources created in the 1920s and 1930s that present different perspectives on a development, movement or event; for example, a positive and negative perspective on the application of new technologies in industry; a Japanese and an American view on the immigration policies restricting Japanese immigration to the USA in the 1920s; two different perspectives on the Nazis' 'degenerate art' exhibition
- discuss continuity and change in social and cultural life of the 1920s and 1930s or during World War II in a nation chosen for study in Section A, for example 'The more traditional popular culture of the 1930s in (select country/countries) presented a dramatic breakaway from the fresh and optimistic culture of the post-World War I years. To what extent do you agree with this assessment?'; support your answer with reference to particular examples of culture in the 1920s and 1930s in one or more countries
- produce a compilation CD targeted towards young people from the period selected for study in Section A and/or B; the relevance of the selected tracks must be described within the liner notes, and the artwork must include images symbolic of youth from the targeted era; list the references to historical context and historical change
- create a table to compare the different perspectives of artists, historians or commentators on the significance of a cultural expression, for example different views of modernism such as those of TS Eliot, Ezra Pound or Hans Hoffmann compared with the views of Pope Pius X and the Catholic Church's 'Oath against Modernism'
- undertake an evaluation of the historical value and reliability of a film (made in the past few decades) depicting social or cultural aspects of society in the 1920s or 1930s in a particular context, for example *The Comedian Harmonists* (Germany); *The Grapes of Wrath* (USA); *Tea with Mussolini* (Italy); *The Garden of the Finzi Continis* (Italy); *Reds* (USSR and USA)

- write an analysis of a feature documentary, for example, *The Weimar Republic* (available at Infodig Media, [http://www.infodig.com.au/dvd\\_weim.htm](http://www.infodig.com.au/dvd_weim.htm)); Youtube GCSE AQA History: *The Weimar Republic Documentary*; alternative documentaries may be selected

## Section B

Modern Asian Nations of the 20<sup>th</sup> century

Section B focuses on the historical forces that have shaped Asian nations and ways in which internal divisions and external threats were addressed in the period from 1931 – 1984 (dates vary for each country).

This will include studies of modern political systems and ideologies; and their manifestations in the modern history of some nations. Studies will include investigations into the nature and impact of change on modern nations.

Learners will investigate ONE of the listed topics:

Topic 1: Japan, 1931 – 1952

Topic 2: India, 1930 – 1984

Topic 3: Indonesia, 1942 – 1975

Topic 4: China, 1935 – 1976.

Key Concepts:

- internal divisions and external threats in the development of modern nations and how they shaped responses
- the significance of modern political systems and ideologies and their manifestations in the modern history of a chosen Asian nation
- drivers of social, political and economic change; nature and impact of such changes in the modern history of a chosen Asian nation
- historical inquiry

### *Examples of learning activities*

Learners:

- create a timeline to record the key political, social and economic events of the nation selected for study in Section B
- construct hypotheses on topics relating to the political systems, ideologies, internal divisions and external threats or key events and impacts on the nation chosen for study in Section B. Create a classroom display of the hypotheses for all nations. Discuss. List the common historical elements that are evident in the study of all nations
- watch and discuss a film/DVD, for example, *The Pianist* or *Cabaret*. Follow up with class discussion
- prepare an oral response (tutorial presentation; PowerPoint presentation) for the country selected for study in Section B, focusing on the causes and impacts of World War II on that country



