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JACARANDA HISTORY ALIVE 10

AUSTRALIAN CURRICULUM | THIRD EDITION

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JACARANDA
HISTORY ALIVE 10
AUSTRALIAN CURRICULUM | THIRD EDITION

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AUSTRALIAN CURRICULUM | THIRD EDITION

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This suite of resources may include references to (including names, images, footage or voices of) people of Aboriginal and/or Torres Strait Islander heritage who are deceased. These images and references have been included to help Australian students from all cultural backgrounds develop a better understanding of Aboriginal and Torres Strait Islander Peoples' history, culture and lived experience.

It is strongly recommended that teachers examine resources on topics related to Aboriginal and/or Torres Strait Islander Cultures and Peoples to assess their suitability for their own specific class and school context. It is also recommended that teachers know and follow the guidelines laid down by the relevant educational authorities and local Elders or community advisors regarding content about all First Nations Peoples.

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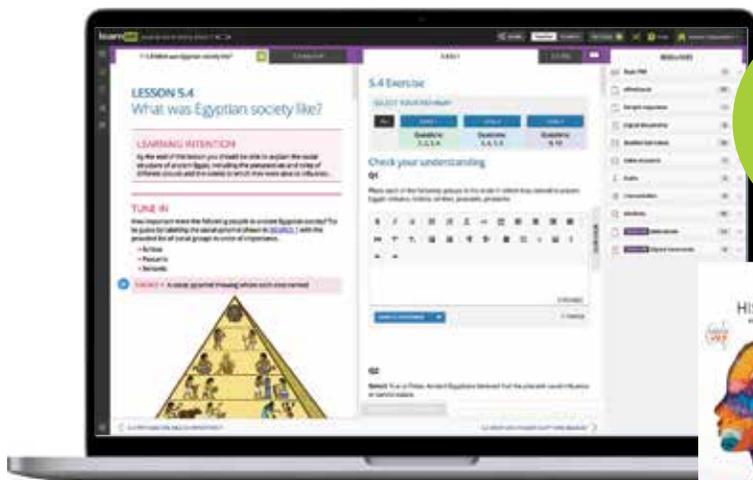
The Publisher acknowledges ongoing discussions related to gender-based population data. At the time of publishing, there was insufficient data available to allow for the meaningful analysis of trends and patterns to broaden our discussion of demographics beyond male and female gender identification.

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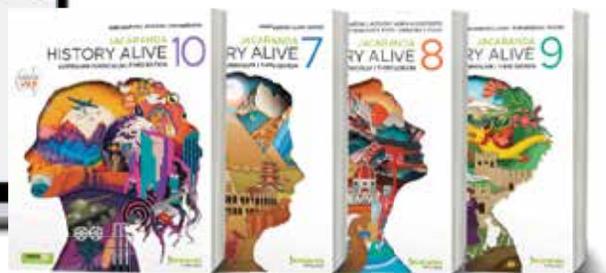
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About this resource



NEW FOR

AUSTRALIAN CURRICULUM V9.0



JACARANDA

HISTORY ALIVE 10 AUSTRALIAN CURRICULUM

THIRD EDITION

Developed by teachers for students

Tried, tested and trusted. Every lesson in the new *Jacaranda History Alive* series has been carefully designed to support teachers and help students evoke curiosity through inquiry-based learning while developing key skills.

Because both *what* and *how* students learn matter



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Whether students need a challenge or a helping hand, you'll find what you need to create engaging lessons.

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Everything you need for each of your lessons in one simple view

- Trusted, curriculum-aligned content
- Engaging, rich multimedia
- All the teaching-support resources you need
- Deep insights into progress
- Immediate feedback for students
- Create custom assignments in just a few clicks.

Practical teaching advice and ideas for each lesson provided in teachON

Teaching videos explain key ideas and analyse sources

Reading content and rich media including embedded videos, interactivities and audio files.

The screenshot shows the learnON interface for Lesson 5.4. The top navigation bar includes the 'learnON' logo, the course title 'Jacaranda History Alive 7 AC 3e', and the lesson title '5.4 What was Egyptian society like?'. Below the navigation bar, the lesson title 'LESSON 5.4 What was Egyptian society like?' is displayed. The 'LEARNING INTENTION' section states: 'By the end of this lesson you should be able to explain the social structure of ancient Egypt, including the perspectives and roles of different groups and the extent to which they were able to influence.' The 'TUNE IN' section asks: 'How important were the following people in ancient Egyptian society? Try to guess by labelling the social pyramid shown in SOURCE 1 with the provided list of social groups in order of importance.' The list includes: Scribes, Peasants, and Servants. Below this is 'SOURCE 1 A social pyramid showing where each class ranked', which is a pyramid diagram with four levels. The top level shows a pharaoh, the second level shows scribes, the third level shows peasants, and the bottom level shows servants. The interface also includes a sidebar with '5.4 Exercises', 'SELECT YOUR' buttons, and 'Check your' section with questions Q1 and Q2.

powerful learning tool, learnON

The screenshot shows the learnON interface with several callout boxes pointing to specific features:

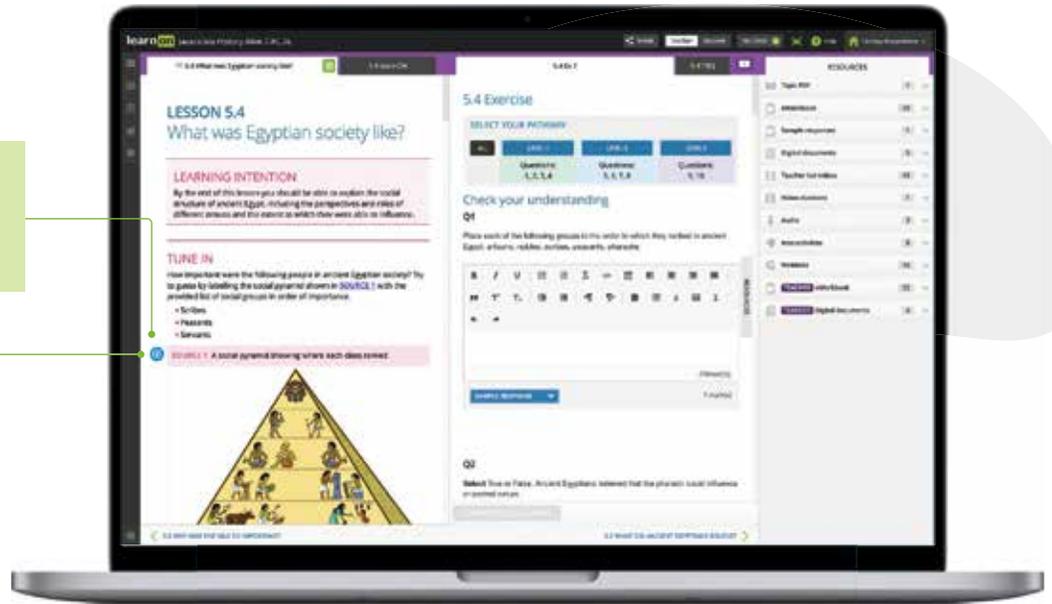
- Differentiated question sets**: Points to the '5.4 Ex 1' and '5.4 TBQ' tabs.
- Teacher and student views**: Points to the 'Teacher' and 'Student' buttons in the top navigation bar.
- Textbook questions**: Points to the '5.4 TBQ' tab.
- eWorkbook**: Points to the 'eWorkbook' resource in the right-hand menu.
- Answers and sample responses**: Points to the 'Sample responses' resource in the right-hand menu.
- Digital documents**: Points to the 'Digital documents' resource in the right-hand menu.
- Video eLessons**: Points to the 'Video eLessons' resource in the right-hand menu.
- Interactivities**: Points to the 'Interactivities' resource in the right-hand menu.
- Extra teaching-support resources**: Points to the 'TEACHER eWorkbook' and 'TEACHER Digital documents' resources in the right-hand menu.
- Interactive questions with immediate feedback**: Points to the question area at the bottom of the screen.

Get the most from your online resources

Online, these new editions are the complete package

Trusted Jacaranda theory, plus tools to support teaching and make learning more engaging, personalised and visible.

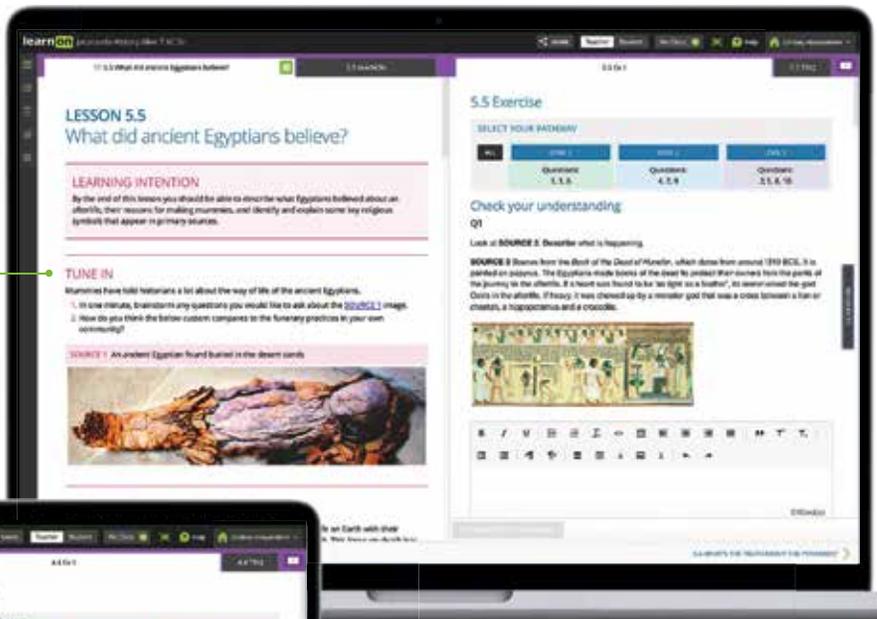
Embedded interactivities and videos enable students to explore concepts and learn deeply by 'doing'.



New teaching videos are designed to help students learn concepts by having a 'teacher at home', and are flexible enough to be used for pre-and post-learning, flipped classrooms, class discussions, remediation and more.

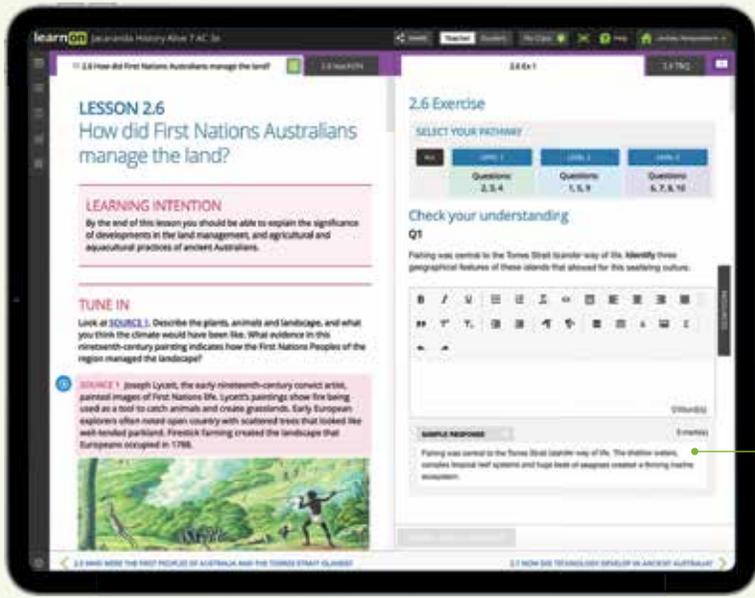
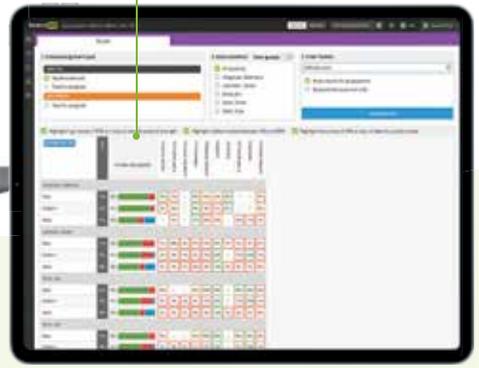


Brand new! Tune in activities to spark interest and kick off every lesson with discussion and source analysis



Three differentiated question sets, with immediate feedback in every lesson, enable students to challenge themselves at their own level.

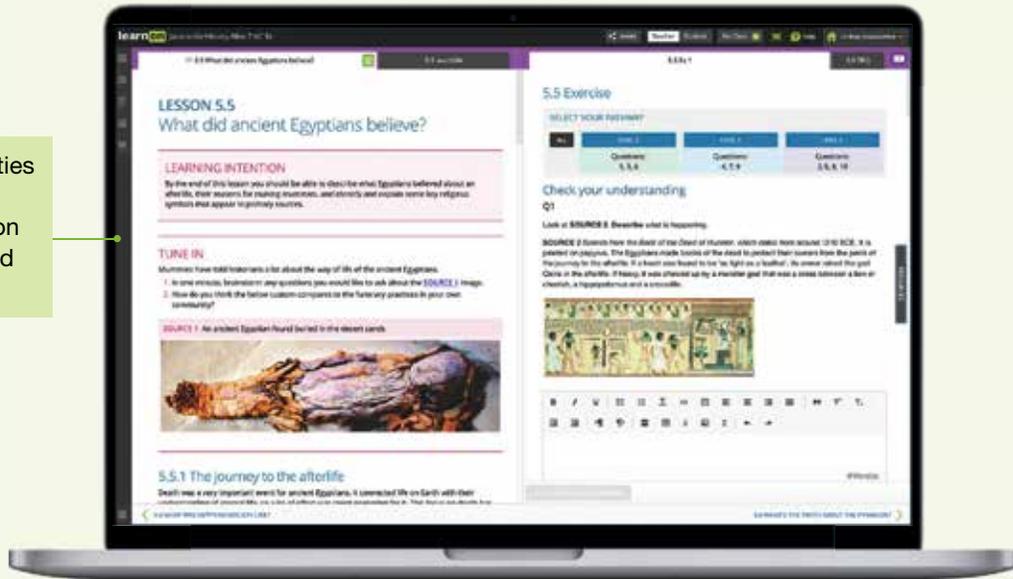
Instant reports give students visibility into progress and performance.



Every question has immediate, feedback to help students overcome misconceptions as they occur and get unstuck as they study independently – in class and at home.

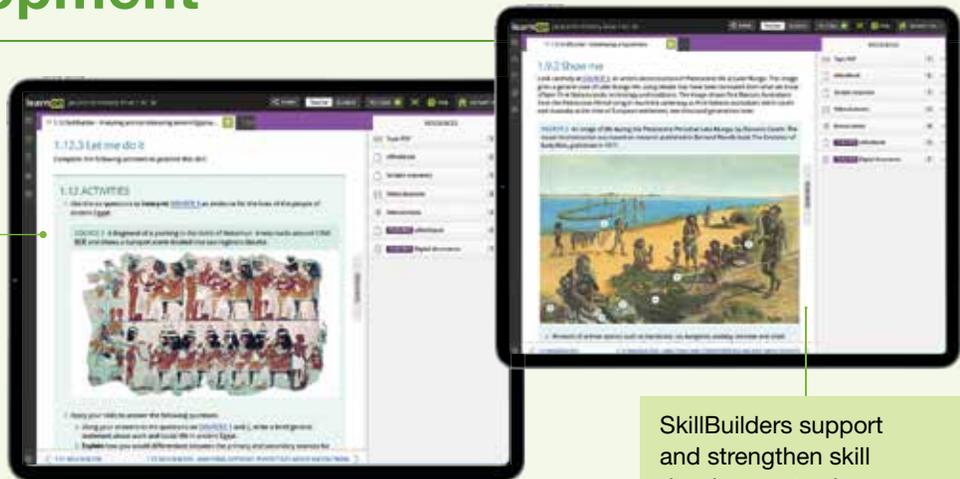
TUNE IN lesson starters

New Tune In activities spark interest and kick off every lesson with discussion and source analysis.



Skill development

New skill activities provide opportunities to develop and build crucial History skills using research, collaboration and analysis.



SkillBuilders support and strengthen skill development using our Tell me, Show me, Let me do it approach.

Inquiry projects



New Inquiry lessons use project-based learning and a clear skill structure for a deep dive into every topic while practising the curriculum-specific skills.

A wealth of teacher resources

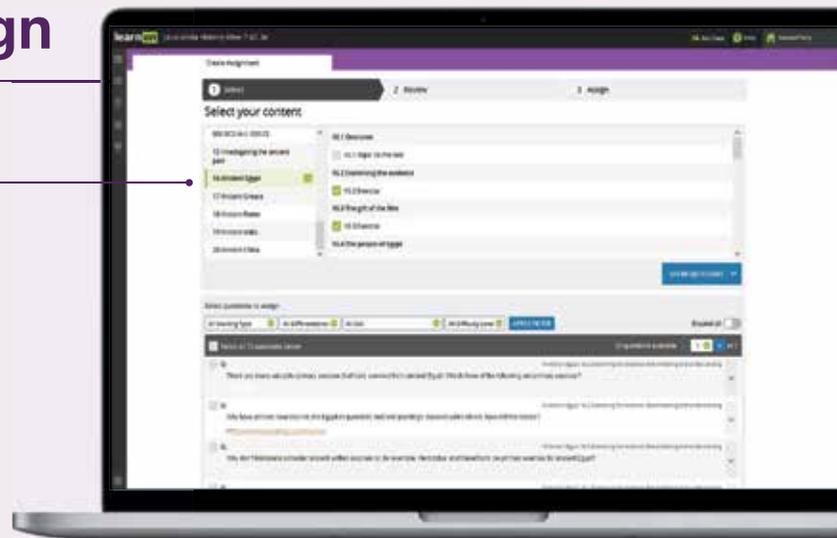


Enhanced teaching-support resources for every lesson, including:

- work programs and curriculum grids
- practical teaching advice
- three levels of differentiated teaching programs
- quarantined topic tests (with solutions)

Customise and assign

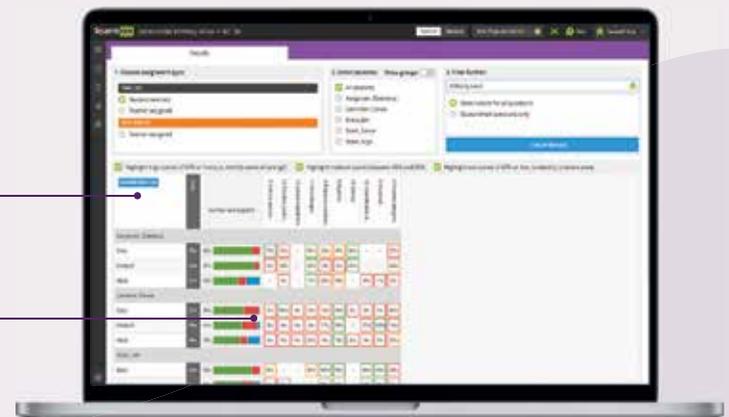
An inbuilt testmaker enables you to create custom assignments and tests from the complete bank of thousands of questions for immediate, spaced and mixed practice.



Reports and results

Data analytics and instant reports provide data-driven insights into progress and performance within each lesson and across the entire course.

Show students (and their parents or carers) their own assessment data in fine detail. You can filter their results to identify areas of strength and weakness.



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Understanding cognitive verbs

Cognitive verbs in the Australian Curriculum

The Australian Curriculum aims to develop students' disciplinary knowledge, skills, understanding and general capabilities across the curriculum. Students are also expected to progressively develop their thinking skills.

In the Australian Curriculum, cognitive verbs are used as signposts for this depth of thinking. Cognitive verbs signify different types of thinking and are already used in the classroom by many teachers and students.

Questions within Jacaranda resources use these cognitive verbs to support students in cognitive verb 'thinking'. The following list describes the cognitive verbs that are frequently used in Years 9 and 10.

Cognitive verb	Description
analyse	considering something in detail, finding meaning or relationships and identifying patterns. In an analysis you may reorganise ideas and find similarities and differences.
apply	using knowledge and understanding in order to solve a problem or complete an activity; activities and problems may be familiar or unfamiliar; applying knowledge and understanding can require recalling previous experiences.
compare	recognising how things are similar and dissimilar. Concepts or items are generally grouped before a comparison is made.
decide	selecting from available options. This may involve considering criteria on which to base your selection.
describe	giving an account of a situation, event, pattern or process. A description may require a sequence or order.
develop	bringing something to a more advanced state. Processing and understanding are required to develop an idea or opinion. Developing an idea or opinion may also involve considering feedback or the collective thoughts of a group.
evaluate	making a judgement using a set of criteria. This may include considering strengths and limitations of something in order to make a judgement on a preferred option.
examine	considering the information given and recognising key features. This might require making a decision, which involves gathering more information.
explain	making an idea, concept or relationship between two things clear by giving in-depth information. Explanations may include details of who, what, when, where, why and how in a step-by-step format.
identify	recognising and showing particular features of something. This might also include showing what or who something or someone is.
interpret	gaining meaning from text, graphs, data or other visuals. An interpretation includes stating what something might mean and drawing a conclusion.
select	choosing the most suitable option from a number of alternatives. This might require some consideration of context.
investigate	planning, collecting and interpreting data and information, and drawing conclusions.
synthesise	combining elements (information, ideas and components) into a connected or coherent whole.

Source: Adapted from the QCAA Cognitive Verbs.

1 History concepts and skills

LESSON SEQUENCE

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1.6 SkillBuilder: Analysing political cartoons and propaganda posters.....	online only
1.7 SkillBuilder: Historical debate.....	online only
1.8 Review	18



LESSON

1.1 Overview

Hey students! Bring these pages to life online



Watch videos



Engage with interactivities



Answer questions and check results

Find all this and MORE in jacPLUS



1.1.1 Links with our times

History is more than just dates or random names or events that occurred in the past. History is the story of humanity and as such it captures the heart and soul of all of our societies. People throughout the world commemorate important events in a variety of ways.

The men in the image below were participating in a 1940s 're-creation' weekend in Pickering, North Yorkshire, England. The attendees were dressed in a variety of 1940s clothing including military or civilian dress, which contributed to a realistic atmosphere. The men in the photo were dressed as soldiers of the United States Army in World War II.

World War II was fought between the Allied powers (Britain, the United States, the USSR, France, Australia, New Zealand and others) and the Axis powers (Germany, Italy and Japan). This conflict took more lives and destroyed more property across the world than any war before it or since.

It is through historical records such as archives, letters, weapons and other historical sources that historians are able to discover the mysteries of our past. Historians research, compile, evaluate and report their findings in an attempt to discover the truth about our past in an unbiased manner.

SOURCE 1 Men participating in a weekend event in which they reconstructed life in war time 1940s



on Resources



eWorkbook

Customisable worksheets for this topic (ewbk-11483)



Video eLessons

Between World Wars (eles-1061)
History concepts and skills (eles-6124)

LESSON

1.2 Concepts in History

LEARNING INTENTION

By the end of this lesson you should be able to explain how and why we study History, and describe the six historical concepts and explain why they are important.

1.2.1 Why study History?

History is full of stories of individuals living, striving to survive and often dying in challenging, difficult times as well as stories of individuals thriving in times of peace. History can confuse you, amaze you and even shock you with these stories; at times it is difficult to understand the mindset of people and societies of the past, while at other times it is easy to relate to their lives and the decisions they made in the situations they faced.

What is a historian?

A historian is a person who researches, interprets and writes about the past, including the history of countries, people, periods of time, and particular events and issues. Historians conduct research into past civilisations, cultures and societies. They try to build up a picture of how people in other times lived and acted. Historians try to make sense of past ideas, customs and beliefs, the ways people were ruled and how they made their living. Historians inquire into the past by examining sources, including archives, diaries, books and artefacts. They also try to understand and explain how people's lives were shaped by other people and events, what they thought about their times and how they brought about changes in their own world.

1.2.2 The value of history

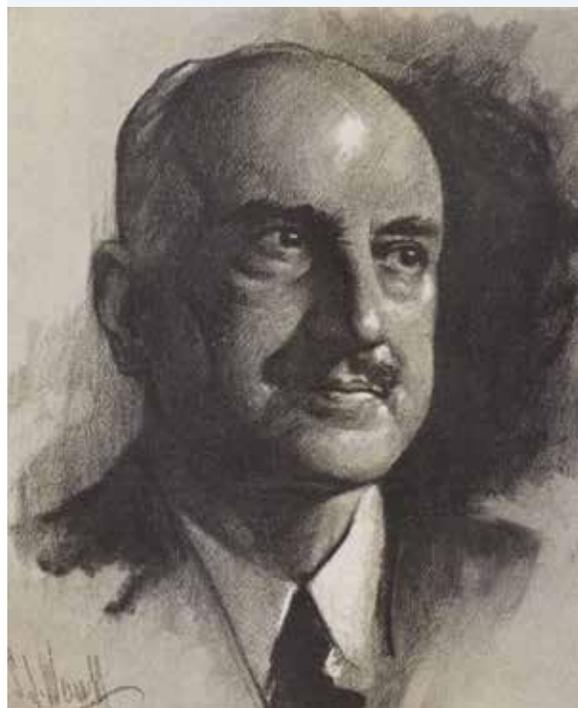
History is more than just the study of events of the past and the discovery of why events occurred. As stated previously, history is the story of individuals and how they react to the events surrounding them.

The term history originates from the ancient Greek term *historia*, which originally referred to inquiry or the act of acquiring knowledge through inquiry. The study of History is important as it allows us to understand our heritage, to understand where our ideas, society, laws and other aspects of life come from, and by doing so hopefully prevent similar events from occurring again. History allows us to realise that while humanity is made up of a variety of cultures and societies it is more importantly made up of individuals who have more similarities than differences.

History, the present and the future

The phrase 'hindsight is 20/20' is often used after an event occurs when people wish they had chosen differently; however, the future is difficult to predict. History allows us to look back at our past, reflect on the actions taken and hopefully avoid repeating the past mistakes to make the world a better place in the future.

SOURCE 1 A drawing of the philosopher George Santayana (1863–1952) from the cover of *Time* magazine in February 1936. He is popularly known for the aphorism 'Those who cannot remember the past are condemned to repeat it'.



History, work and leisure

The study of History not only teaches us about our past it also prepares us for our future by teaching us a variety of skills that are easily transferable to any chosen career. These skills will enable you to:

- carry out research
- organise information and determine its accuracy
- draw conclusions and make decisions based on evidence
- recognise the difference between fact and opinion
- understand that there are a variety of opinions when approaching any problem
- think critically
- communicate effectively
- present your findings and conclusions through reports, media, books, lectures and exhibitions.

SOURCE 2 Visitors in front of room 306 at the National Civil Rights Museum in Memphis, Tennessee (in the United States). The museum is built around the former Lorraine Motel, which was one of only a few hotels for black people. The motel was where civil rights campaigner Martin Luther King Jr. was assassinated. While staying in room 306 in April 1968, King was fatally shot on the balcony outside the room. A local not-for-profit group saved the site for use as a civil rights museum.



A person trained in History may conduct research and analysis for governments, businesses, individuals, historical associations and other organisations. They may work in administrative or policy roles where they can make use of their research and analysis skills. A person trained in history may be involved in preserving artefacts or historic records. Conservation work similar to that shown in **SOURCE 2** is one of the key responsibilities of historians and archaeologists.

There are a number of other careers related to historians. These include:

- anthropologists and archaeologists
- archivists, curators and museum workers
- curators
- documentary and film makers
- economists
- history teachers
- lawyers
- lecturers, tutors and researchers
- police and armed forces
- political scientists
- sociologists
- writers and authors.

A knowledge of history not only gives us a variety of transferrable skills, but also gives us insight into the people, places and events often discussed in movies and books. It also allows us to appreciate historical sites such as the Colosseum in Rome, Italy or Auschwitz-Birkenau in Krakow, Poland because we know the events that occurred there and the stories of the individuals that were involved.

History and democracy

Australia is a democratic society; our political representatives and leaders of our country are chosen through the electoral process and we vote for the party we believe will best represent us in parliament. However, to vote responsibly and make sound judgements about the issues that the politicians raise it is important to understand the historical basis of those issues.

DISCUSS

How may understanding our past help us avoid repeating mistakes in the future?

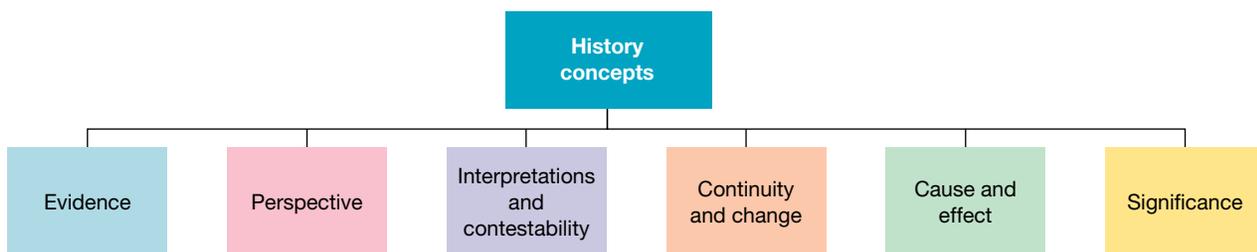
1.2.3 What are the History concepts?

History can be compared to a jigsaw puzzle, with each piece representing an event, issue or person that interlinks with the pieces surrounding it. Each piece cannot give a precise picture of our history on its own, it needs the surrounding pieces in order to give the full picture of what occurred and how it affected society; the puzzle is ongoing, each day another piece is added. The jigsaw puzzle tells the stories of individuals living, striving to survive and often dying in challenging, difficult times as well as stories of individuals thriving in times of peace.

Through historical records historians attempt to discover the truth about our past in an unbiased manner. They do this using a variety of important historical concepts in order to determine the story of humanity.

The concepts are discussed here in detail and an understanding of them will help you successfully study History and gain a complete understanding of the topics covered in Year 10.

SOURCE 3 A diagram showing the six concepts in History



1.2.4 Evidence

Primary and secondary sources provide **evidence** for historians to present the story of an event, issue or person. This evidence helps historians to construct the historical narrative (story) that they are researching, support their hypothesis, or prove or disprove a conclusion. Primary and secondary sources are also used by historians to support their arguments or to argue against claims they disagree with.

Sources

To complete this historical jigsaw puzzle, historians often relate their studies to a mystery; there are a variety of clues scattered across the world in museums, libraries, archaeological digs and other sources that will allow the historian to hypothesise what occurred in the past, the events that caused it and the after-effects.

It is the role of the historian to question everything, to never take anything at face value and always critically analyse historical sources to ensure that a balanced evaluation of the event/issue/person can be given.

Historical sources are the clues to the history mystery that historians are attempting to solve. Like detectives or scientists, historians form a **hypothesis** to explain what may have occurred and then use the historical sources to support their hypothesis, they also review sources that contradict their hypothesis to ensure a balanced understanding is created.

Just like in any other mystery not all clues will be easily available and at times historians will have to make educated guesses with the evidence that they have before them.

evidence information that indicates whether something is true or really happened
hypothesis (plural: hypotheses) a theory or possible explanation

Primary and secondary sources

Historical sources are divided into primary and secondary sources; they are the key sources of information that historians use to complete their historical research. **Primary sources** were created during the period of time that the historian is investigating; for example, a film clip of Martin Luther King Jr's 'I have a Dream Speech'. **Secondary sources** are reconstructions of the past, created by people after the time period that the historian is studying; for example, a documentary about Martin Luther King Jr's fight for civil rights culminating in his 'I have a Dream' speech in Washington D.C.

Primary sources can be broken down into written and archaeological sources. Written primary sources include letters, newspapers, songs and poetry, as well as social media accounts, such as X (formerly known as Twitter). Archaeological sources are often called **artefacts** (they can sometimes include written sources if writing is inscribed on them; for example, on a tomb or pottery) and include works of art, weapons, toys and jewellery.

Secondary sources are just as varied as primary sources and can include books, articles, websites, models, **timelines**, computer games and other software, and documentaries. In order to create secondary sources historians will:

- base their research on primary sources
- interpret their research
- use the research to explain what happened to others.

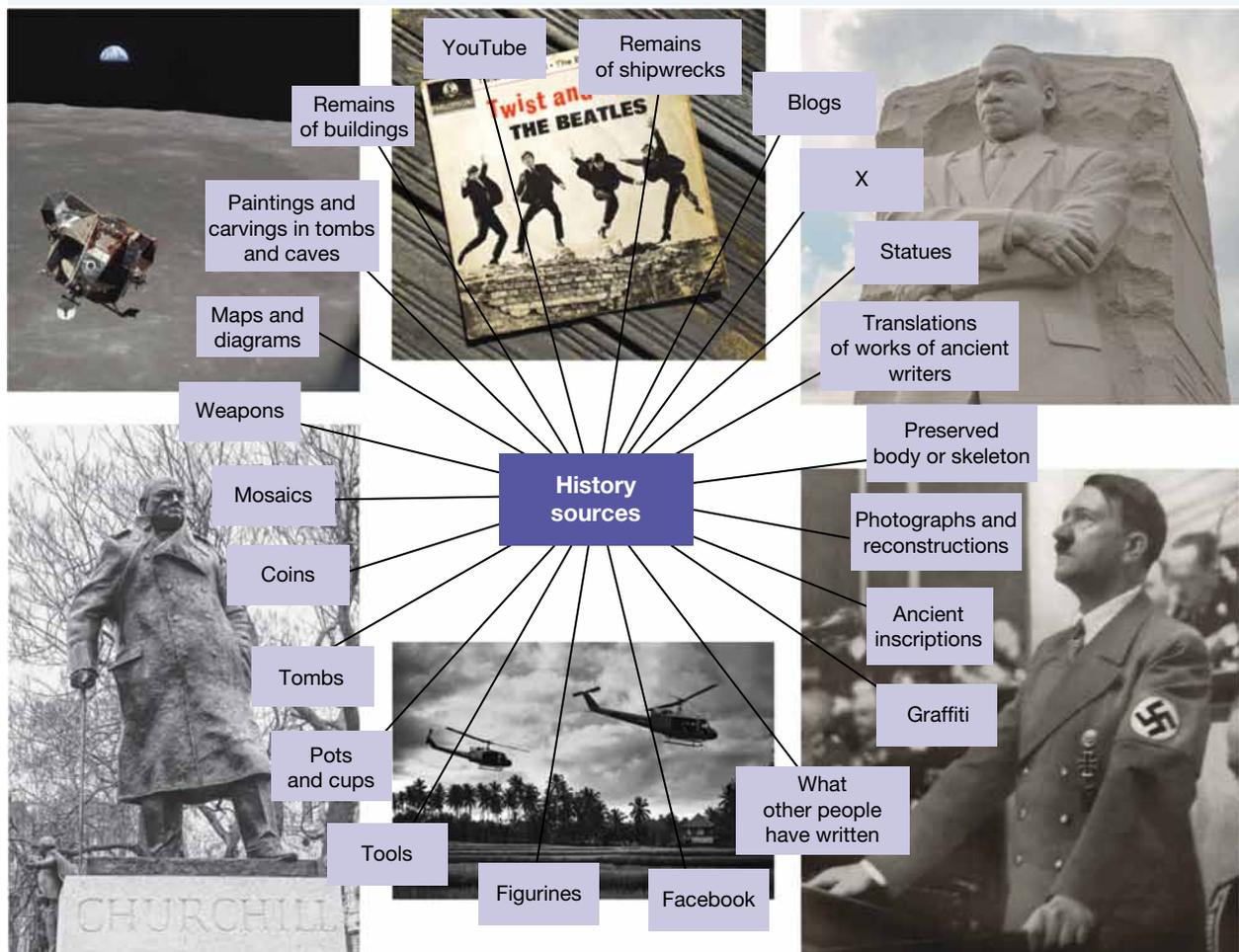
primary sources objects and documents that were created or written in the period that the historian is investigating

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

artefact an object made or changed by humans

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

SOURCE 4 Some types of primary sources



Analysing and evaluating sources

Having obtained a variety of primary and secondary sources, historians must analyse and evaluate them in order to present information in a clear manner. They pose a variety of critical analysis questions about the sources and attempt to answer them to create a thorough understanding of the historical sources.

Examples of historical source analysis questions are:

- What is the message (what is the creator trying to tell us)?
- What is the purpose (why was the source created)?
- What is the author's perspective?
- What is the historical context (what was happening at the time the source was created)?
- How contestable are the sources?

While the historian is evaluating the sources, it is important that they are respectful of the cultures and people groups that these sources originate from and ensure their research recognises the work of other historians in the correct manner. They do this in a variety of ways when they collate their information and subsequently present their findings.

For example, when researching the Stolen Generations (the removal of First Nations Australian children from their families by the Australian government) it is crucial that historians take into consideration the perspectives of the people who were directly affected, their children and that of the government. Doing this will give the historian a clear picture of the causes of the Stolen Generations and give an understanding of its effects.

Historians identify information within these sources that can assist them in their studies. They realise that historical sources contain lots of information, and at times only portions of that information is relevant to their study. After obtaining that information, historians will critically analyse the evidence using a variety of questions, such as those listed above.

Using evidence

It is often said that history is written by the victors; this means that only those who were successful at any given time present their version of the events. However, there is always a variety of evidence available and it is the job of the historian to find and evaluate it.

Recognising that there are a variety of interpretations and opinions relating to any historical event, issue or person allows historians to gather significant amounts of information, analyse it and present a clear unbiased picture. For example, Adolf Hitler was heralded as the saviour of Germany by some people in the country, after Germany's defeat in World War I, its treatment within the Treaty of Versailles and the economic crises faced during the Great Depression. This viewpoint is presented in the text excerpt in **SOURCE 5**, written by Joseph Goebbels to commemorate the Führer's birthday.



aud-0525

SOURCE 5 Propaganda chief Joseph Goebbels talking about Adolf Hitler in an article titled 'Our Hitler', published in April 1935 to commemorate the Führer's birthday

Fellow citizens! I believe it is time to portray to the entire nation the man Hitler, with all the magic of his personality, all the mysterious genius and irresistible power of his personality.

There is probably no one left on the planet who does not know him as a statesman and as a remarkable popular leader. Only a few, however, have the pleasure of seeing him as a man each day from close up, to experience him, and as I might add, to come as a result to a deeper understanding and love for him. These few wonder how it is possible that a man who only three years ago was opposed by half of the nation stands today above any doubt and every criticism. Germany has found a unity which will never be shaken. Adolf Hitler is the man of fate, who has the calling to save the nation from terrible internal conflict and shameful foreign disgrace, to lead it to longed-for freedom.

If this was the only historical evidence that historians used to research Hitler, we would not get an accurate representation of the man who was to become responsible for the death of nearly 6 million European Jews as well as countless Romani, homosexuals and other political prisoners.

However, to gain a true representation of Hitler, historians should explore a wide range of sources, for example **SOURCE 6**, a report written by a British businessman working in Germany in 1937 about the bombing of Almeria, a Spanish town, by the Nazis.

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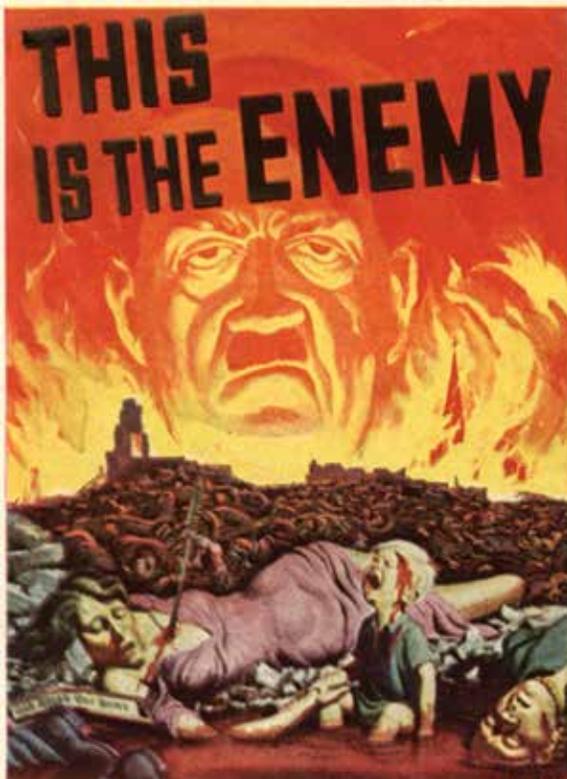
SOURCE 6 Report by Mr Law, a British businessman, about the bombing of Almeria

I am told, on what I believe to be very good German authority, that really the most dangerous man of all is the Führer himself. He falls into fits of passion and will listen to no advice. It was on his orders and against the advice of the Foreign Office and the army that recently an American was beheaded. It was again on his direct orders and before he could receive any advice that the bombardment of Almeria took place.