- prepare a multimedia presentation on the contributing causes of World War II for each of the nations in Section B (learners may focus on the country selected for study and may work in groups to compile their understandings)
- individually, research and present definitions, explanations and examples of the key ideologies that characterised the political systems/ideologies of the country selected for study in Section B; share findings
- formulate three historical questions about the ideologies and political systems, and their impact, in the period of study for the country selected for study
- create a 4 column table of the nations listed for study in Section B. Provide dates of involvement in World War II and at least 2 historical interpretations for their reasons for involvement; include the nature of external threats that may have impacted on these decisions
- discuss continuity and change in the political and social context of the 1920s and 1930s or during World War II in a nation chosen for study in Section B
- create a visual organiser diagram of foreign policies and international alliances of the nation chosen for study in Section B. For example: the nature of alliances of Japan/Indonesia/India/China before and during World War II; for example, the extent and nature of Japanese imperial expansion in Asia and the Pacific; China's alliances during World War II; the involvement and impact of World War II (Indonesia and India)
- develop an inquiry hypothesis such as: 'Japan's depression period in the late 1920s to the mid-1930s as well as their need for oil and rubber contributed significantly to tensions between USA and Japan prior to World War II'; 'Japan used cutthroat trade practices including high tariffs and severe price undercutting in the 1930s to bolster their economy after the depression and to limit American and European imports'.

Individually, consult a range of primary and secondary sources and present findings in the form of a written or oral report, or a PowerPoint presentation

- maintain an annotated media file as a means of exploring social and political impact of World War II on society (in the country selected for study), for example, wartime advertising aimed at youth; propaganda; post-war rebuilding. Identify the language, words, symbols, gestures, colours used to persuade the audience
- write an analysis of a feature documentary on the country selected for study in Section B; identify the sources used and the perspective of the author; discuss the influences on perspective
- ask a guest speaker (for example a museum curator, university lecturer, elderly person with personal experience of World War II,) to speak about their knowledge and understanding of political and social contexts of the era

### Unit 3 Section C

This section of the course focuses on significant and distinctive events of the modern world that have emerged since the end of World War II

Topics include:

Changing  
World  
Order 1945 –  
2010

- The Cold War;
- Australia's engagement with Asia;
- Peace, conflict and the nature of terrorism; and
- Patterns of migration.

Learners will apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

Learners **will** study:

The Overview (10 hours)

ONE elective topic from section C (40 hours)

Specific Learning Outcomes about knowledge and understanding of modern history related to Section C (including the Overview). Learners will be able to:

- describe and assess key historical concepts in the historical record
- describe and assess causes and impacts of particular events, ideas, movement and developments that have shaped the modern world
- describe and assess historical significance of events, movements and organisations and changing representations and interpretations of the past.

*Examples of learning activities*

Learners:

- continue the development of the glossary, adding the key terms and concepts that underpin an understanding of twentieth century history
- create a comparative chart showing the essential features of the Yalta and Potsdam peace conferences on the re-organisation of Europe and the administration of Germany post-World War II; headings could include: dates and venues, key personnel and their expectations, key issues, outcomes
- examine a key orator's speech, for example, Churchill's *Iron Curtain* speech (March 1946) and prepare a table identifying questions that will help to explain its significance in shaping the western response to the spread of communism; table headings could include questions about context, message and impact.

Other topics may investigate Gandhi's *Quit India* speech, 1942 (concerns regarding the impact on World War II; post war impact; independence); President's Kennedy's oration *Ich Bin Ein Berliner* speech 1962; President Lyndon B. Johnson's *Why are We in Vietnam* speech 1962; or research an alternative example of oratory relevant to the topic selected for study in Section C e.g. David Cameron's Immigration Speech, 2013.

- research the background and significance of one of the following conflicts: the Korean War, the division of Germany and Berlin, dissent among Soviet Satellites, the Vietnam War or events in Cuba such as the Cuban Revolution; draw on primary and secondary sources and explain the ways in which the selected conflict was part of the Cold War
- create an oral/audio visual presentation on a significant feature of the Cold War such as: the arms race, the space race, sporting and cultural

competition between east and west, propaganda, popular culture, espionage; use a range of sources including films and personal interviews

- write an essay on continuity and change in an aspect of life during the Cold War (1945 to 2000); for example: life in East Germany: 1970s to 1990s; achievements of the UN in relation to food supply in third world countries, 1950s to 1980s; the ways in which espionage was used by both sides during and following the Cold War
- examine how society has changed across generations by questioning relatives, parents and grandparents and members of the community from different generations about their experience or knowledge of eras relating to Section A, B or C
- prepare an oral response (tutorial presentation; PowerPoint presentation; drama, literature or poetry reading) for one of the topics selected for study in Section C, focusing on a single/range of political, social or economic developments in the era of study
- view a film e.g. *Bridge of Spies* and discuss in class. What key historical events does the film address; how did the events in this film explain the nature of the relationship between Cold War USA and the Soviet Union. Research to find at least two other sources that confirm understandings expressed in this film/documentary. Provide sources for comment in class.