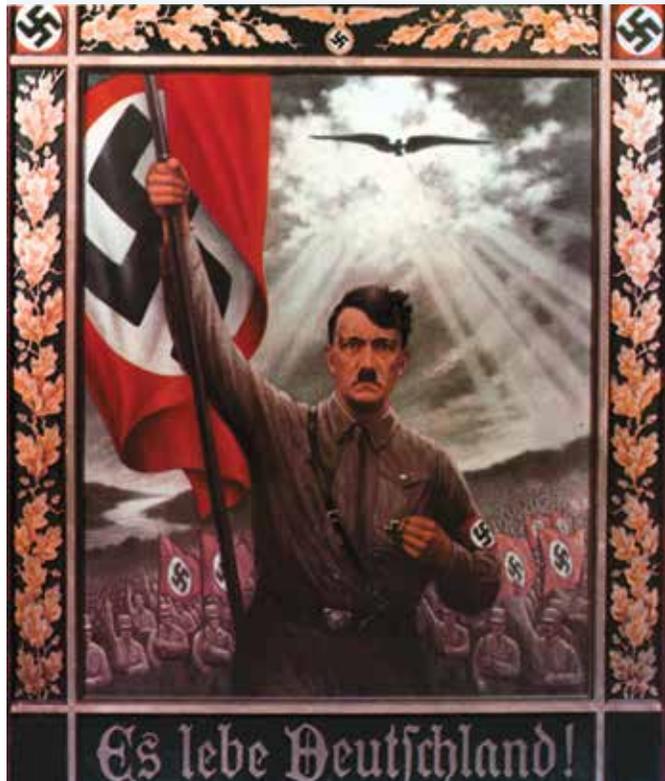
If this is true — as I believe it to be — the picture is not a cheerful one. No-one wants war; certainly, but when you have a passionate lunatic at the top who still commands the devotion of the populace and who is evidently prepared to run great risks, then already the situation is dangerous . . .

By evaluating different pieces of evidence, historians can see that Hitler was a complex individual who fostered devotion from those who were members of his Nazi party, but was rightly considered an extremely dangerous individual by others.

SOURCE 7 Propaganda poster from the USA in the 1940s depicting Hitler as a merciless dictator to be feared and hated



SOURCE 8 Propaganda poster from Germany in the 1930s depicting Hitler as a brave and powerful leader who loves his country



Without evidence, historians are merely telling a story without supporting their research and it can become nothing more than a myth or legend with little substance.

1.2.5 Perspective

One of the most important concepts that must be used when studying History is perspective. This includes empathy. It is important for historians to empathise with the people they study; without empathy it is near impossible to fully understand what people experienced in the past.

Empathy is the ability to understand how people thought and felt in the past; it is the ability to put yourself in the position of the person you are studying at their time in history. In order to use empathy, you need to imagine; however, it is not the kind of imagination that is required to write a creative writing piece, instead it is historical imagination based on evidence. Having empathy allows historians to not only appreciate what people experienced, but also to identify the motives behind actions and differing opinions, how beliefs and values were an influence and to compare the experiences of people in the past.

Empathy is related to **perspective**, as perspective is understanding the past through the points of view of the people who lived through these events. Historians gain perspective through reading diaries of individuals and visiting museums or historical sites of important events in history. Perspective also allows historians to recognise differing opinions, attitudes and values and by analysing the similarities and differences of individuals, historians are able to gain a full understanding of the history they are studying.

It is equally important to realise that as we learn about people from the past and attempt to understand their perspective to empathise with them, it is often difficult to understand their actions as we may be judging them from our contemporary mindsets. Instead we need to take into consideration the values and attitudes of the society that is being studied to appreciate why the decisions were made.

empathy the ability to understand and share another person's thoughts and feelings
perspective the way in which a person views things based on their current position; reflects current views and is affected by personal circumstances

SOURCE 9 Anne Frank was a Jewish girl who kept a diary during World War II documenting her experience in hiding during the Nazi occupation. Anne's diary is the second-most widely read non-fiction book in history and has allowed millions of people around the world to connect empathetically with her experience.



1.2.6 Interpretations and contestability

Throughout their research, historians will come across sources that have different interpretations than their own, and this leads to debates and further understanding of the issues they are researching. This is known as **contestability**, and it is an important concept to understand in the study of History. Historical understanding of any event, issue or person is always influenced by the historian's own experiences, background and level of education, as well as what the historical source contains within it and omits. For example, an article praising Adolf Hitler written by Himmler will be contestable as it will only present the bias of the Nazi regime and deny the fear felt by the Jewish population of eastern Europe.

1.2.7 Continuity and change

History allows us to look back at our past, reflect on the actions taken and hopefully avoid repeating past mistakes to make the world a better place in the future. Historians identify the changes that have occurred over time throughout societies all over the world; they also identify times throughout history where it appears as if nothing major has changed. This is known as **continuity and change**. At its most basic, change refers to something that is different from what has occurred in the past. This change may occur suddenly, like a sudden change in political leadership, or take considerable amounts of time; for example, changes in technology. Continuity refers to things that endure and remain relatively unchanged over time; this is often seen in smaller communities or tribes that are isolated from the modern world.

By comparing historical events that occur at the same time, between and among historical periods, and between the past and the present, historians are able to understand the sequence of events, causes and effects and therefore pinpoint those events that become known as turning points within history.

Continuity and change can be seen by comparing objects from the past to similar objects in today's modern society — for example, mobile phones from the 1980s that were the size of house bricks, compared to modern smartphones that have more technology in them than was used to power the mission to the Moon. It can also be seen when we analyse daily life and the changes that have occurred within society. There have been several changes within society in relation to the role of women in the last 50 years; prior

SOURCE 10 An aerial view of the ceremony dedicating the Shrine of Remembrance in Melbourne, 1934. The shrine was built in remembrance of the men and women of Victoria who served, and those who died, in World War I.



SOURCE 11 An aerial view of the Shrine of Remembrance, Melbourne, present day



contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant

to World War II, most women were housewives and if they did work it was in secretarial, nursing or teaching roles. However, after World War II, women moved into non-traditional roles throughout society and men took on more responsibilities in raising children.

The use of timelines is an excellent way to display continuity and change as well as showing cause and effect throughout societies. It assists historians to recognise patterns of continuity and change, often through researching societal viewpoints on religion, human rights, key events and the actions of individuals and groups. An example is investigating how Charles Perkins was seen to bring change to Australian society and the way that First Nations Australian communities and individuals were treated throughout New South Wales in particular; he did this by organising the Freedom Rides through New South Wales to show the inequality between the white community and the First Nations Australian communities.

1.2.8 Cause and effect

The historical concept of **cause and effect** is used to examine relationships between historical events, issues and people; how they relate to other events, issues or people; and how one event can cause another or have a short- or long-term effect. For example, Germany was not allowed to participate in the Paris Peace Conference after World War I, or have a say in the terms of the Treaty of Versailles; the Allies dictated the terms within the treaty to Germany and Germany was told that if they did not sign the Treaty they could be faced with war starting up again. The short- and long-term effects of this decision were disastrous for the world at large; within Germany it caused much political unrest, which ultimately led to the rise of Hitler who went on to invade Poland, start World War II and murder millions of Jews, Romani, homosexuals, political prisoners and others in his attempts to create the perfect German nation.

Historians need to demonstrate the relationships between events and developments within the different communities around the world. The example above shows how the Paris Peace Conference and the Treaty of Versailles can be considered to be contributing causes of the rise of Hitler and the start of World War II. At the same time as Germany was coming to terms with the Treaty of Versailles, the United States of America was entering a period of time known as isolationism — which means they did not want to participate in world politics at all. However, the crash of the US stock market in October 1929 would lead to the Great Depression, resulting in the United States calling for many of its international loans to be repaid immediately in an effort to bolster and secure its economy. Unfortunately, this led many countries around the world to also feel the effects of the stock market crash and the Great Depression became a global event.

As they study the cause and effect of events, historians also make judgements about the importance of these events and how they relate to other similar events throughout history, thus enabling them to see whether there are similarities or differences and what they are.

SOURCE 12 Traders gather in growing panic outside the New York Stock Exchange on 24 October 1929



cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

DISCUSS

Working in small groups, think of something that happens in our own time that some people believe is wrong. An example could be the way some countries are wealthy, while in others children die of starvation and preventable diseases. Do you think that at some time in the future people might consider ours to have been an unjust age?

1.2.9 Significance

As historians place historical **significance** upon events, issues or people of the past, they begin to critically evaluate the information they have researched and analysed, and attempt to propose explanations, trends and relationships that caused the issues and the subsequent effects.

Historians critically evaluate all of the information from a variety of sources, both primary and secondary, and will often work with other historians and academics to draw their conclusions; occasionally they will have to negotiate and/or resolve issues that are causing debates.

Historians give significance to important turning points throughout history that affected not only their local societies but the world at large. However, the subject of History is so immense that it is virtually impossible for us to learn or study all of it. Therefore, by evaluating data and information, historians identify the significance in what they believe are the most important events — and this is where debate may occur. When applying significance to any turning point within society, historians recognise that there are a variety of viewpoints to any historical story, depending on who is telling the story. This can be seen when viewing and critically analysing historical sources and evaluating the information in them.

As the historian is evaluating the information they have gathered, they must be able to justify why it is of historical significance to a larger audience. Furthermore, it is important to realise that the historical significance may change over time and may vary between groups of people. An excellent example of this is the Korean War, which has greater significance to the people of North and South Korea, for example, than for the general public of Australia (see **SOURCE 13**).

significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

SOURCE 13 Here, South Korean military forces are evacuating Suwon Air Base as a result of the rapid advance of communist North Korean troops in 1950.



The Korean War was a war between North Korea (supported by China and the USSR) and South Korea (supported by the United Nations), which lasted from 1950 to 1953. The fighting received little public attention in western countries, such as the United States and Australia, particularly in comparison to the war that preceded it (World War II) and the war that came after it (the Vietnam War). For this reason, the Korean War is often referred to as ‘The Forgotten War’. However, millions of people lost their lives during the conflict, including soldiers and civilians, and the war had a long-term detrimental effect on all of Korea. North Korea and South Korea remain divided.

1.2 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

- Using the internet and/or other information sources, find the meaning of the word ‘sympathy’. **Explain** how empathy is different from sympathy.
- Why can history be compared to a jigsaw puzzle?
- Complete the following paragraph by choosing words from the box.

civilisations	beliefs	cultures	events	research	sources	people
---------------	---------	----------	--------	----------	---------	--------

Historians conduct _____ into past _____, _____ and societies. Historians try to build up a picture of the ideas and _____ of people in the past, how they lived and acted and how their lives were shaped by other _____ and _____. They inquire into the past by examining _____, including archives, diaries, books and artefacts.

- Explain** why evidence is important in the study of History.
- Why are perspective and empathy considered two of the most important concepts in studying History?
- Examine SOURCE 2.** The National Civil Rights Museum in Memphis was the first civil rights museum in the United States. Room 306 has been kept just as it was when Martin Luther King was assassinated in 1968. Why do you think so much effort goes into conserving such traces of the past?
- Compare** and **contrast SOURCES 5** and **6. Identify** the similarities and differences they have.
- Imagine you are a historian from 2080, writing a report on historical events of 2022. **Identify** events you believe are historic turning points, and **justify** your decision.
- Imagine that you are one of the people or groups being persecuted by the Nazis during World War II. How would you feel after reading **SOURCE 5**? Would you feel scared or confused? **Explain.**
- Suggest** why any one of the following possible events might have historical significance in the future for a historian researching and writing about the age we are living in.
 - There was an increase in the number of Australians who did not practise religion.
 - Inequality (the gap between rich and poor) increased in Australia.
 - The government did impose lockdown measures during the COVID-19 pandemic.

LESSON

1.3 Skills in History

1.3.1 What skills will you build this year?

This year, you will continue to build your ability to use the four broad categories of skills in History. The following points will remind you of these four key skills.

Questioning and researching

Involves locating relevant and detailed information and/or data from a range of appropriate sources. In Year 10 History this includes researching some major turning points of World War II.

Using historical sources

Involves identifying and using primary and secondary sources, including explaining how useful and reliable they are. In Year 10 History this includes sources about the impact of the deep social divisions of the Great Depression on the rise of fascist and communist ideologies.

Historical perspectives and interpretations

Means using historical thinking. It involves considering historical concepts such as cause and effect, continuity and change, and significance to help you understand the past. It requires taking into account ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues. In Year 10 History this includes understanding the multiple causes of World War II.

Communicating

Your ideas means presenting information in a range of formats to suit the intended audience and purpose. It involves using historical sources to describe, explain and argue points of view about the past. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on your skills is also an important part of the process. In Year 10 History this includes political cartoons and propaganda posters.

1.3.2 SkillBuilders in this topic

In addition to these broad skills, there is a range of essential practical skills that you will learn as you study History. The SkillBuilder lessons in this topic will tell you about the skill, show you how to apply the skill and let you practise the skill with tasks related to the concepts covered in this subject.

The SkillBuilders you will use in Year 10 are listed below:

- SkillBuilder: Sequencing events in chronological order
- SkillBuilder: Analysing cause and effect with graphic organisers
- SkillBuilder: Analysing political cartoons and propaganda posters
- SkillBuilder: Historical debate

LESSON

1.4 SkillBuilder: Sequencing events in chronological order

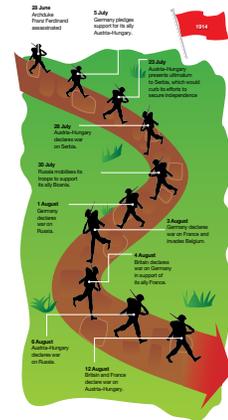
online only

What is a timeline?

A timeline is a diagrammatic tool for placing events in *chronological order* (the order in which they happened). A simple chronology would be one, for example, that showed in sequence, or time order, key events of a day in your life. Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. A timeline may cover a short period or many centuries. Timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.5 SkillBuilder: Analysing cause and effect with graphic organisers

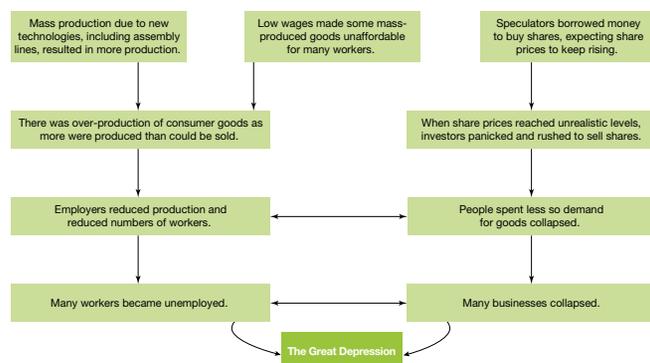
online only

What are graphic organisers and how can they be used to analyse cause and effect?

A graphic organiser is a visual or diagrammatic way of representing facts and concepts; for example, an analysis of historical causes and effects.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.6 SkillBuilder: Analysing political cartoons and propaganda posters

online only

What are political cartoons and propaganda posters?

Political cartoons are drawings cartoonists make to comment on the political issues of the time. They use a range of techniques including humour to make serious points about these issues.

Propaganda posters use images and text with the aim of influencing people's attitudes or behaviour. What is presented may be true or false, according to the poster's target audience and its purpose.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.7 SkillBuilder: Historical debate

online only

What is a historical debate?

A historical debate is an argument that reflects opposing or contesting views on an event or a period in time, the historical evidence for which may be interpreted in different ways.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON

1.8 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



Watch teacher-led videos



Practise questions with immediate feedback

Find all this and MORE in jacPLUS



1.8.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

1.2 Concepts in History

- Historians investigate and interpret the past.
- History helps us to understand our heritage and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills.
- Historical sources are divided into primary and secondary sources.
- Continuity and change is the ability to recognise that while many changes occur over time, some things remain constant.
- Cause and effect relates to understanding that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences.
- Significance is the ability to make judgements about the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites.
- Historians try to discover how people thought and felt at different times in the past.
- Using historical imagination requires using your imagination but basing your ideas on evidence.
- We should avoid judging people from the past by the standards of our own age.
- Contestability reflects that historians can have differing interpretations about sources and this leads to debates and further understanding of the issues they are researching.

1.3 Skills in History

- Questioning and researching involves locating relevant and detailed information and/or data from a range of appropriate sources.
- Using historical sources involves identifying and using primary and secondary sources, including explaining how useful and reliable they are.
- The skill of historical perspectives and interpretations is about thinking like a historian. It uses historical concepts of continuity and change, cause and effect and historical significance to help understand the past and to analyse different opinions about it.
- Communicating involves using historical sources to describe, explain and argue points of view about the past, using appropriate formats and text.

1.8.2 Key terms

artefact an object made or changed by humans

cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant

empathy the ability to understand and share another person's thoughts and feelings

evidence information that indicates whether something is true or really happened

hypothesis (plural: hypotheses) a theory or possible explanation

perspective the way in which a person views things based on their current position; reflects current views and is affected by personal circumstances

primary sources objects and documents that were created or written in the period that the historian is investigating

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

on Resources

 **eWorkbooks** Customisable worksheets for this topic (ewbk-11483)
Reflection (ewbk-11485)

 **Interactivity** History concepts and skills crossword (int-7660)



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LESSON

1.4 SkillBuilder: Sequencing events in chronological order

LEARNING INTENTION

To come

1.4.1 Tell me

What is a timeline?

A timeline is a diagrammatic tool for placing events in *chronological order* (the order in which they happened). A simple chronology would be, for example, one that showed in sequence, or time order, key events of a day in your life.

SOURCE 1 A simple chronology

DIARY AND WORK RECORD	
8 0800	
9 0900	Tennis lessons
10 1000	
11 1100	Haircut
12 1200	
1 1300	Lunch with Luke
2 1400	
3 1500	
4 1600	Homework - Geography assignment
5 1700	
6 1800	

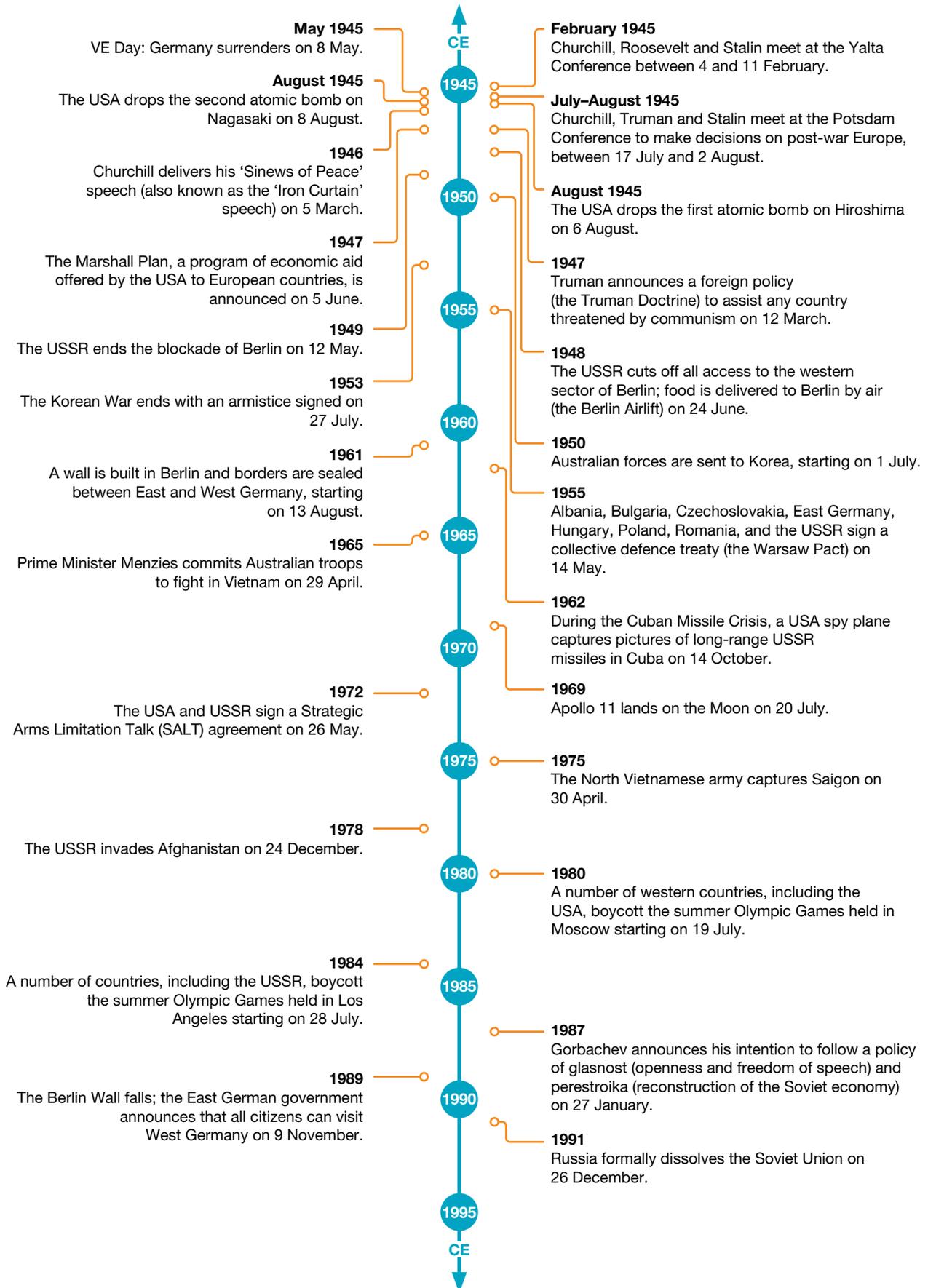
Why are timelines useful?

Timelines are useful because they can help us make sense of events in the past. Timelines are particularly useful in the study of history. Creating a history timeline will help us to:

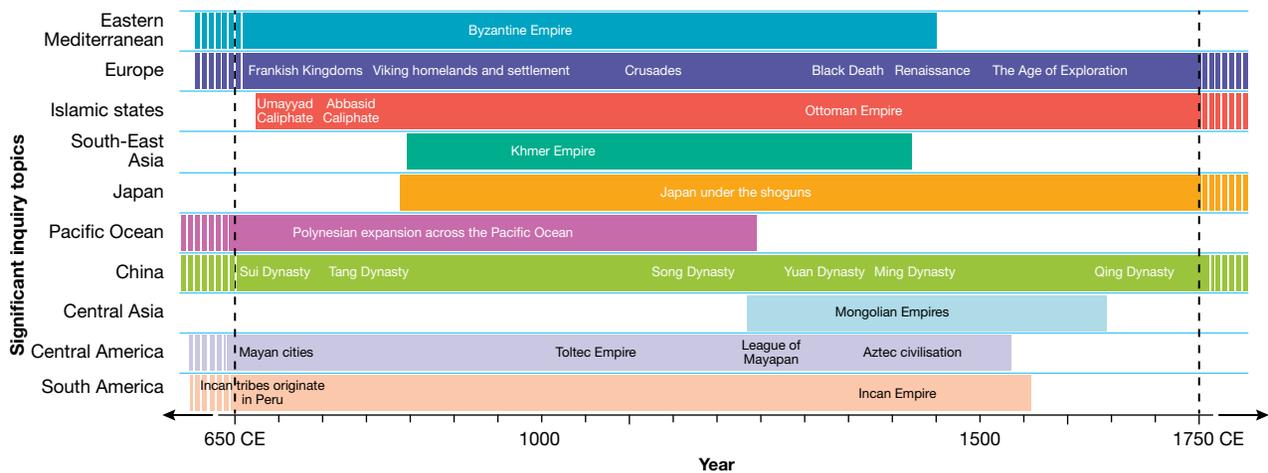
- understand the order in which events occurred
- describe the time distances between events
- identify what has changed over time
- identify what has stayed the same over time
- analyse how one event might relate to other events
- compare what might have been happening in different places at the same time
- assess if one event might have led to another event (cause and effect).

Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. The timeline may cover a short period (see **SOURCE 2**) or many centuries (see **SOURCE 3**). In print, timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images. Using digital technology, online timelines can be interactive, where users can click on a date and see a descriptive label or an image, or even hear an audio narrative or sound effects.

SOURCE 2 Timeline of the Cold War between 1945 and 1991



SOURCE 3 An example of a horizontal timeline that uses coloured bars to compare significant events in different places at the same point in time



1.4.2 Show me

How to create a timeline

Timelines can cover very short or very long periods of time.

- They can focus on just a few months or years.
- They can focus on big, sweeping changes over thousands of years.
- In most cases, they are divided up into equal blocks of time, such as decades or centuries. This is not essential but it helps us to see not only the order of events but how close or how far apart they were.
- A break in the timeline (using a zigzag line, for instance) can show a long span of time between one date and the next.
- To make equal blocks of time you need to use a scale — for example, 1 centimetre = 10 years.
- Timelines can be horizontal (across the page) with the earliest dates on the left and later dates to the right.
- Alternatively, they can be vertical (down the page), in which case the dates usually run from the earliest at the top to the latest at the bottom.
- Often we have only approximate dates for events in ancient history. In those cases, we put ‘c.’ in front of the date. This stands for the Latin word *circa*, which is Latin for ‘around’ or ‘about’.

Step 1

Study the source timelines in this lesson. Look at the way they have been constructed. When creating a timeline you need to consider:

- will it be vertical or horizontal?
- will you use images and a diagrammatic approach or a simple ruler structure?
- what will the time division be?
- what scale will you use to represent time periods?

Step 2

Mark events alongside the appropriate time period of the timeline. Use pointers to indicate the exact location on the timeline where the event belongs.

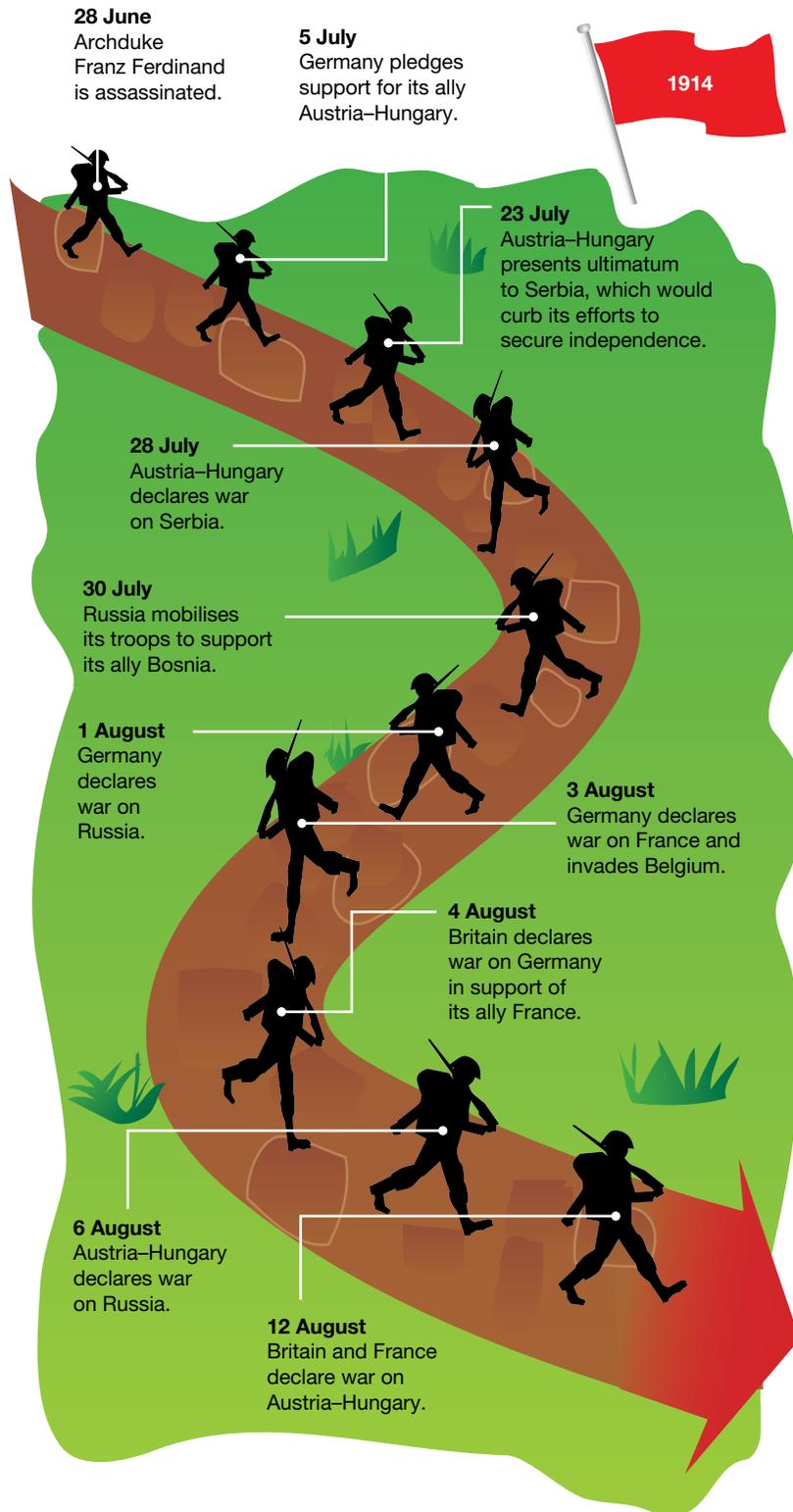
Step 3

Make sure your completed timeline has a clear title. The title should state:

- the time period covered
- the subject or theme
- the beginning and end dates.

Model

SOURCE 4 The steps by which countries were drawn into World War I



1.4.3 Let me do it

Complete the following activities to practise this skill.

1.4 ACTIVITIES

1. Construct a timeline of key events relating to the modern world and Australia during the period 1939–2016.

- Use a vertical or horizontal timeline.
- Decide on the scale you will use.

Key events for your timeline:

1939	Britain declares war on Germany.
1940	The Battle of Britain prevents a German invasion of Britain.
1941	Australians hold out for months against German forces in the Tobruk siege.
1942	Australians turn back the Japanese advance in Papua.
1944	The 'D Day' landings take place in France.
1945	Germany surrenders on 7 May.
1945	Japan formally surrenders on 2 September.
1948	The UN adopts the Universal Declaration of Human Rights.
1949	Immigrants from many European nations are employed in the Snowy Mountains Hydro-electric Scheme.
1950	North Korea invades South Korea on 25 June.
1953	The Korean armistice is signed.
1954	Pro-French forces defeated in Vietnam; the Geneva Conference divides Vietnam into North and South.
1956	Australia airs its first television broadcast on 16 September.
1956	Melbourne hosts the Summer Olympics, starting on 22 November.
1962	Australia sends military advisers to South Vietnam.
1967	In a referendum, more than 90 per cent of Australians vote for Aboriginal and Torres Strait Islander peoples to be included in determinations of population.
1973	Australia's voting age is lowered from 21 to 18.
1975	The North Vietnamese army captures Saigon on 30 April.
1975	The Whitlam government is dismissed on 11 November.
1983	A High Court ruling blocks the damming of Tasmania's Franklin River.
1992	In the Mabo case, the High Court recognises Indigenous ownership of the land for the first time.
2000	Sydney hosts the Summer Olympics.
2008	Prime Minister Kevin Rudd delivers a formal apology to the members of the Stolen Generations.
2015	In Paris, 150 countries sign a draft Agreement at the United Nations Framework Convention on Climate Change to work towards capping global temperature rise to 1.5 degrees Celsius.
2016	The High Court dismisses a challenge to the legality of the Immigration Detention centre on Nauru.

Your timeline will help you to analyse and compare events. For example, you could use it to answer questions such as the following:

- When did World War II begin and end?
- Which city first hosted the Summer Olympic Games in Australia?

2. Apply your skills to answer the following questions.
 - a. What time span does your timeline cover (i.e. how many years in total are covered by your timeline)?
 - b. How many years elapsed between the end of World War II and the start of the Korean War?
 - c. Which came first — the High Court's recognition of Indigenous ownership of the land or Kevin Rudd's formal apology to the members of the Stolen Generations?
 - d. Identify five events that were significant for Australia during the period of time illustrated on the timeline.
 - e. What events of significance for Australia occurred during the period of the Vietnam War?
 - f. What was the consequence of the defeat of the French Union forces in 1954 and the decision to divide Vietnam into North and South? (*Hint*: Look for the events that happened after these events.)

LESSON

1.5 SkillBuilder: Analysing cause and effect with graphic organisers

LEARNING INTENTION

By the end of this lesson you should be able to use graphic organisers to analyse cause and effect.

1.5.1 Tell me

What are graphic organisers and how can they be used to analyse cause and effect?

Graphic organisers are visual ways of representing many things including cause and effect. They can be used to show:

- who or what made something to happen or change
- who supported the change and who opposed it
- which effects were intended and which were unintended
- how an event affected individuals and the wider world.

Graphic organisers are particularly useful where:

- there are multiple causes that could have led to the one event
- there is a chain of causes in which some factors lead to events that then contribute to causing a further event
- there are multiple effects flowing from an event.

There are a variety of different types of graphic organisers that are suitable to effectively show the causes and effects of a historical event or issue, these include cause and effect chains, T-charts and fishbone diagrams. The number of causes or effects will determine which type of graphic organiser is used; some can be modified when the causes and effects are more complex.

Why is it important to analyse causes and effects?

Historians analyse cause and effect to understand why events happened as they did and the consequences of the events. If we understand the causes of devastating events, such as the Great Depression and World War II, we have a better chance of avoiding them in future. However, it is important to recognise that identifying sequences of events does not in itself prove cause and effect and that sometimes a range of factors might have contributed to an event.

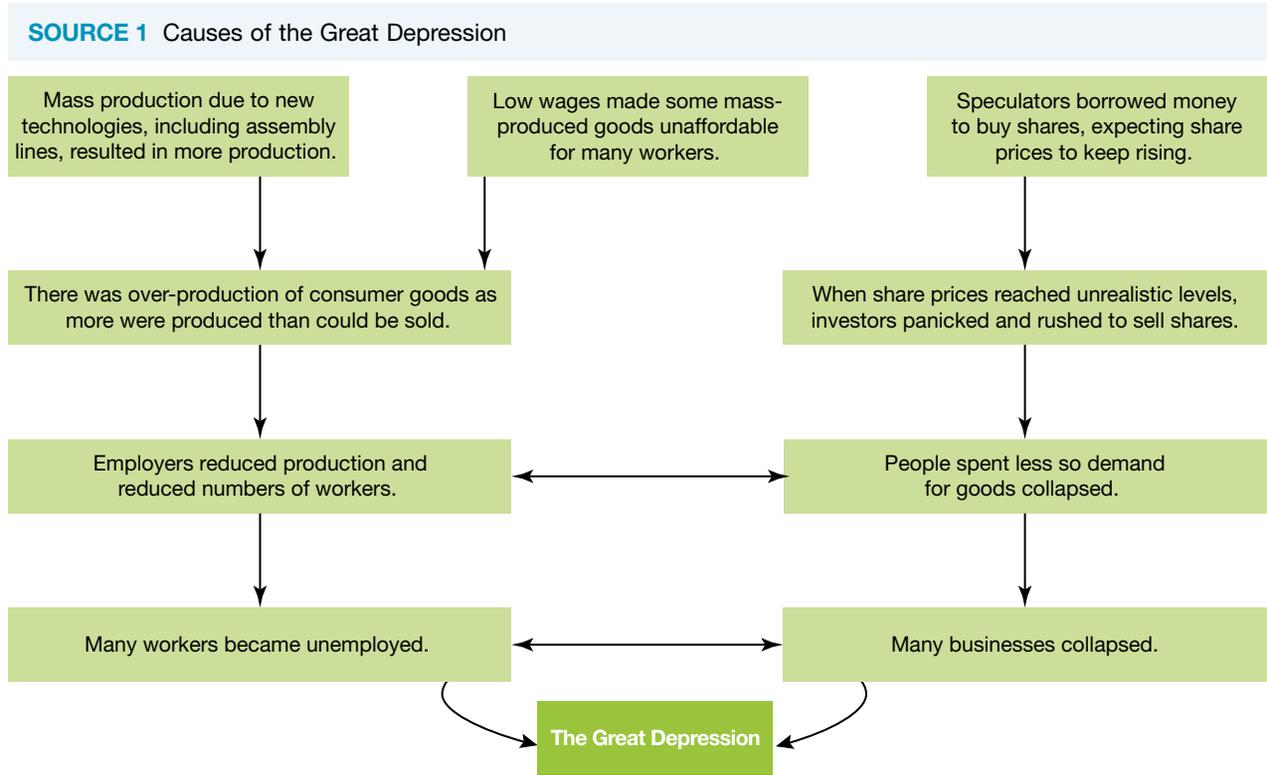
The following example can be used to illustrate this point. An intoxicated driver crashes his or her car into a tree. In such an event it might at first seem that cause and effect are very easy to explain. The driver was drunk and therefore the driver caused the crash. However, what if there were other possible causes? Suppose the road was slippery because of heavy rain? Suppose also that the car's steering or brakes were found to be faulty? Suppose the driver had to swerve towards the tree to avoid an oncoming vehicle that was on the wrong side of the road. In such circumstances, the driver's state of intoxication may not have been the cause of the crash. However, it might still have contributed to the event if a sober driver could have controlled the car and avoided the crash. Using graphic organisers will not necessarily prove one explanation to be better than another, but it will help us to see the different factors at play and to weigh up the evidence.

1.5.2 Show me

There were a number of developments that contributed to the outbreak of World War II. These include the peace treaties that followed World War I, the weaknesses of the League of Nations, the Great Depression and the rise of European fascism and Japanese militarism. These events can be considered to be causes of World War II, but they were also effects of other issues. We can use graphic organisers to show what caused each of these events.

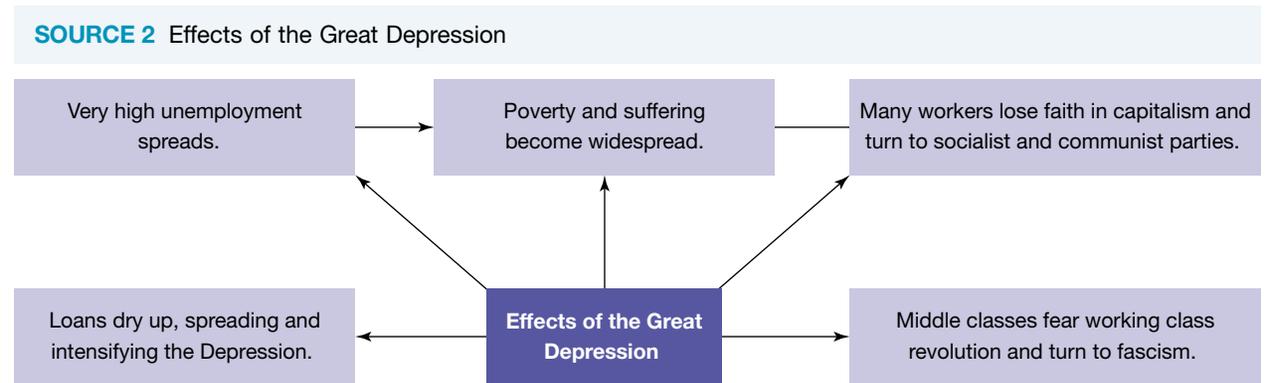
Example 1: Causes of the Great Depression

Using the graphic organiser in **SOURCE 1** we can see how a chain of causes led to the Great Depression.



Example 2: Effects of the Great Depression

When an event has multiple effects a different type of graphic organiser can be useful. The example in **SOURCE 2** could be used to show the effects of the Great Depression.



1.5.3 Let me do it

Complete the following activities to practise this skill.

1.5 ACTIVITIES

1. Design and complete an appropriate graphic organiser to analyse the causes of World War II. (Refer to topic 2 for more information.) You should aim to demonstrate the relationships between the following factors in your graphic organiser:
 - the peace treaties that followed World War I
 - the effects of the weaknesses of the League of Nations
 - the Great Depression
 - the rise of European fascism
 - the rise of Japanese militarism
 - Japanese aggression in China
 - Nazi Germany's defiance of the Treaty of Versailles
 - aggression by Nazi Germany and fascist Italy
 - appeasement.
2. Use your graphic organiser for the causes of World War II to answer the following questions analysing cause and effect. (Refer to topic 2 for more information.)
 - a. Explain how the terms of the World War I peace treaties contributed to the rise of European fascism.
 - b. Explain how the Great Depression contributed to the rise of European fascism.
 - c. How did the weakness of the League of Nations encourage aggression by the fascist powers?
 - d. How did the Western policy of appeasement encourage aggression by the fascist powers?
 - e. How did the rise of militarism lead to Japanese aggression?
 - f. Identify the consequences of unchecked Japanese aggression in China.

LESSON

1.6 SkillBuilder: Analysing political cartoons and propaganda posters

LEARNING INTENTION

By the end of this lesson you should be able to analyse political cartoons and propaganda posters.

1.6.1 Tell me

What are political cartoons and propaganda posters?

Political cartoons are drawings created by cartoonists to comment on political or societal issues of the time. They often use humor, irony, symbolism and other persuasive techniques to reflect on these issues. Political cartoons are often published in newspapers or magazines as well as online.

Propaganda posters use similar techniques and images as political cartoons in order to persuade societies' attitudes or behavior towards an issue — for example, persuading men to join the Australian Army and serve in World War II. Political groups and other organisations also use propaganda to push their specific agendas to persuade people to agree with them and may spread false information in the form of exaggeration or hyperbole to convince individuals to join them. Propaganda posters can and often do present facts within them, however, it is important to note that most of them contain a fair amount of bias within them.

Why is it important to analyse political cartoons and propaganda posters?

Propaganda posters and political cartoons are both excellent examples of primary sources and are extremely useful in understanding the history of periods of time in which they were created. During World War II, propaganda posters and cartoons used several techniques, including playing on people's fears or prejudices. Their aims were varied, from urging people to grow their own food to encouraging them to enlist. These posters and cartoons can tell us a great deal about the time and give us insights into people's perspectives, as well as helping us to evaluate how their perspectives were influenced by events, ideas and beliefs.