Documentaries for other topics may include: *Terrorism in Our World: A History of Terrorism* (2003); *Immigration Nation-Story of Us*, SBS Australia, 2011;

- investigate websites that express a perspective: *The Fours Waves of Australia's Asian Ties* (<https://bluenotes.anz.com/posts/2015/11/the-four-waves-of-australias-asian-ties/>) or *The Changing Face of Modern Australia 1950s – 1970s*; *Australia's Strategy: Geopolitical Weekly*, <https://www.stratfor.com/weekly/australias-strategy>. Discuss the impact of perspective, if any, in class.
- maintain an annotated media file as a means of exploring social and political impact of the post-war period on society, for example, post-war re-building; social/political change in the 1950s and 1960s (may refer to one country or a comparison may be made between two). Identify the language, words, symbols, gestures, colours used to persuade the audience
- research the biography of a leader or a political movement post-World War II and compare historical interpretations of this leader's (or political movement's) rise to prominence (relates to Topics C1, C2 or C3)
- create a graphic organiser illustrating the influences on key political, economic and social change in the 20th and 21st centuries. Learners investigate in the context of their topic selected for study in Section C
- create a timeline of key events: for example, the nature of Australia's response to key developments in Australia or the Asia Pacific region post-World War II, such as the success of the Communists in China, the Tokyo War Crimes Tribunal, the return of the French to Vietnam, Indonesian claims for independence, Australia's response to India's nuclear testing, Australia's adherence to the White Australia Policy until 1973, and the implications of Australia's involvement in the Vietnam War; OR the formation of formal

alliances and forums between Australia and Asia, for example ANZUS, SEATO and APEC, and cultural ties with Asia in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Provide brief descriptors for each explaining their significance

- create a table for an overview of the threats to world security in 1945, including austerity, border disputes, refugee movements, and the peace settlement in 1945. Provide causes and impacts according to at least 2 historical sources
- prepare an oral presentation (PowerPoint or tutorial) on objectives, methods and influence of anticolonial conflicts (such as Ireland and the United Kingdom); or the Palestinian conflict (Topic 3, Section C)
- write a biography for a significant individual in relation to Topic 3 in Section C, for example, Gerry Adams, George W Bush, Colin Powell, Osama bin Laden, John Howard, Edward Snowden, Benjamin Netanyahu, Yasser Arafat
- maintain an *annotated* media file as a means of exploring the historical interpretations of events related to the topic selected for study in Section C taking particular note of debate in historical interpretations
- create a chronological table identifying the circumstances in 1945 contributing to mass movement of people, including the impact of World War II on migration from Europe and its impact on Australian migration policies and on movements within the British Commonwealth in the following decades
- create a Venn diagram mapping the overlap and distinctions between international legal and organisational frameworks for the movement of people, including the 1948 Universal Declaration, the 1951 Refugee Convention and the 1967 Protocol, the anti-trafficking protocol of the Palermo Convention (2000), International Labor Organisation (ILO) and United Nations High Commissioner for Refugees (UNHCR) (Topic 4, Section C)
- investigate at least two examples of historical interpretation of key events relating to the movement, displacement and migration of peoples in 20<sup>th</sup> century history, arising from conflict and persecution (1945 -1975) - for example Communist regimes in Europe (Hungarian uprising 1956), conflicts in the Middle East (Israeli military interventions in Lebanon). Provide brief analysis of the perspectives of the historical interpretations or positions and beliefs of the historical players in the events investigated (Topic 4, Section C)
- create a timeline of key migration and refugee movements in the 20<sup>th</sup> and 21<sup>st</sup> arising from conflict and persecution (1975 - 2010) but may make reference to more recent events, for example fleeing from Communism in Asia (Vietnam War); refugee movements in Europe in 2015 (Topic 3 and 4 of Section C)
- complete an essay/PowerPoint presentation focussing on two of the major historical interpretations of the topic selected for study in Section C. What is the nature of the record? Do historical interpretations vary? Why do you think this might occur?