1.6.2 Show me

In order to accurately analyse a propaganda poster or political cartoon, historians consider the subject matter, aims and techniques within the text to ensure that they gain a full understanding of it. When analysing the text the following questions maybe asked:

1. Who created the poster or cartoon (if known)?
 - Where, when and for what organisation was it created?
 - What was occurring during the period of historical study when the text was produced?
2. What is the main subject/issue of the text?
 - What background and/or minor details are shown?
3. What techniques were used — for example, symbolism, specific colours? And what effect do these techniques have on the text?
4. What is the message of the text?
 - What is the creator of the text trying to tell us about the subject/issue? What writing can be found within the source?
5. What is the purpose of the text?
 - Why was it created and for whom?
6. What is the author's perspective?
7. How useful is the text in providing us information about the subject/issue?

8. How contestable is the text?

- To what extent is the text accurate and reliable?
- What information does it include and what information does it exclude?

These questions have been applied to **SOURCES 1** and **2**, which are examples of World War II posters and cartoons.

SOURCE 1 'This is the Enemy', a poster produced in the United States by artists Karl Koehler and Victor Ancona in 1942 for the Artists for Victory Campaign



SOURCE 2 'What's Cookin'?', a cartoon produced in Australia by artist Noel Counihan in 1944



Source: © Noel Counihan/Copyright Agency, 2020.

The bold italicised words within the questions about each source are the correct terms that are used in our study and assessments of History in Year 10 and ATAR History studies.

Questions about SOURCE 1	Answers
1. Who created the poster or cartoon (if known)? <ul style="list-style-type: none"> • Where, when and for what organisation was it created? • What is the historical context of the text that was produced? 	It was created by Karl Koehler and Victor Ancona in the United States in 1942 for the Artist for Victory Campaign. The historical context of the poster is that the United States had entered World War II the day after the Japanese attack on Pearl Harbor on 7 December 1941.
2. What is the main subject/issue of the text? <ul style="list-style-type: none"> • What background and/or minor details are shown? 	The main subject of the image is the face of a Nazi officer. There are no background details but reflected in the officer's monocle (eye glass) is a victim of Nazism hanging from a gallows.
3. What techniques were used — for example, symbolism, specific colours? And what effect do these techniques have on the text?	The gallows is used as a symbol of Nazi atrocities. The stark use of black and white rather than colour for the gallows symbolises death. The way the officer's face is drawn is a caricature, with downturned lips and a sharp nose suggesting extreme harshness and cruelty.
4. What is the message of the text? <ul style="list-style-type: none"> • What is the creator of the text trying to tell us about the subject/issue? • What writing can be found within the source? 	The message of the text is that the Nazi officers are to be considered enemies. The only text is 'This is the enemy', which reinforces the idea that everything this man represents is a threat to humanity.
5. What is the purpose of the text? <ul style="list-style-type: none"> • Why was it created and for whom? 	The United States entered the war in late 1941 after the Japanese attack on Pearl Harbor so the purpose of the cartoon is to help rally support for the US war effort against Nazi Germany as well as Japan. Its intended audience is the US public, particularly those who may have had doubts about the reasons for US involvement in the war against Nazi Germany.
6. What is the author's perspective ?	The author's perspective is strongly anti-Nazi and its message is that Nazi Germany is an evil, cruel enemy.
7. How useful is the text in providing us information about the subject/issue?	The poster provides useful evidence for US commitment to the war in 1942 and the US government's efforts to influence public opinion in favour of the war effort by portraying Nazis as evil murderers.
8. How contestable is the text? <ul style="list-style-type: none"> • To what extent is the text accurate and reliable? • What information does it include and what information does it exclude? 	Contestability of the poster can be seen in two different aspects: <ol style="list-style-type: none"> 1. The accuracy and reliability of the message are overwhelmingly supported by other primary sources that are available from this time period. 2. The information that it provides to the reader is that it clearly states the US government's opinion regarding the Nazi regime and the dangers they represent to the world. However, the poster excludes any perspectives from other countries (ally or enemy).

Questions about SOURCE 2	Answers
1. Who created the poster or cartoon (if known)? <ul style="list-style-type: none"> Where, when and for what organisation was it created? What is the historical context of the text that was produced? 	It was created by Noel Counihan in Australia in 1944. We do not know what organisation it was created for. The historical context of the poster is that by 1944 the tide of war had turned firmly against Nazi Germany.
2. What is the main subject/issue of the text? <ul style="list-style-type: none"> What background and/or minor details are shown? 	The main subject of the image is Adolf Hitler. He is depicted sitting on a huge bomb with a burning fuse that does not have long to go before it explodes.
3. What techniques were used — or example symbolism, specific colours? And what effect do these techniques have on the text?	The bomb is a symbol of the destructive power unleashed by the war. The cartoon caricatures Hitler by depicting him looking ridiculous as he sits forlornly wringing his hands, unable to avoid Nazism's coming fate.
4. What is the message of the text? <ul style="list-style-type: none"> What is the creator of the text trying to tell us about the subject/issue? What writing can be found within the source? 	The message of the poster is that days of Hitler and the Nazi regime are numbered. The creator of the text is clearly stating that the war against Nazi Germany is successful and it is only a matter of time before they are defeated. The only text is 'What's cookin'?', which means 'What is happening?' Clearly Hitler is about to be 'cooked'.
5. What is the purpose of the text? <ul style="list-style-type: none"> Why was it created and for whom? 	The purpose of the poster is to give people hope and some pleasure after years of hardship and sacrifice. Its intended audience is the Australian public.
6. What is the author's perspective ?	The author's perspective is strongly anti-Nazi and its message is that Hitler will soon suffer the fate he deserves.
7. How useful is the text in providing us information about the subject/issue?	The poster provides very useful evidence for attitudes in Australia in 1944, at the time when it was clear that the Axis was losing the war.
8. How contestable is the text? <ul style="list-style-type: none"> To what extent is the text accurate and reliable? What information does it include and what information does it exclude? 	Contestability of the poster can be seen in two different aspects: <ol style="list-style-type: none"> It is probably accurate and reliable in representing Australian attitudes during this time period towards Germany and the war. However, as Germany was not defeated until May 1945, the poster's accuracy is questionable as it does not display an accurate or reliable representation of the actual war situation. The information seen within the poster shows Australian attitudes and a hope for a better future; however, it does not clearly state the attitudes and hopes of Australia's allies or that of Germany and her allies.

1.6.3 Let me do it

Complete the following activities to practise this skill.

1.6 ACTIVITIES

1. Now that you have seen two examples, use the questions in the Show me section to analyse **SOURCES 3** and **4**.

SOURCE 3 'This is the Most Important Job you Ever Did: Australian Textile Industry . . . and that Means You', a poster issued by the Department of War Organisation and Industry in Australia in 1942



Source: Australian War Memorial ARTV02161

SOURCE 4 'Which Way?', a poster created by Daryl Lindsay and issued by the Australian Commonwealth Military Forces Southern Command in Australia between 1939 and 1943



Source: Australian War Memorial ARTV06721

2. Based on your analysis of **SOURCES 3** and **4**, answer the following questions.
- How are Australian women depicted in **SOURCE 3** and why?
 - In what two ways are Australian men depicted in **SOURCE 4** and why?
 - Describe the different aims of these two propaganda posters.
 - What aims do the two posters share?
 - Why might these posters have been effective or ineffective in achieving their aims?
 - Write a general statement summarising reasons why propaganda posters can be very useful evidence for historians investigating World War II.

LESSON

1.7 SkillBuilder: Historical debate

LEARNING INTENTION

By the end of this lesson you should be able to analyse a historical debate.

1.7.1 Tell me

What is a historical debate?

A debate is an argument between two or more people in which opposing views are expressed regarding a particular issue. Its purpose is both to reveal the ‘truth’ and, in the case of a public debate, to influence public opinion. Debates can occur face to face or be conducted using a range of different media such as newspapers, social media or television.

Why is a debate a valuable source of information?

Debate is important to historians because it reveals information, not only about the issue at its centre, but about those involved in the debate as participants and audience members. In this case, you will be analysing opinions expressed about the dropping of atomic bombs on Japan to force their surrender at the end of World War II. Some historians argue that this action was justified and save many other lives in the long-term; others argue that the action was not justified because there was evidence that the Japanese were already beginning to discuss options for negotiating an end to the war.

1.7.2 Show me

How to analyse a historical debate — a step-by-step approach

One of the most challenging aspects of analysing a debate is working out what is fact and what is simply designed to ‘score points’ with the readers, listeners or viewers. Examine each excerpt in turn, asking the following questions:

- a. What are the major arguments that have been made?
- b. Are there any obvious flaws in the arguments presented; for example, are they simplistic, unrealistic or irrelevant?
- c. What supporting evidence is given for each argument, and how accurate do you think this evidence is?
- d. Are some points skimmed over or ignored? If so, why might this be?
- e. Does the writer/speaker criticise the character of his or her opponent(s)? If so, what words/phrases are used to characterise them?
- f. Is there any evidence of bias? If so, what is it?

The final stage of your analysis involves drawing conclusions about the validity of the arguments presented. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

Model

SOURCE 1 From 'Nightmares beyond atomic bombs', in *Wartime*, the official magazine of the Australian War Memorial, Winter 2015, by Richard Frank

The advent of the reality of nuclear weapons will continue to focus the attention of later generations on the end of the Asia-Pacific War. Yet ... With the evidence now available, the nightmare recognised at the time — that an invasion of the Japanese home islands would produce stupendous casualties on both side — is more than validated.

a. *What are the major arguments made?*

The main argument is that dropping atomic bombs on Japan resulted in fewer deaths and casualties than invading Japan would have caused.

b. *Are there any obvious flaws in the arguments presented — for example, are they simplistic, unrealistic or irrelevant?*

The argument is simplistic because it overlooks the fact that both options would have meant significant loss of life and injury.

c. *What supporting evidence is given for each argument, and how accurate do you think this evidence is?*

The evidence is referred to, but it is not described in detail. The view is simply asserted as being 'validated' because of the existence of 'evidence'.

d. *Are some points skimmed over or ignored? If so, why might this be?*

One of the key points that is ignored is that the one significant differences between the two options (in terms of loss of life and injury) was that dropping the atomic bomb only killed Japanese people, whereas an invasion would have also killed allied soldiers.

e. *Does the writer/speaker criticise the character of his or her opponent(s)? If so, what words/phrases are used to characterise them?*

People who oppose the view are not directly criticised, but the description of 'later generations' suggests that people with other views are too removed from the 'real' situation to understand it fully.

f. *Is there any evidence of bias? If so, what is it?*

The publisher of this text is the Australian War Memorial, so it is likely the writer will be biased towards showing Australian military allies and their actions in a positive light.

1.7.3 Let me do it

Complete the following activities to practise this skill.

1.7 Activities

1. Analyse **SOURCE 2** using questions a–f detailed in the Show me section.

SOURCE 2 Extracts from an article arguing for the banning of nuclear weapons, published on *The Conversation*, 6 August 2015. Written by Tilman Ruff, Associate Professor, International Education and Learning Unit, Nossal Institute for Global Health, School of Population and Global Health, University of Melbourne.

Ban the bomb: 70 years on, the nuclear threat looms as large as ever

On this day 70 years ago, the world and the preconditions for its health and survival changed forever. A crude bomb containing 60 kilograms of highly enriched uranium exploded 580 metres above Hiroshima. Equivalent to 15 000 tons of TNT, it was 2000 times more powerful than the British Grand Slam bomb, the largest produced until then. . .

Rumours had been circulating in Hiroshima that the city was being saved for something special. It was. The burst of ionising radiation, blast, heat and subsequent firestorm that engulfed the city on August 6 killed 140 000 people by the end of 1945. Many were incinerated or dismembered instantly; others succumbed over hours, days, weeks and months from cruel combinations of traumatic injury, burns and radiation sickness.

Three days later, another B-29 carrying a bomb equivalent to 21 000 tons of TNT headed for Kokura. Because of clouds blocking visibility, its cargo was dropped over Nagasaki instead, raining similar radioactive ruin and killing 90 000 people by the end of 1945.

In both cities, ground temperatures reached about 7000° Celsius. Radioactive black rain poured down after the explosions. . .

The survivors of the two bombings bore the legacy of terrible injuries and scars on top of the cataclysmic trauma of what they witnessed. They also faced discrimination and ostracism, reduced opportunities for employment and marriage, and increased risks of cancer and chronic disease, which stalk them, even 70 years later, for the rest of their days.

Over the past 30 years I have had the privilege of visiting Hiroshima and Nagasaki on a number of occasions. What never ceases to amaze me is the extraordinary compassion, wisdom and humbling humanity of hibakusha [people affected by the atomic bombings]. Never have I heard even the slightest hint of an understandable desire for revenge or retribution.

The constant yearning of hibakusha is that no-one else should ever suffer as they have suffered: nuclear weapons must be removed from the face of the earth.

2. Sometimes a photograph can provide a very persuasive argument in a debate. Analyse **SOURCE 3**, using questions a–f in the Show me section as a guide to your thinking, and write a paragraph discussing the impact of adding this photograph to an article advocating the banning of nuclear weapons.

SOURCE 3 Hiroshima, Japan, after the atomic bomb was dropped, 1945



2 World War II

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LESSON

2.1 Overview

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What were the causes and consequences of World War II, how was Australia affected and what are the contested debates?

2.1.1 Introduction

During the twentieth century more than 230 million people died in wars; many others have been killed since the beginning of this century. After World War I, people were horrified to learn that almost nine million troops had died on both sides in that terrible conflict. Yet World War II cost many times more lives.

Historians' estimates of the numbers of dead vary from over 50 million to over 70 million. Whatever the correct figure, World War II was by far the deadliest conflict in human history. In this war, the number of civilian deaths was approximately double the number of military deaths, and more than a third of the civilian deaths were deliberate killings in Japanese, Nazi and other fascist war crimes.

SOURCE 1 The slouch hat is a recognisable symbol of the Australian army who fought in both World War I and World War II and whose sacrifices and efforts we still commemorate on Anzac Day every year.



Resources



eWorkbook

Customisable worksheets for this topic (ewbk-11486)



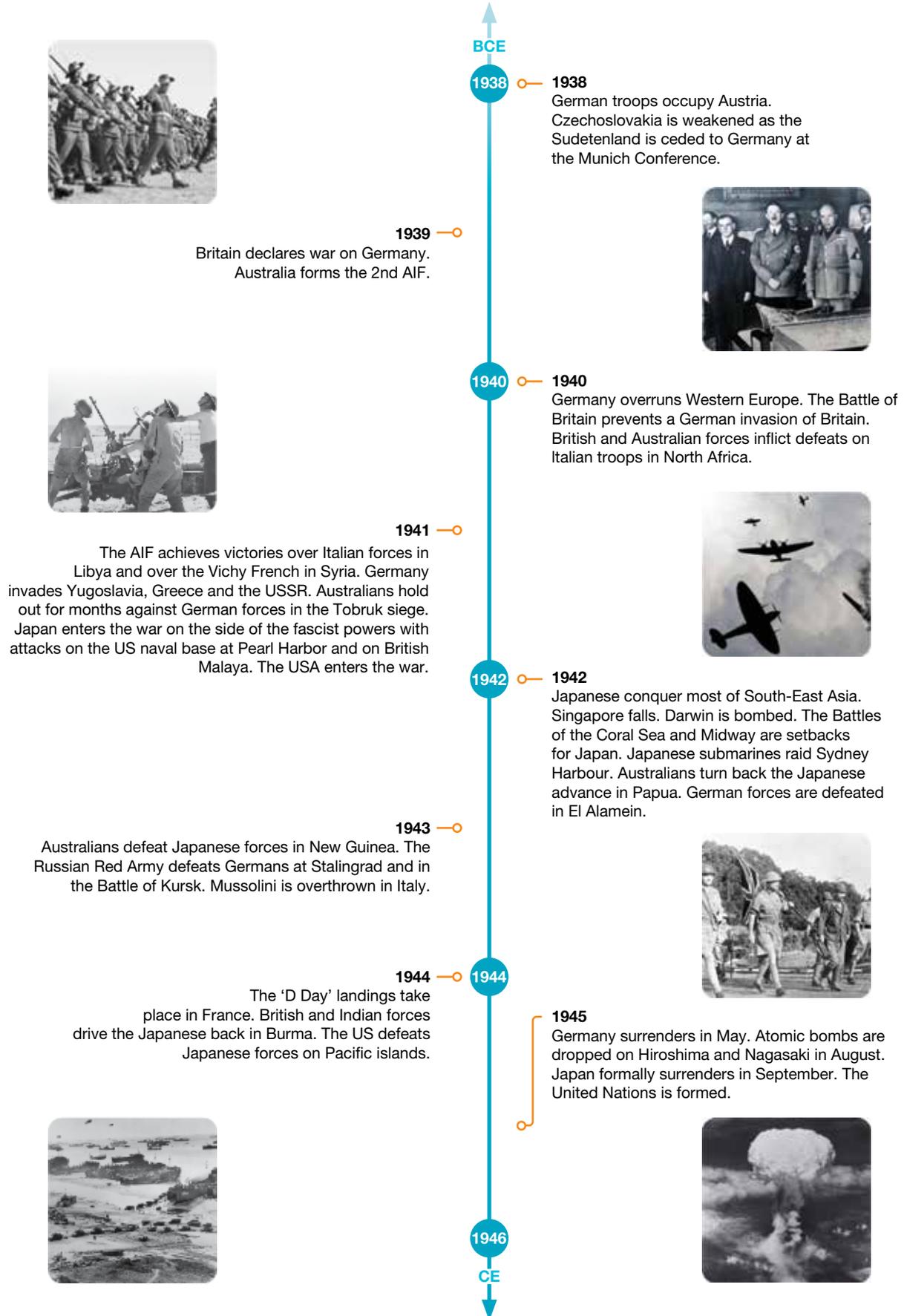
Video eLesson

World War II (eles-2600)



int-6693

SOURCE 2 A timeline of the course and consequences of World War II



LESSON

2.2 What do sources tell us about World War II?

LEARNING INTENTION

By the end of this lesson you should be able to describe the wide range of sources that can provide evidence about the history of World War II and Australia's involvement in it.

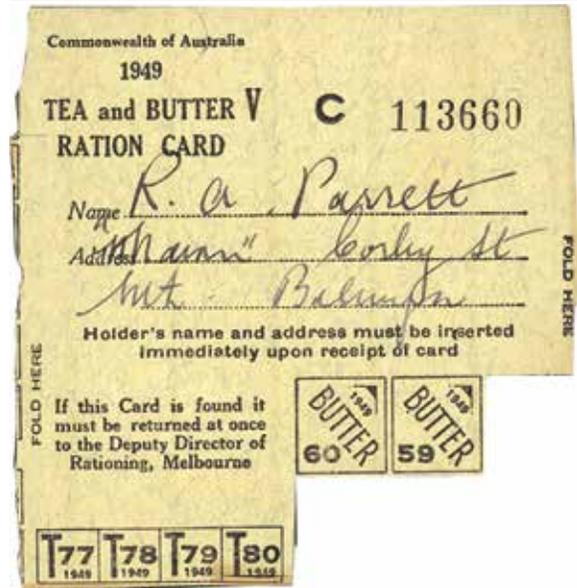
TUNE IN

In 1942 rationing was introduced in Australia for food and clothing. To buy clothing, tea, sugar, butter and meat, you needed to use coupons.

Examine **SOURCE 1** and discuss the following:

1. Can you imagine what it would be like having essential items like food rationed?
2. Why would rationing have been necessary in Australia during and even after World War II?
3. What would you think if food was rationed today?

SOURCE 1 A ration card for tea and butter



2.2.1 How do we know about World War II?

In this topic we investigate World War II, especially Australia's involvement in the terrible conflict. Nearly 40000 Australians died on active service, including almost 8000 Australian prisoners of war who died mostly from malnutrition, diseases and mistreatment. The human cost of World War II was even more horrific for many other nations.

Because of its global scale and its impact, the range of sources of evidence for World War II is truly enormous. These sources include artefacts as well as written and visual sources.

Written sources and artefacts

Many thousands of books and articles have been written about World War II. Vast quantities of written primary sources and material remains are held in museums, archives and libraries. They include military records, campaign maps, soldiers' letters, diaries and memoirs, propaganda and weapons, as well as other kinds of evidence. Australia has extensive collections of such sources, including military equipment and dioramas depicting specific battles. Many can be viewed online through the Australian War Memorial website.

SOURCE 2 Tom Uren was a former minister in the Whitlam Labor Government (1972–75). In this extract from his memoirs he describes events before his unit became prisoners of war on 23 February 1942.