Identify at least two examples of primary and/or secondary source material relating to the topic selected for study in Section C. For example, in

discussing the causes of the Cold War, investigate historical interpretations from different perspectives. Identify:

- What type of source is it?
- Who wrote or created it?
- When and where and who was the intended audience?
- When and where was it written?
- What was happening at the time of creation?
- What events are described in the source?
- Who is represented?
- How might the events or conditions at the time in which the document was created affect its content?

## **SUPPORTING STUDENT RESPONSES AND ELABORATIONS**

There is scope in all course modules for teachers to select learning activities which will engage their learners and challenge them appropriately. All suggested learning activities in this course supplement can be adapted to allow learners to develop the required knowledge and skills.

Teaching strategies that are particularly relevant and effective in Modern History, either individually or in combination, include:

Teaching strategies that are particularly relevant and effective in Modern History, either individually or in combination, include:

### Oral skills

- role plays, games and simulations
- debate and discussion
- interviews and surveys
- group work
- brainstorming
- presentations

### Written skills

- multiple choice items
- short responses
- extended responses
- projects and inquiries
- classroom displays
- timelines
- graphic organisers

### Community based learning

- specialist speakers and lectures
- excursions
- work-integrated learning
- Cooperative learning

### Analysis

- statistics and data
- graphical representations
- collection and interpretation of newspaper and journal articles
- audio, visual and television reviews
- experimental and observational research
- game play

### Applications

- case studies/scenarios
- design surveys
- applied practical exercises
- software packages or applications
- interactive and multimedia packages
- podcasts, wikis, blogs
- social media, e.g. twitter

### Examples of assessment tasks across all modules include:

- Multiple choice items
- Short response items
- Extended written responses
- Debate
- Timelines, Crosswords, Venn Diagrams and other Graphic organisers
- Review of documentaries, film and written reports

## RESOURCES

### Texts (General)

There are no set texts for this course. This is not a definitive list of texts.

### Books

Arasumani, R & Yeo, L 2007, Crisis and Conflict, Macmillan, Singapore.

Black, J 2002, The World in the Twentieth Century, Longman, UK.

- Dixon, S & Greer, V 1998, *Understanding the Modern World*. Heinemann, Melbourne.
- Gilbert, M 1997, *A History of the Twentieth Century Volume One 1900–1933*, Harper Collins, London.
- Gilbert, M 1998, *Descent Into Barbarism: A History of the Twentieth Century 1933–1951*, Harper Collins, London.
- Gilbert, M 1999, *Challenge To Civilisation: A History of the Twentieth Century 1952–1999*, Harper Collins, London.
- Hobsbawn, E 1994, *Age of Extremes: The Short Twentieth Century 1914–1991*, Abacus, London.
- Hodgson, G (ed) 1995, *The People's Century: From The Dawn of The New Century to the Start of the Cold War*, BBC Books, London.
- Hodgson, G (ed) 1996, *The People's Century: From the Start of the Nuclear Age to the End of the Century*, BBC Books, London.
- Huffmann, J 2010 *Modern Japan*, Oxford University Press, Australia.
- Maltby, R 1988, *Popular Culture in the Twentieth Century*, London.
- Scott, J 1989, *The World Since 1914*, Heinemann History, Oxford.
- Todd, A 2001, *The Modern World*, Oxford University Press, Australia. 1914–1945
- Bidgood, A et al. 2006, *Twentieth Century History 1900–1945*, History Teachers' Association of Victoria, Melbourne.
- Brooman, J 1987, *Weimar Germany*, Longman, USA.
- Fiehn, T et al. 1998, *The USA Between the Wars 1919–1941*, John Murray, London.
- Gilbert, M 2000, *Never Again: A History of The Holocaust*, Partridge Green, New York.
- Hughes, C & Mann, M 2000, *Hitler's Germany: Life Under The Third Reich*, Brasseys Inc.
- Lee, S 1996, *Weimar and Nazi Germany*, Heinemann, Oxford.
- Mirams, S 2004, *Twentieth Century History 1900 to 1945*, Thomson, Melbourne. 1945–2000
- Bickerton, IJ & Hill, M 2003, *Contested Spaces: Historiography of the Arab/Israeli Conflict*, McGraw Hill, NSW.
- Flaherty, Liz 2012, *Migration to Australia: 20<sup>th</sup> Century*, Pearson Australia.
- Gilbert, M 1995, *The Day The War Ended; VE Day in Europe and Around The World*, Harper Collins, London.
- Issacs, J & Downing, T 1998, *Cold War, An Illustrated History 1945–1991*, Little, Brown & Co., USA.
- Mansfield, P 1991, *A History of the Middle East*, Penguin, London.
- Mirams, S 2004, *Twentieth Century History 1945–2000*, Thomson, Melbourne.
- Pollock, A 1991, *An Asian Tragedy, Conflict in Indochina*, Oxford University Press, Melbourne.
- Rea, T & Wright, J 1998, *The Arab Israeli Conflict*, Oxford University Press, Australia.
- Reynolds, D 2000, *One World Divisible: A Global History Since 1945*, Penguin, London.
- Vadney, TE 1992, *The World Since 1945*, 2nd edn, Penguin, London.
- The Changing Face of Migration – Population Flow in the 20<sup>th</sup> century
- China**
- Stewart, G 2006, *Heinemann Advanced History: China 1900-76*, Pearson, UK.
- Gates, C and Morgan, E 2013, *China and Revolution*, Nelson Modern History, Australia.

Fenby, J 2009, The Penguin History of Modern China : The Fall and Rise of a Great Power, 1850 to 2009, Penguin Books, Australia.

Jiang, Ji-li, 2010, Red Scarf Girl : A Memoir of the Cultural Revolution, Harpercollins, Australia.

China: A Century of Revolution 3 Part Documentary Series <https://www.youtube.com/watch?v=m7C40M9GM3k>

## **Germany**

Mason, K.J. 2015, Nelson Modern History, Germany 1918-1945, Cengage Learning.

## **India**

Copland, I 2015, Nelson Modern History: India, Cengage Learning.

Leadbeater, T 2015, Access to History: Indian Independence 1914-64, Oxford University Press, UK.

Metcalf, B 2006, A Concise History of Modern India, Cambridge University Press, UK.

Tharoor, Shashi, 2004, Nehru: The Invention of India, Arcade Publishing, New York.

Rees, R, Edexcel GCE History AS Unit 2 D2 Britain and the Nationalist Challenge in India 1900-47: Unit 2.

## **Russia and the Soviet Union**

Journal of Modern Russian History and Historiography, Brill Online Books and Journals.  
<http://booksandjournals.brillonline.com/content/journals/22102388>

Webb, K 2015, Nelson Modern History: Russia and the Soviet Union, Thomas Nelson, Scotland.

Service, R 2005, A History of Modern Russia from Nicholas II to Vladimir Putin, Harvard University Press, UK

Colton, T and Legvold, R 1994, After the Soviet Union : From Empire to Nations - 92 edition W W Norton and Co, New York.

## **Websites**

### **General:**

Project Gutenberg <http://www.gutenberg.org/>

Top Documentaries <http://topdocumentaryfilms.com/>

Youtube (Modern History topics) <https://www.youtube.com/>

Amnesty International [www.amnesty.org](http://www.amnesty.org)

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