All the blokes in our unit were excited and couldn't wait to go . . . A brigadier gave a talk about what the Japanese were doing in the countries they had overrun, such as China; we were told they were raping women and bayoneting children . . . We disembarked at Koepang on the western side of Timor on 12 December 1941 . . . From 19 January 1942 we endured almost daily bombing raids by the Japanese . . . On 20 February 1942 we heard a rumour that the Japanese had landed on the other side of the island and most of our troops were sent around to engage them . . . Our first engagement was with Japanese paratroops who had landed on the outskirts of a village called Babaoe . . . We got on the last truck pulling out of the village just as the Japanese paratroops came up the main street firing at us. It was a pretty narrow escape . . . The Japanese were not taking prisoners.

About 500 paratroopers had landed and in the four days of intense fighting that ensued, we killed almost all of them. During those four days of the battle, brutal things were done on both sides. Some of our stretcher-bearers had their throats cut [by the Japanese] and were hung up by their feet . . . In the heat of war, man is capable of the most barbaric and inhumane actions.

Visual sources

World War II was the first major conflict in which movie cameras were used extensively to document events and make propaganda films. The best-known Nazi propaganda films were made by Leni Riefenstahl. In her first documentary *Der Sieg des Glaubens* (Victory of Faith), Riefenstahl recorded the 1933 Nuremberg Nazi Party rally to portray Adolf Hitler as a great German statesman rather than the cruel dictator he was.

Film was also used by the Allies both for propaganda and to record events. American director John Ford filmed battles in which US Marines overcame fierce Japanese resistance in the Pacific in 1944 and 1945. Art and still photography were also widely used to record wartime events, as they had been during World War I. Art and photographs provide some of the starkest evidence of this conflict.

SOURCE 3 Nurses searching through rubble after German bombers struck a children's hospital in London in 1940



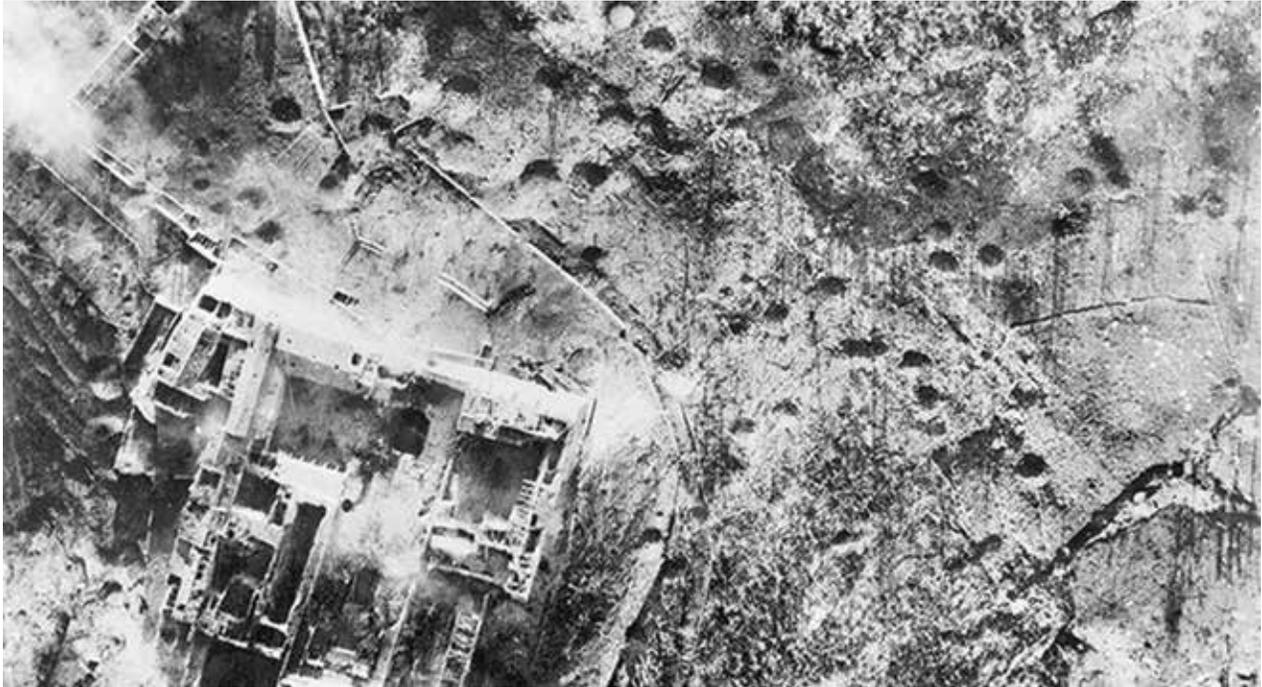
Source: AWM 003288.

SOURCE 4 During the German siege of Stalingrad in the USSR in 1942, Russian women risked their lives carrying supplies to the city's defenders.



Source: AWM P02018.133.

SOURCE 5 This aerial view shows the results of the Allied bombing of the ancient monastery of Montecassino in Italy on 29 February 1944. The Germans had used the monastery as a position for firing down upon advancing Allied soldiers.



Source: AWM MED1826.

2.2 SKILL ACTIVITY: Using historical sources, Historical perspectives and interpretations

Study **SOURCE 6** and read the full caption.

SOURCE 6 The central figure in this painting is a blind prisoner struggling through a concentration camp just after it was liberated by the Allies.



1. **Describe** the scene. What can you see? How does it make you feel?
2. **Explain** how this artwork conveys the horror of concentration camps. Think about the figures shown, the colours used and any other aspects.

2.2 Exercise

2.2 Exercise

Learning pathways

■ **LEVEL 1**
1, 2, 3, 4, 6

■ **LEVEL 2**
5, 7, 8

■ **LEVEL 3**
9, 10

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Check your understanding

- Where would you find written primary sources from World War II?
 - Diaries, letters, newspaper articles, official documents
 - Photo albums
 - Old battle sites
 - WWII film footage
- The use of _____ cameras expanded the kinds of evidence that we have for World War II. World War II was the first major conflict to feature the extensive use of movie cameras. Used for a variety of purposes in the war, movie cameras showed a _____ of war never before seen by the public. The public received regular updates through _____, while cameras were used extensively by both the Nazis and the Allies to produce _____ films.
- Determine whether the following statements are true or false.
 - Leni Riefenstahl made the best known Nazi propaganda films.
 - The majority of Australian prisoners of war during World War II died due to malnutrition, diseases and mistreatment.
 - Australia's involvement in World War II resulted in the loss of approximately 40 000 Australian lives.
- Name** the types of visual sources that we have for World War II.
- Identify** in which theatre of World War II John Ford directed films.

Apply your understanding

Using historical sources

- Examine SOURCE 2.**
 - Why were the men in Tom Uren's unit eager to fight the Japanese?
 - What was Tom Uren's view of the way this part of the war was fought?
- Compare SOURCES 3 and 4.** What do they reveal about some of the reasons why civilians made up so many of the casualties in World War II?
- Describe** what you see in **SOURCE 5**.
- Justify** why you think it was necessary for the Allies to destroy the historic monastery in **SOURCE 5**.

Communicating

- Referring to all of the sources in this lesson, **create** a half-page summary **describing** the ways in which vast numbers of people suffered and died in World War II.

LESSON

2.3 How did the Nazis take power in Germany?

LEARNING INTENTION

By the end of this lesson you should be able to explain how the Nazis gained and consolidated power. You should also be able to explain how they were helped by the following factors: the hardship of the Great Depression, resentment against the Treaty of Versailles, and the myth that Germany had been betrayed in World War I.

TUNE IN

Can you imagine what it would be like if money you or your family had worked hard for and struggled for years to save suddenly lost all its value and in a very short time you became desperately poor? Imagine if soon after that your country was devastated by a depression and your family lost their jobs.

During the hyperinflation of the early 1920s, German Deutschmarks lost so much of their value that, as shown in **SOURCE 1** they were used as waste paper, insulation and fuel for heating. Middle-class people saw their savings wiped out.

Examine **SOURCE 1** and answer the following.

1. If you were in this predicament, would you be likely to believe propaganda that placed the blame for your suffering on people who were not to blame?
2. Do conspiracy theories circulated on the internet play a similar role to such propaganda today?

SOURCE 1 German Deutschmarks being used as waste paper, insulation and fuel for heating.



2.3.1 The *Dolchstosslegende* and economic woes

The main cause of World War II was aggression by the Nazi regime that controlled Germany from 1933 to 1945. This fascist party, headed by Adolf Hitler, led Germany into war in 1939. But how did it gain power? Three factors in particular helped the rise of the Nazis: resentment of the Treaty of Versailles; the myth that Germany had been betrayed; and the Great Depression.

Many Germans bitterly resented the harsh terms of the Treaty of Versailles and its humiliating clause blaming Germany for the war. German **right-wingers** reacted with the *Dolchstosslegende*, the ‘stab in the back’ myth. It held that Germany had not been defeated but was betrayed by the ‘November criminals’, the democratic socialists who created the republic, signed the armistice and accepted the hated treaty. This myth undermined the **Weimar Republic** from the beginning.

The impact of the 1930s Depression

In the early 1920s, Germany suffered **hyperinflation**, which wiped out the value of its currency (see **SOURCE 1**). However, from 1924 to 1929 the government

right-wingers supporters of conservative beliefs, such as individual enterprise, and the belief that government should not intervene in the economy

Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar

hyperinflation such an extreme rise in prices that a currency loses any real value

managed to improve Germany's finances and international relations. Under the 1924 Dawes Plan, reparations payments were spread over a longer period and Germany was given loans to help rebuild its economy. Under the Locarno Treaty of 1925, Germany accepted its western borders set by the Treaty of Versailles, and in 1926 Germany was admitted to the League of Nations. However, as the Great Depression spread through industrialised countries from 1929, Germany was most severely affected. As foreign loans dried up, investment fell and by 1932 six million Germans were unemployed.

DID YOU KNOW?

In September 1918, General Ludendorff, who had almost dictatorial powers in Germany, persuaded the Kaiser to transfer power to a civilian government and demand that it seek an armistice. Germany's military leaders then shifted the blame for the nation's defeat and humiliation from the military and the old order to the new democratic government.

2.3.2 The fall of democratic government

When the Depression hit, Germany had a coalition government headed by the Social Democratic Party (SPD). The SPD wanted to raise taxes on the rich to maintain payments to the unemployed. The non-socialist parties opposed this, so the coalition split and the government collapsed. President Hindenburg used the crisis to appoint an authoritarian Centre Party government that lacked support in the **Reichstag**. When elections were held in September 1930, moderate parties lost ground. The Communist Party increased its percentage of votes from 10.6 to 13.1, but the Nazi Party climbed from just 2.6 to 18.3 per cent.

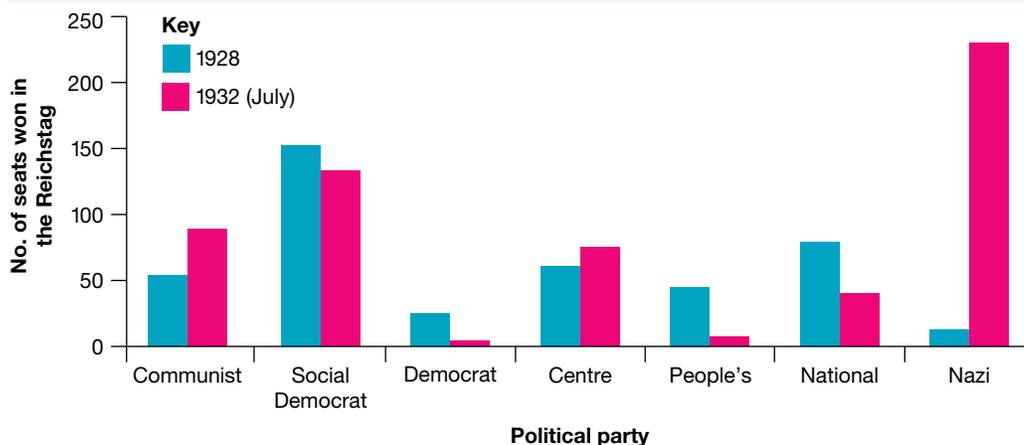
Hindenburg still refused to appoint a government that had majority support, so new elections were scheduled for 27 July 1932. Before the elections, the Nazis' **paramilitary** wing, the *Sturmabteilung* (known as the SA), launched a wave of street violence against the **left-wing** parties. In the elections the Nazis gained 37.3 per cent of the vote to become the largest party in the Reichstag. Following a Reichstag vote of no confidence in the government, further elections were held in November. Although the Nazi vote fell by 4 per cent, on 30 January 1933 Hindenburg invited Hitler to become Chancellor (prime minister) of a right-wing coalition government. In less than two months Germany would be transformed into a Nazi dictatorship.

Reichstag the German Parliament
paramilitary armed forces outside the official military
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality



int-6690

SOURCE 2 Numbers of seats won by parties in the Reichstag in 1928 and 1932



Nazi ideology and tactics

How did the Nazis get so far? In 1921 Hitler had become their first president, and the SA was created to terrorise socialists and communists. By 1923 the party had support from several army officers.

The basic ideas of Nazi ideology were:

- only the strong survive
- communism is a Jewish ideology
- the Germanic master race must defeat its racial enemies, especially the Jews
- Germany must gain *Lebensraum* (living room) for its expanding population by taking land from non-**Aryan** races
- the *Führerprinzip* (leader principle) dictates that all opposition must be crushed and there must be total obedience to the leader.

After a failed attempt to seize power in 1923, Hitler focused on building support. The Hitler Youth was founded in 1926 to indoctrinate young Germans. The Nazis gained supporters through public spectacles such as the Nuremberg rallies, through the support of influential individuals, such as Alfred Hugenberg, who controlled 700 newspapers, and through propaganda blaming Germany's problems on communists and Jews. Joseph Goebbels was appointed to head the Nazi propaganda unit in 1929. He organised the party's election campaigns and won over many middle-class voters, who turned from other conservative parties to the Nazis out of fear of communism.

2.3.3 Consolidating power

A month after Hitler became Chancellor, the Reichstag was severely damaged by fire and the Nazis stirred up fears of a communist uprising. Hitler persuaded Hindenburg to issue a Decree for the Protection of People and State. This allowed for imprisonment without trial and the abolition of freedom of the press, speech and assembly. During the weeks preceding the March 1933 elections, the Nazis used the decree to restrict campaigning by other parties. Despite their intimidation of voters, the Nazis won only 43.9 per cent of the vote, so they formed a coalition with the small Nationalist Party and barred the Communists from taking the seats they had won.

The Enabling Act of 23 March 1933 gave Hitler dictatorial powers and gave his government the power to make laws and change the Constitution as it wished. In the Reichstag, only the SPD had the courage to vote against the Act.

Nazification of Germany

By 1934 the Nazis controlled German social, political, economic and cultural life.

- Nazi courts were established to try 'political criminals'.
- Anti-Nazis and Jews were forced out of jobs in the civil service.
- Trade unions were abolished and the German Labour Front was established to control workers.
- 'Un-German' books were publicly burned.
- Like the Communist Party, the SPD was banned. Other parties dissolved themselves.
- German communists, socialists and other anti-Nazis were sent to **concentration camps**.
- Education was made a tool of Nazi propaganda.
- The Nazis organised attacks against Jews and Jewish property and a boycott of Jewish businesses; they also banned Jews from the civil service and professions.
- Under the Nuremberg Laws of 1935, Jews lost their German citizenship and political rights. Marriage and sexual relations between Jews and Aryans were banned.



SOURCE 3 Hitler Youth recruitment poster circa 1939, stating 'Youth Serves the Führer' and 'All 10 year olds in the Hitler Youth'

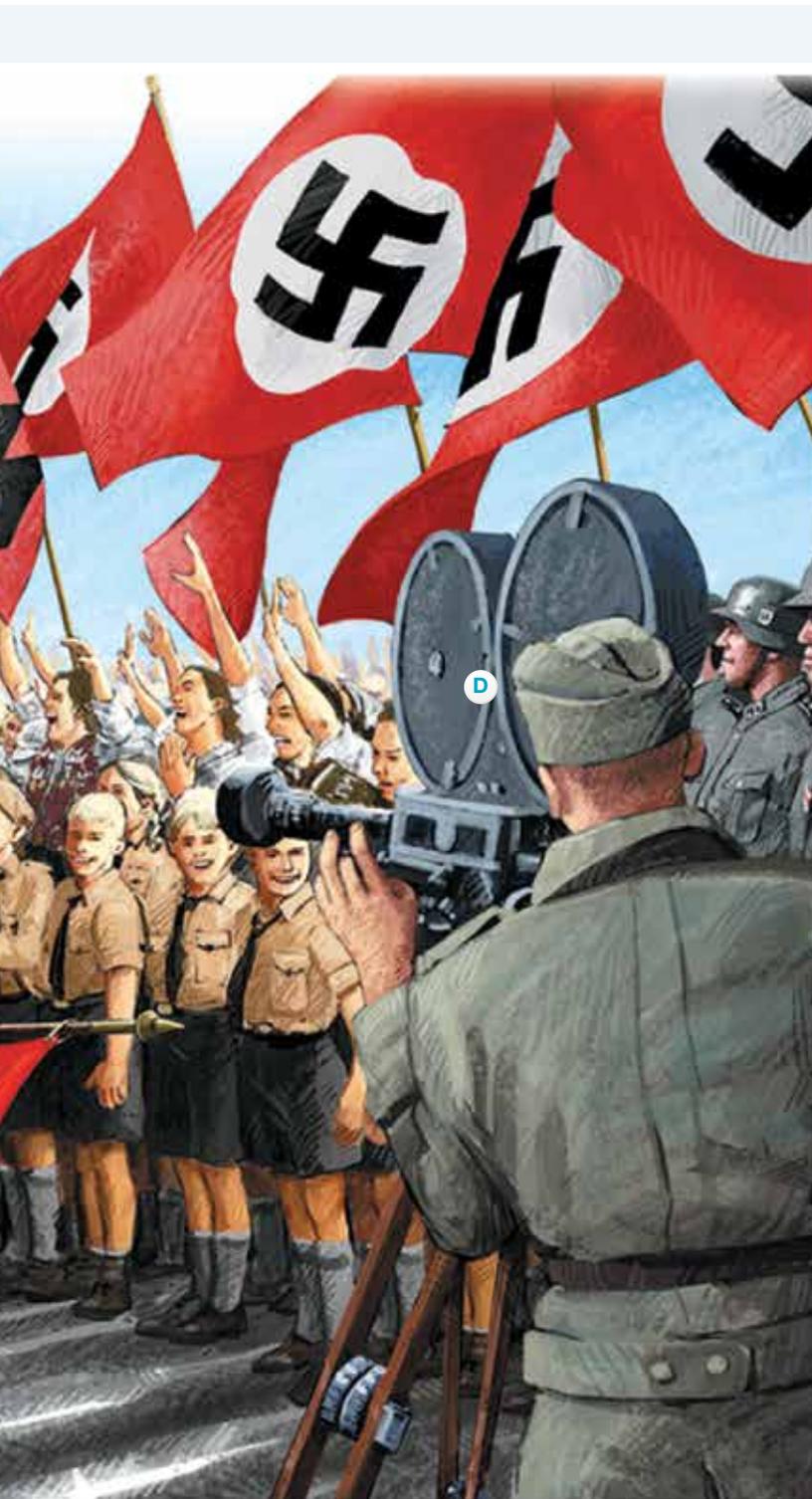


Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples

concentration camps prison camps where people were beaten, tortured, starved and used as slave labour

SOURCE 4 A modern artist's impression of a Nazi rally





- A** Hitler appealed to almost all members of society. He promised to take care of the workers and farmers, and to return the middle class to the good fortune and peace they remembered from childhood.
- B** Hitler saw himself as a symbol of Germany. Before every speech, he studied pictures of himself to perfect his movements and signals. Before speaking, he paused for a long time, forcing the crowd to wait, hushed, for him to begin. Then he spoke passionately, often spitting with the effort.
- C** By the mid 1930s, six out of every ten young German people had joined the Hitler Youth. They could join when they were ten years old, with separate organisations for boys and girls. As Hitler Youth members, they were brainwashed with Nazi Party ideology, particularly anti-Semitism (anti-Jewish views). By 1936 there were about four million members.
- D** Hitler was the first world leader to make political use of filmmakers. Films demonstrated to his supporters that he was moving with the times, but they did something more important: if the Third Reich was to last for 1000 years, as he promised, these films would be kept for future generations.

To prepare for war, Hitler needed the support of the army leaders so he eliminated Ernst Röhm and other SA leaders, who wanted the regular army to be amalgamated with the SA under SA leadership. On the 'Night of the Long Knives', 30 June 1934, Hitler used the other Nazi paramilitary force, the *Schutzstaffel* (or SS), to murder around 180 leading SA members and more than 200 other political opponents. To justify this, Hitler claimed that the SA was planning an uprising. The murders created a close relationship between the Nazi regime and the army, and led to the dominance of the SS in the Nazi state.

When Hindenburg died on 2 August 1934, Hitler assumed total power as *Führer* (absolute ruler) of Germany. He became commander-in-chief and all soldiers were required to take a personal oath of loyalty to him.

DISCUSS

Could the Nazis have gained power in Germany without Adolf Hitler? Is there a Hitler in every great leader who seeks power?

SkillBuilders to support skill development

- 1.6 SkillBuilder: Analysing political cartoons and propaganda posters

2.3 SKILL ACTIVITY: Using historical sources

Analyse SOURCE 5 (the Nazi poster) as an example of Nazi propaganda by considering its use of persuasive techniques. Pay attention to the use of colour, the symbols used, the foreground and background, as well as the individuals, their expressions, and where they are facing.

1. Why do you think Hindenburg is made to look conservative and reliable?
2. Why is he shown gripping Hitler's hand? Does that grip suggest that Hitler can be trusted?
3. How is Hitler looking at him? Is that look respectful?

Evaluate why the poster could appeal to middle-class voters.

Consider the following facts about the middle class in Germany at the time.

- Many middle-class voters turned from other conservative parties to the Nazis out of fear of communism.
- Their savings were wiped out.
- The Nazis promised to return the middle class to the good fortune and peace they remembered from childhood.

SOURCE 5 The text on this Nazi propaganda post translates as: 'In the deepest need, Hindenburg chose Adolf Hitler as Reich Chancellor. You too should vote for List 1'.



2.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4,

■ LEVEL 2

3, 5, 6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- Determine** whether the following statements are true or false
 - Hitler needed the support of the army so eliminated his SA rivals.
 - Hitler was appointed Chancellor of Germany following the November elections in 1932, where the Nazi Party gained the majority of votes.
 - The Enabling Act of 23 March 1933 granted Hitler dictatorial powers and allowed his government to change laws and the Constitution as desired.
- Identify** three of the main features of Nazi ideology.
 - Survival of the strong
 - Rights of the Germans as the master race
 - Need for territorial expansion
 - Value of multiculturalism
- Describe** the tactics used by the Nazis to gain power.
- What methods were used by the Nazis to eliminate their opponents in 1933–34?
Hitler persuaded President _____ to issue a decree for the protection of the people and state, which allowed for _____ without a trial and abolition of _____ of the press, speech and assembly.
- Why was the *Dolchstoßlegende* myth so damaging to democratic government in Germany?

Apply your understanding

Using historical sources

- Explain** why the situation in **SOURCE 1** could have driven many middle-class Germans into supporting extreme right-wing parties.
- Use **SOURCE 2** to work out which parties gained votes and which lost votes between 1928 and 1932. **Identify** the reasons for these changes.
- Investigate SOURCE 4** and explain how the Nazis used slogans, film and public rallies as part of their tactics to take over Germany.

Historical perspectives and interpretations

- Create** a timeline of events between 1919 and 1935 that contributed to Germany becoming a Nazi dictatorship and beginning its persecution of Jews and anti-Nazi Germans.
- Consider** the historical significance of Adolf Hitler for the Nazis' success in gaining power in Germany and transforming that country. **Consider** also whether you think the Nazi victory could have been achieved without Hitler, and whether or not it depended on him as an individual.
Write a response to the following question: How did Hitler establish himself and his party as the absolute rulers of Germany during the 1930s?

LESSON

2.4 Where did Japanese aggression begin?

LEARNING INTENTION

By the end of this lesson you should be able to describe how extreme nationalists and militarists in Japan shared many values of European fascists, and explain how nationalists and militarists gained control of Japan during the 1930s and committed aggression in China.

TUNE IN

If you have ever visited Japan, you will have been impressed by the politeness, helpfulness and kindness of the people. Yet Japan's military committed terrible atrocities in China in the 1930s, which Japanese nationalists have continued to deny, and committed many more atrocities during World War II.

Examine **SOURCE 1** and discuss the following.

1. How would you explain such a difference in the behaviour of a nation?
2. Is it ever fair to blame a nation for terrible things done by a previous generation?

SOURCE 1 Location of Japanese aggression in north-east Asia, 1894–1938



Source: Map by Spatial Vision.

2.4.1 Japanese imperialism

Fascist regimes in Germany and Italy would soon threaten world peace. However, peace was already threatened by **militarism** and extreme nationalism in Japan. World War II began in 1939, but for the Chinese people the war began with a Japanese invasion in 1931 and expanded with a further invasion in 1937. This was the beginning of Japan's attempt to create an Asia-Pacific empire.

Since the late nineteenth century, Japan had wanted to follow the European powers' example by creating an empire. In the Sino-Japanese War (1894–95) Japan invaded Korea and took Formosa (modern Taiwan) and the Ryuku Islands from China. In the Russo-Japanese War (1904–05) Japan gained control of much of Manchuria. Then, in 1910, Japan annexed Korea. During World War I, Japan sided with the Allies to gain Germany's territorial rights in China and German colonies in the north Pacific.

militarism excessive influence of military values and pro-war ideas

Aggression in Manchuria

The Great Depression contributed to the rise of Japanese militarism, as economic hardship led to growing support for the military and nationalists who wanted Japan to gain colonies for raw materials and export markets. Japan's military soon had more power than its civilian government. When the Japanese prime minister opposed an aggressive foreign policy in 1930 he was shot by an extreme nationalist.

In the following year an explosion on the Japanese-owned South Manchurian railway line was used as a pretext for an invasion of Manchuria. By early 1932 the Japanese military, acting against instructions from Japan's government, had occupied all of Manchuria, changed its name to Manchukuo and claimed it was not part of China. In the same year, the Japanese bombed Shanghai and occupied parts of northern China. China protested to the League of Nations but, when it censured Japan in 1933, the Japanese withdrew from the League. Because they were more concerned with threats to peace in Europe, the Western powers and the League took no effective action.

DID YOU KNOW?

On 12 December 1937 Japanese aircraft deliberately sank a US gunboat that was escorting oil tankers in China. Japan apologised for this 'accident' and paid compensation. The United States did not retaliate.

2.4.2 Fascist alliances and the second Sino-Japanese War

Japanese ultra-nationalist societies had much in common with European fascists. They encouraged fanatical devotion to military values and to the emperor, who was considered to be divine. These societies were violently nationalist, racist, anti-communist and anti-democratic.

They assassinated their political opponents or frightened them into silence. In 1932 a new Japanese prime minister was assassinated for speaking out against the military. By 1937, Japanese schoolchildren were being indoctrinated in extreme nationalist values and forced to take part in military training.

The Axis and the invasion of China

Japan and Germany became allies through the Anti-Comintern Pact in November 1936. When Italy joined the pact in 1937, these three powers were united in the Rome-Berlin-Tokyo Axis.

In July 1937 Japan launched a full-scale attack against China, quickly taking the cities of Beijing, Guangzhou and Nanjing. The Chinese Communists and Nationalists had been fighting a civil war since 1927, but in 1937 they agreed to an armistice to enable them to form a united front. For the next eight years they fought back against the Japanese from their country's vast interior.

SOURCE 2 A Japanese soldier about to behead a Chinese prisoner during the massacre known as the 'Rape of Nanjing'. This photograph is one of several that were preserved by a Chinese employee of a photo studio.



SOURCE 3 This photo, taken in Nanjing in 1937, shows Japanese soldiers watching as Chinese civilian prisoners are placed in a pit to be buried alive.



The Rape of Nanjing

The most appalling Japanese atrocities took place in the Chinese city of Nanjing (formerly called Nanking). There, between December 1937 and January 1938, the Japanese slaughtered between 200 000 and 300 000 Chinese civilians and prisoners of war. There were mass rapes of Chinese women and other atrocities including burying or burning people alive and using prisoners for bayonet practice.

DISCUSS

Even wars are supposed to have rules. So why did soldiers like those described in section 2.4.2 and **SOURCE 4** commit atrocities? Are soldiers more ethical in today's wars?

2.4 SKILL ACTIVITY: Using historical sources, Historical perspectives and interpretations

Read **SOURCE 4**. Edgar Snow was an American journalist who was present in Nanjing and witnessed much of what he described.

SOURCE 4 From American journalist Edgar Snow's eyewitness description of Japanese atrocities in Nanjing in 1937

Mothers had to watch their babies beheaded then submit to raping . . . Thousands of men were lined up and machine gunned. Sometimes groups were used for bayonet exercises. When the [Japanese] victors grew bored . . . they tied their victims, poured kerosene on their heads and cremated them alive.

1. **Describe** the kinds of atrocities Snow reported.
2. Does being an eyewitness make his evidence more reliable?
3. How do you think right-wing Japanese nationalists could have continued to deny such war crimes?

2.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

5, 7, 8

■ LEVEL 3

4, 9, 10

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Check your understanding

- Determine** whether the following statements are true or false.
 - World War II began in 1932 for China.
 - The League of Nations took effective action against Japan's invasion of Manchuria in 1932.
 - Japan's militarism and extreme nationalism were major factors that led to the outbreak of World War II.
- What values were shared by Japanese extreme nationalists and European fascists?
 - Ultra-nationalist
 - Communist
 - Militaristic
 - Democratic
 - Racist
- In 1930 the Japanese _____ opposed an aggressive foreign policy and so he was shot by a nationalist.
- Explain** why the League of Nations failed to take any effective action against Japanese military aggression in China.
- Outline** the steps Japanese militarists took between 1894 and 1937 to start building an empire.

Apply your understanding

Using historical sources

- Use **SOURCE 1** to locate and **identify** the sites of Japanese aggressive militarism from 1894 to 1938.
- Describe** what is being done in **SOURCE 2** and explain how this evidence survived.
- Explain** what is occurring in **SOURCE 3**.
- Communicate** how **SOURCES 2** and **3** provide supporting evidence for Edgar Snow's evidence in **SOURCE 4**.

Communicating

- The Western powers condemned Japanese aggression but took no effective action against it. Imagine you are a Western newspaper journalist in 1937. **Create** an article supported by sources to convince your readers that action should be taken.

LESSON

2.5 What steps led to war in Europe?

LEARNING INTENTION

By the end of this lesson you should be able to explain the steps that led to the outbreak of World War II in Europe in September 1939, identify a series of aggressive acts by fascist Italy and Nazi Germany and describe the failure of Western democracies to act against such aggression.

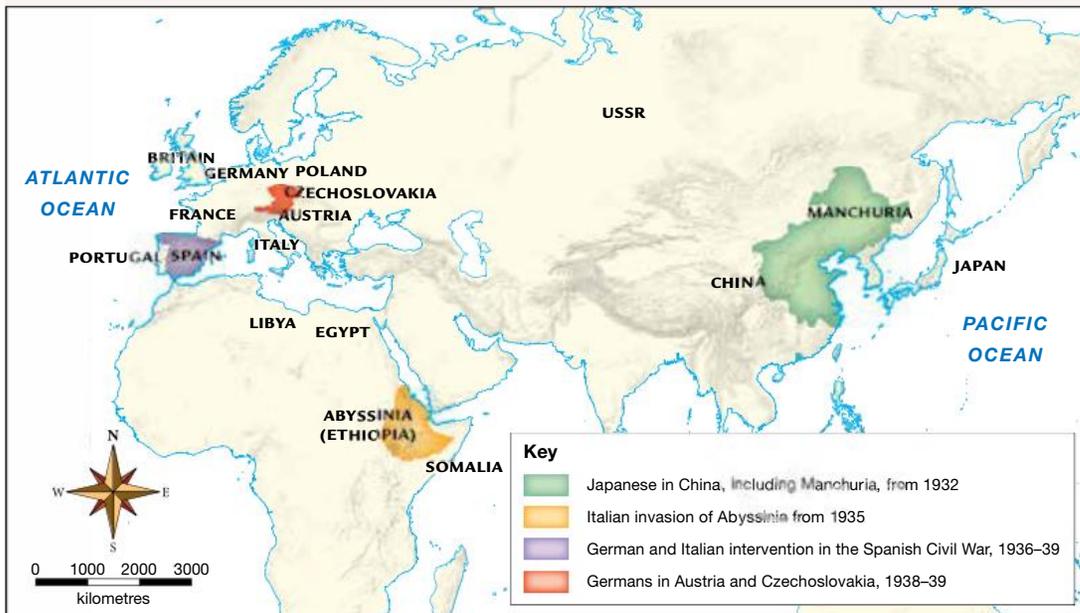
TUNE IN

It must seem strange to learn that when World War II broke out in 1939, Australia had no independent foreign policy. Australia was a dominion of the British Empire. You might think that Australia only lacked an independent foreign policy at that time because it was founded as a British colony. But the dominions had had the right to have their own foreign policies since 1923 and this was recognised in British law in 1931 under the Statute of Westminster. Canada, Ireland and South Africa took up this independence but Australia did not.



int-9074

SOURCE 1 Aggression by fascist powers in the 1930s



Source: Map drawn by Spatial Vision.

Examine **SOURCE 1** and discuss the following.

1. Do you think Australia feared that, if it took up an independent foreign policy, Britain might not feel obliged to defend it and it would not be able to defend itself?
2. Does Australia still cling to powerful allies?

2.5.1 Aggression and appeasement

Germany, Italy and Japan all threatened world peace, and in 1936–37 the danger increased when they became allies. The world's best hope for preserving peace was the League of Nations, but it proved to be ineffective. By 1939, the world was once more on the brink of war.

Hitler wanted alliances with Britain (as a fellow Aryan nation) and Italy (as a fellow fascist nation). The main foreign policy aims of Nazi Germany were to:

- overturn the Treaty of Versailles and reclaim territory lost under the treaty
- take territory from the Slavic ‘racial inferiors’ of the Soviet Union
- destroy world communism
- control sources of raw materials for Germany’s economy and for rearmament
- unite all German people in the **Third Reich**.

Mussolini also wanted to gain territory. In the 1920s Italy had established control over Albania and waged military campaigns to assert control over two of its North African colonies — Somalia and Libya. Until 1936, however, Italy and Germany were potential enemies. Mussolini saw Germany as a danger to Austria’s independence and therefore to the stability of Italy’s northern frontier. In April 1935 Italy joined Britain and France in protesting against German rearmament in defiance of the Treaty of Versailles.

Italy invades Abyssinia

Mussolini ordered Italian military attacks on **Abyssinia** in October 1935. Italy used poison gas and extremely brutal tactics to overcome the poorly armed Abyssinians. Italian forces captured the capital, Addis Ababa, in May 1936, but the Abyssinians continued to wage a guerrilla war.

As a League member, Abyssinia demanded action against Italy. In November 1935 the League voted for economic sanctions (no arms sales to Italy and a ban on importing Italian goods) to force an Italian withdrawal. But in December, Britain and France made a secret agreement to hand part of Abyssinia to Italy. Public outrage forced them to abandon this agreement. However, the League’s sanctions were ineffective because Germany, Japan and the United States did not support them and because oil was not embargoed. With Britain and France supporting League sanctions, Mussolini moved closer to Hitler.

Appeasement

After the terrible human cost of World War I, there was very little support in the Western democracies for risking another war by standing up to fascist aggression. The United States could not be counted on for support because it had adopted an **isolationist** foreign policy to avoid being drawn into Europe’s conflicts. Also, there was much sympathy for fascism among many British conservatives, who saw Hitler as a bulwark against communism. France feared to take a stand without British support so the Western democracies followed a policy of appeasement. This meant giving in to Japan, Germany and Italy, hoping they would be satisfied and war would be avoided.

Steps in appeasement

The Western democracies took no effective action against several German breaches of the terms of the Treaty of Versailles:

- In March 1935 Hitler announced that Germany had an air force and was reintroducing conscription. Britain and France protested but did nothing more.
- In June 1935 the Anglo-German Naval Agreement allowed Germany a navy 35 per cent the size of Britain’s Royal Navy.
- In March 1936 Britain and France failed to act when Hitler marched 20000 troops into the demilitarised Rhineland.

Uniting the fascists

The Spanish Civil War brought Germany and Italy together as allies. Many British conservatives also sympathised with General Franco’s fascists in Spain. Britain and France failed to aid the elected Spanish Republic and even denied it the right to buy arms to defend itself.

Third Reich the Nazi name for their regime in Germany. Reich means empire.

Abyssinia the only independent African state in 1935; now called Ethiopia

isolationist foreign policy based on avoiding involvement in the affairs of other countries

From 1934 the Soviet Union had adopted a policy of building **United Fronts** with the Western democracies against fascist aggression. After Germany and Italy sent military aid to Franco, the Soviets sent aid to the Spanish Republic. But by the end of 1938, when it was clear that Britain was willing to accept a pro-fascist victory in Spain, the Soviet Union abandoned Spain and the aim of building an alliance with the democracies. The defeat of the Spanish Republic meant the end of any hope of a united front against fascism, the strengthening of the fascist alliance and encouragement of further aggression.

United Fronts policy of communist parties forming alliances with other parties to combat fascism

2.5.2 The final steps to war

At the Hossbach Conference of November 1937, Hitler told his generals to prepare for a major war in the mid 1940s. Between 1938 and 1939 Germany and Italy committed more acts of aggression. The Treaty of Versailles banned any *Anschluss* (union) of Germany and Austria, but on 12 March 1938 the German army invaded Austria and received a warm welcome. Germany then annexed Austria. In April Britain recognised the enlarged Germany.

Hitler used false claims that Germans were being persecuted in Czechoslovakia to destroy that country in 1938–39. When Czechoslovakia was created in 1919, it included the mainly German population of the Sudetenland. From March 1938 Hitler encouraged Sudeten Germans to cause unrest. In October 1938 at the Munich Conference, after Hitler had prepared for war, British prime minister Neville Chamberlain agreed to Hitler's demand for immediate control of the Sudetenland. In March 1939, in breach of the Munich Agreement, Hitler invaded and broke up what remained of Czechoslovakia.

Britain and France now saw that appeasement had failed and resolved to resist any further Nazi aggression. When Hitler demanded territory from Lithuania and Poland at the end of March 1939, Britain and France gave guarantees to Poland of aid against aggression. In April Italy annexed Albania and in May Germany and Italy signed the Pact of Steel, promising military support if either of them was at war.

SOURCE 2 This composite photograph was made soon after the 1938 Munich Conference. It shows the four leaders who signed the Munich Agreement playing cards. They are from left to right: Hitler; Edouard Daladier, the French president; Neville Chamberlain, the British prime minister; and Mussolini.



Source: AWM P02436.001.

SOURCE 3 A Sudeten woman tearfully salutes Hitler as he rides through territory taken from Czechoslovakia under the Munich Agreement



World War II begins

On 23 August 1939, after failing to make progress towards a military alliance with Britain and France, the Soviet Union did a complete about-face, signing a non-aggression pact with Hitler. The pact provided for a secret carve-up of Poland and the Baltic states. The Soviet dictator, Joseph Stalin, thought this pact removed the danger of being isolated in a war against Germany.

Germany could now invade western Poland without risking Soviet opposition. On 1 September 1939 the German invasion of Poland began. Britain responded by declaring war on Germany on 3 September. Hitler was surprised that this invasion provoked Britain and France into declaring war. He had wanted a war of conquest in eastern Europe. Instead he had provoked a war with the western European powers.

SOURCE 4 Soviet dictator Joseph Stalin in 1938



on Resources

 **Video eLesson** Hitler at the Nuremburg rally (eles-2599)



aud-0528

2.5 SKILL ACTIVITY: Communicating

Read **SOURCE 5** and answer the questions that follow.

SOURCE 5 From a speech by Australian prime minister Robert Menzies, in *The Sydney Morning Herald*, 26 August 1939

It may well be that Germany still has some grievances which would be all the better for . . . discussion. But if, instead of entering into discussion, instead of going into friendly conference, instead of recognising that there are, after all, two sides to most questions, the attitude of Germany is to be, 'We will take whatever our military strength will permit us to take, and we will not negotiate with our military inferiors', there is obviously an end to all law and order among the nations, and the absorption of Poland would lead to attacks upon other smaller European countries, upon one ground or another, until a vast dominion of force has been established . . . the British and French Governments have given their pledge to Poland and to several other European countries . . . those pledges will be honoured.

We in Australia are involved, because the destruction or defeat of Great Britain would be the destruction or defeat of the British Empire, and leave us with a precarious tenure on our own independence.

1. How does Menzies describe the situation in Europe?
2. Why does he say, 'We in Australia are involved'?
3. Menzies had supported Britain's policy of appeasement, giving in to fascist demands, until the situation reached this stage. Why do you think he did so?

2.5 Exercise

Learning pathways

■ LEVEL 1
1, 2, 3

■ LEVEL 2
4, 5, 6

■ LEVEL 3
7, 8, 9, 10

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Check your understanding

- Identify** the aims of German and Italian foreign policies.
 - To gain territory
 - To promote democracy
 - To gain access to raw materials
 - To defend fascism
 - To support the League of Nations
- Determine** whether the following statements are true or false.
 - The annexation of Austria was considered an act of aggression because the Treaty of Versailles banned any union of Germany and Austria.
 - The Spanish Civil War brought Germany and Italy together as allies.
 - The League of Nations proved to be effective in preserving peace during the prelude to World War II.
- Complete the following sentence.
Britain and France followed a policy known as _____ because they feared another terrible war.
- Identify** and **explain** the reasons Italy changed from opposing German rearmament to becoming Germany's ally.
- How did Britain and France betray Czechoslovakia at the Munich Conference?

Apply your understanding

Using historical sources

- Investigate SOURCE 1** to locate and list the sites of fascist aggression in the 1930s.
- A composite photograph is an image made up of several photographs. What do you think the creator of **SOURCE 2** was saying about the roles of these four leaders in the 1938 agreement that destroyed Czechoslovakia?
Consider the following questions in your response:
 - Why are the leaders depicted as card players?
 - Which leaders have laid their cards on the table?
 - Which are still holding their cards?
 - What do each of the actions listed above symbolise?
- Propose** two possible reasons for the tears of the woman in **SOURCE 3**.
- Explain** why Stalin (pictured in **SOURCE 4**) had wanted a united front with the Western democracies but finally settled on a pact with Hitler.

Historical perspectives and interpretations

- Create** a timeline of steps towards war in Europe from 1935 to 1939. **Explain** why the appeasement policy could be regarded as a cause of World War II.

LESSON

2.6 How did the war progress up to 1944?

LEARNING INTENTION

By the end of this lesson you should be able to describe how the war developed between 1 September 1939, when Nazi Germany invaded Poland, and 'D-Day' 6 Jun 1944, when British, US and Canadian troops landed on the beaches of Normandy in France.

TUNE IN

Have you seen any movies about the evacuation of 340 000 Allied soldiers from the beaches of Dunkirk in June 1940? There are at least two such movies that are very realistic. It is rare for a retreat to be celebrated but what was achieved at Dunkirk was amazing and if Britain had not been able to rescue large numbers of these troops and get them safely to Britain there would have been very few trained Allied soldiers ready for the following stage of the war.

SOURCE 1 A modern artist's impression of the Dunkirk evacuation



Examine **SOURCE 1** and discuss the following.

1. Are you aware that many of these troops were evacuated by civilians in at least 800 small boats?
2. How risky would this have been for the British and Allied soldiers and for the boat crews who saved them?

2.6.1 The war in Europe and North Africa

World War II began in Europe but soon spread to North Africa and then to Asia and the Pacific. Its battles were fought on land, in the air and at sea, and its combatants included **partisans** as well as regular forces. Unlike World War I, it really was a war of **ideologies**, a war the Allies fought to stop the expansion of fascist rule.

When Germany invaded Poland on 1 September 1939 it used a new tactic — *blitzkrieg*. This method of high-speed attack used tanks supported by fighter planes and dive-bombers. Britain, Australia, New Zealand and France declared war on 3 September. However, British and French troops were too far away to provide any help to the Poles. Despite heroic resistance, western Poland fell to the Nazis and eastern Poland was occupied by the Soviet Union. In April 1940 Germany overran Norway and Denmark to secure iron-ore supplies. In May it again used *blitzkrieg* tactics to invade the Netherlands, Belgium and France. In late May Belgium surrendered. France was defeated by 17 June.

The British Empire stands alone

While Germany occupied most of France, a right-wing, pro-German French government was set up under Marshal Pétain in the south. Vichy France, as this regime was known, was now Germany's ally. The British Empire stood alone, facing German-occupied Europe. With the United States and the USSR remaining neutral, Britain's only allies were the defeated European nations' governments-in-exile.

The Battle of Britain

When the new British prime minister, Winston Churchill, made it clear that his country would not negotiate for peace, Hitler planned Operation Sea Lion, the invasion of Britain, in which devastating air attacks were to be followed by landings of German troops.

For a seaborne invasion to succeed, Germany first had to win control of the air. On 10 July 1940 the **Luftwaffe** struck convoys of ships in the English Channel. It then targeted airfields, military installations, ports and cities, killing 15 000 British civilians. But the **Royal Air Force (RAF)** fighter aircraft fought the Luftwaffe tenaciously during the Battle of Britain. Over 500 airmen lost their lives, but they denied the Nazis control of the air and the invasion was prevented.



aud-0529

SOURCE 2 From speeches by Prime Minister Winston Churchill in 1940

We . . . shall defend our island whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the hills; we shall never surrender . . .

I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilisation . . . Hitler knows that he will have to break us in this island or lose the war. If we stand up to him all Europe may be free . . .

New battlefields after 1940

By the end of 1940 the war had reached a stalemate. Germany had failed to crush Britain, but Britain lacked the capacity to invade Europe. Direct battles could and did take place in North Africa and the Balkans, however. Italy had entered the war as Germany's ally in June 1940, and within a month Italian forces had captured British Somaliland and parts of Egypt. In November 1940 the British struck back with a devastating air attack on the Italian fleet and a land attack that forced an Italian retreat. German forces came to Italy's aid and the British were pushed back into Egypt in February 1941. Germany then attacked Yugoslavia and Greece, conquering those countries in April and May 1941. With their nations overrun, Yugoslav and Greek partisans continued to fight behind German lines.

partisans irregular fighters using guerrilla tactics behind enemy lines

ideologies sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

Luftwaffe the German air force during World War II

Royal Air Force (RAF) Britain's Royal Air Force

Germany invades Russia

In June 1941 Hitler betrayed Stalin by launching Operation Barbarossa to achieve his original aim, the conquest of the Soviet Union. The invasion force included three-quarters of Germany's armed forces, as well as Hungarian, Romanian, Finnish and Italian troops and 'volunteers' from 'neutral' Spain. Partly because Stalin failed to respond quickly, many Soviet planes were destroyed on the ground and the Axis forces were at first able to advance quickly. But *blitzkrieg* tactics were ineffective on Russia's vast plains. As rain turned the roads to mud the German advance slowed. By December it was halted by the harsh Russian winter and by fresh Soviet divisions from Siberia who drove the invaders back from Moscow. The attack on the USSR gave the British Empire a powerful ally.



aud-0530

SOURCE 3 From a letter from Hitler to Mussolini explaining the reasons for the German invasion of Russia

The martial spirit to make war, after all, lives only on hopes. These hopes [of the British] are based solely on two assumptions: Russia and America. We have no chance of eliminating America. But it does lie in our power to exclude Russia. The elimination of Russia means, at the same time, a tremendous relief for Japan in East Asia, and thereby the possibility of a much stronger threat to American activities through Japanese intervention.



int-6694

SOURCE 4 Europe at the beginning of 1942



Source: Map by Spatial Vision

2.6.2 The Pacific War

Japan was Germany's Axis partner, but with a million troops engaged in China it did not widen its role until December 1941. Japan sought an Asian and Pacific empire, or what it described as the 'Greater East Asian Co-prosperity Sphere'. Its first step was the occupation of French Indochina in July 1941 with the cooperation of Vichy French authorities.

On 7 December 1941 waves of Japanese planes from aircraft carriers struck the US naval base at Pearl Harbor in Hawaii, destroying half the US fleet. US president Franklin D. Roosevelt had strongly sympathised with the Allies, but many Americans opposed America's involvement in the war. The attack ensured public support when Roosevelt declared war the very next day. Britain had gained another powerful ally.

On 8 December the Japanese invaded Malaya and attacked other British, Dutch and US colonies in Asia. By April 1942 the Japanese had taken Hong Kong, the Philippines, Malaya, Singapore, the Dutch East Indies and much of Burma. However, in May 1942 in the Battle of the Coral Sea, a US aircraft carrier force engaged Japanese warships and troopships heading for Port Moresby in Papua. Although both sides suffered heavy damage, the Japanese were prevented from taking Port Moresby by sea.

SOURCE 5 US battleships burn after the Japanese attack on Pearl Harbor



SOURCE 6 The extent of the Asia–Pacific region controlled by Japan by July 1942



Source: Map by Spatial Vision. Reproduced with permission from Pearson Australia, (Re) *History Zone 2* by Robert Darlington, Vicki Greer, John Hospodaryk.

2.6.3 Turning points and counter-offensives

Crucial land, air and sea battles in 1942 and 1943 represented turning points in the European and Pacific wars. Counter-offensives against the Axis powers and Japan began to inflict serious defeats on both these enemies.

- In the Battle of Midway in June 1942 Japan lost its aircraft carriers, inflicting damage to its naval strength.
- In October 1942 British Empire forces defeated German forces at El Alamein in Egypt. By November the Germans were retreating in North Africa, and in May 1943 they were forced to surrender.
- From November 1942 Soviet Red Army troops fought back ferociously at Stalingrad. On 2 February 1943 the German 6th Army surrendered. In July 1943, in the Battle of Kursk, the biggest tank battle of World War II, Germany's tank force was almost completely destroyed.

The Allied counter-offensives

- By 1943 the Axis powers were clearly losing the war. Bombing raids by US and British Empire aircraft were destroying German cities and industry.
- After British and US troops invaded Italy in July 1943, Mussolini was killed by Italian anti-fascists and the Allies fought a bloody campaign against German forces in Italy's north.
- On 'D-Day', 6 June 1944, British, US and Canadian troops landed on the beaches of Normandy in France and began driving the Germans out of western Europe.
- By the end of 1943 the Germans were retreating before the Red Army all along the Eastern Front.
- In the Pacific War, Australian troops defeated the Japanese in Papua between July 1942 and January 1943, and then fought them in New Guinea. In November 1942 the United States inflicted another big naval defeat on the Japanese, and by March 1944 British and Indian troops were turning the Japanese back in Burma while US forces were destroying Japanese bases in the islands of the Pacific.

DID YOU KNOW?

The Battle of the Coral Sea in May 1942 marked the first time US and Australian forces halted the Japanese advance in the Pacific.

2.6 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

Conduct research into the Battle of Stalingrad or the Battle of Kursk. Prepare a report on whether the battle should be considered a major turning point in the war in 1943.

Questions to **consider** include:

- Look at **SOURCE 7**. Do you think Soviet troops might have had some advantages in winter conditions?
- How relevant was this battle to people living at the time?
- How many people were affected?
- How long were people's lives affected?
- How important and long-lasting were the consequences?

SOURCE 7 Soviet troops advancing on German positions during winter fighting on the Eastern front



2.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 5, 6, 7

■ LEVEL 3

8, 9

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- Access sample responses
- Track results and progress



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Check your understanding

- Determine** whether the following statements are true or false.
 - Japanese aggression enabled US President Roosevelt to overcome American opposition to involvement in the war
 - The Battle of Britain was a decisive victory for Germany, allowing them to proceed with the invasion of Britain.
 - The Battle of Midway in June 1942 resulted in significant losses for Japan and weakened their naval strength.
- Describe** the situation facing the British Empire after 17 June 1940.
By the end of 1940, the war had reached a _____. Although _____ attacks had weakened Britain, they had not been able to achieve Hitler's ultimate goal. The British lacked the resources and capacity to launch any substantial _____. Outside of Europe, both British and _____ powers launched a series of attacks on respective colonial outposts in Northern _____. Yet again, a definitive result in these conflicts was unable to be found.
- Identify** how the war expanded to North Africa, the Balkans and the Soviet Union (USSR) in 1940–41.
 - Germany launched Operation Barbarossa.
 - Britain launched a counter-offensive in Europe.
 - Germany seized territory in East Europe and the Balkan region.
 - Britain captured territory in Somaliland.
 - Germany was in an alliance with Italy, and Italy was on the offensive in North Africa.
- Identify** the events that can be regarded as significant turning points in the war in Asia and the Pacific between 1942 and 1944.

Apply your understanding

Using historical sources

- Read **SOURCE 2**.
 - According to Churchill, what was at stake in the Battle of Britain?
 - Clarify** how such speeches would have helped to strengthen the will of the British people to fight.
- Read **SOURCE 3** and **identify** two reasons Hitler gave for attacking the USSR. State them in your own words.
- Study **SOURCE 4** and **recall**:
 - Nazi Germany's allies in Europe by 1942
 - countries occupied by Germany by 1942
 - countries occupied by Italy by 1942
 - neutral countries.
- Describe** what is shown in **SOURCE 6**. **Explain** Japan's motives for widening its role in the war from China to the wider Asia-Pacific region from December 1941.
- Look at **SOURCE 5**. **Explain** how such images would have enabled US President Roosevelt to overcome US opposition to involvement in the war.

LESSON

2.7 Where did Australians fight up to 1942?

LEARNING INTENTION

By the end of this lesson you should be able to explain how Australia responded to the outbreak of war and identify where Australians fought against Axis forces up to 1942.

TUNE IN

Around 60 000 Australians lost their lives in World War I. How do you think Australians would have felt about another world war just two decades later? How would the memory of World War I affect recruitment for World War II?



aud-0531

SOURCE 1 Extract from Michael McKernan, *All In! Australia During the Second World War*, Thomas Nelson, Melbourne, 1983. Michael McKernan was a senior lecturer in history and an assistant director of the Australian War Memorial.

Unfortunately for the patriots, recruiting proved to be a great disappointment. Instead of a flood there was a trickle in all centres . . .

Uncertainty over the use of the special force and rates of pay influenced some 'eligibles' not to enlist . . .

Many of the early recruits testified that their army pay was the first wage they had ever received, moving from school to the dole to the army.

Recruiting in 1939 was, therefore, utterly different from the wild, excited scenes enacted outside army depots in 1914 . . .

The failure of recruiting . . . alarmed the government . . .

Read **SOURCE 1** and discuss the following.

1. Form groups of two and imagine that one of you lost their father in World War I. The other has been unemployed since leaving school.
2. Imagine the different feelings you might have. Conduct a dialogue giving your different perspectives on whether or not to enlist.

2.7.1 Enlisting for the war

On 3 September 1939 Prime Minister Robert Menzies announced in a radio broadcast that, because Britain had declared war on Germany, 'Australia is also at war'. While most Australians agreed it was their duty to support Britain, after the experiences of World War I, they no longer imagined that war was a glorious adventure.

Menzies' statement was a continuation of Australia's adherence to a common British Empire foreign policy and it was immediately supported by the Labor Party. Yet, Australia was ill-prepared for another world war. The Royal Australian Navy (RAN) had been equipped to assist the Royal Navy, so it was better prepared than the other services. But the Royal Australian Air Force (RAAF) had only 3500 personnel in 1939 and no modern warplanes, while the army had only a small core of professional soldiers and a militia of part-time reserves, who met once a week for training.

Much larger land forces had to be recruited but the Australian government was at first reluctant to send troops to Europe, as it feared that Japan might suddenly enter the war and threaten Australia. However, many Australians believed that their government had a duty to help Britain as quickly as possible. The result was that Australia formed two separate land forces. The militia, or Citizen Military Forces, was expanded by voluntary and compulsory service for the defence of Australia. A second Australian Imperial Force (2nd AIF) was raised by voluntary enlistment for service overseas.

Recruiting the Second AIF

Recruiting for the 2nd AIF began in October, but there was no great rush to enlist. This was partly because there was little action at this stage of the war, which came to be called the 'phony war'. Hitler had completed the invasion of Poland, but the Allies took no effective steps against him. It was not until the lightning-fast German advances between April and June 1940 that most Australians realised how serious the war situation was.

At least two other factors impeded recruiting. One was that Australia still discriminated against First Nations Australian volunteers through the requirement that recruits must be 'substantially of European origin', although First Nations Australians were soon to be fighting in the overseas campaigns of 1940–41. Another reason was that the Great War had shattered the myth of war as a glorious adventure. People now understood that victory, if it could be won at all, would come at a high cost in lives.

There was, however, a rush to enlist in the RAAF, as many young men realised that this would be an aerial war. But the RAAF was initially prepared to accept only a tiny fraction of the almost 70 000 who had applied to join by March 1940.

2.7.2 The Second AIF goes to war

Four divisions were raised for the Second AIF. As there had been five divisions in the First AIF, these new divisions were called the 6th to the 9th divisions. The 6th, 7th and 9th Divisions were sent to the Middle East. The 8th was sent to Malaya. Early in 1940 the 6th Division was trained in Palestine. In battles in Libya, between January and March 1941, the 6th Division achieved spectacular victories over the Italians. By March, ten Italian divisions had been destroyed, tens of thousands of Italian troops had surrendered and British Empire forces had gained their first victory of the war.

Greece and Crete, March–May 1941

The next campaign, in Greece, saw a tragic defeat. The Australian 6th Division fought alongside Greek, British and New Zealand troops to halt the German invasion. But the Germans used tanks supported by dive-bombers, and the under-equipped Allied defenders were forced to retreat to Crete, where they fought a **rearguard action**. While the main army was evacuated, the Australian 2/7th Battalion held the Germans back. More than 3000 Australians were taken prisoner.

SOURCE 2 Theatres of war involving Australian forces in North Africa, the Middle East and Greece, 1941–42



Source: Map by Spatial Vision. Reproduced with permission from Pearson Australia, (Re) *History Zone 2* by Robert Darlington, Vicki Greer, John Hospodaryk.

rearguard action direct engagement with the enemy by troops protecting a retreating force

DID YOU KNOW?

Approximately 39 800 Australian soldiers, sailors and airmen and 700 civilians were killed in World War II from a population of almost seven million, compared with around 60 000 out of fewer than five million in World War I.

aud-0532

SOURCE 3 From the diary of Major Henry G. Quinn of the Australian 2/7th Battalion, written during the fighting in Crete

30 May 41

FOOD SHORTAGE ACUTE and plane not yet arrived, as arranged ...

High ridge on right fwd flank occupied by enemy — from here he directed fire onto our posns [positions]. Our fire unable to reach them . . .

Heat terrific and nerves straining under the terrific hammering. All troops anxious to be allowed to attack . . .

31 May 41

ORDERS TO HOLD ON for another 24 hrs . . . position hopeless, and the fact that no further ammn [ammunition] is arriving, makes it necessary to safeguard every round.

NO AIR SUPPORT is rendering our position untenable . . . orders to withdraw received . . . a nightmare trip down the cliffs to the beach.

BN [BATTALION] PERSONNEL EMBARK BUT MAJORITY LEFT 12 Bn personnel got aboard a barge, but nothing seen of the rest . . . there were no more barges left.

4 Jun 41

	OFFICERS	ORs [other ranks]
Unit strength, as at 10 Apr 41, when Bn sailed for GREECE	33	726
Lost in Greece	2	150
Bn strength on landing on CRETE	31	576
Lost on CRETE	24	511
Total of the remaining members of the Bn.....	7	65

Tobruk and El Alamein

In June 1941 two brigades of the Australian 7th Division took part in a campaign to defeat Vichy French forces in Syria. The Australians captured several forts and defeated the experienced French Foreign Legion.

Meanwhile, the defeat of the Italians in Libya had forced Hitler to send in German forces in February 1941. The Allies were pushed back to Tobruk, on Libya's coast, where an epic siege began. The Allied troops were ordered to hold Tobruk to delay the German advance on the Suez Canal and the Persian Gulf oilfields. The garrison of 24 000 included 14 000 Australians, mostly of the 9th Division. The siege of Tobruk lasted from April to December 1941. The defenders suffered from disease, flies, fleas, intense heat and insufficient water. They sustained 3000 casualties during daily German air raids and ground attacks led by tanks. The defenders were caught in a trap so the Germans called them the 'Rats of Tobruk'. The Australians adopted that name with pride.

When Japan entered the war in December 1941, all AIF divisions except for the 9th were shipped home to face the new danger. The 9th Division **spearheaded** the British infantry in the first major Allied victory over the Germans. This was the 12-day-long Battle of El Alamein in October 1942.

spearhead to lead an attack

SOURCE 4 Australian defenders using a captured Italian anti-aircraft gun to ward off German planes during the siege of Tobruk



Source: AWM 040609.

DID YOU KNOW?

The English-language German radio program called ‘Germany calling’ that described the Allied troops as ‘poor desert rats in a trap’ was not a propaganda success in this case. Thumbing their nose at the suggestion, the Australian soldiers even cast an unofficial medal for themselves depicting a rat. The metal used to make the medals came from a German bomber the Australians had shot down with captured German guns.

2.7 SKILL ACTIVITY: Historical perspectives and interpretations, Questioning and researching

Your task is to **evaluate** the historical significance of the ‘Rats of Tobruk’ in giving Australia a World War II legend to rival the original Anzac legend. You will need to **conduct** some **research** and the best place for it is the website of the Australian War Memorial.

Prepare a report that includes:

- When and where the siege took place
- Who was involved in the fighting
- Why the siege was significant
- How much it affected the course of the war
- How important the consequences were

2.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3,

■ LEVEL 2

4, 5, 6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- Determine** whether the following statements are true or false.
 - The new AIF divisions were called the 6th, 7th, 8th and 9th.
 - Australia initially hesitated to send troops to Europe due to the fear of Japanese entry into the war.
 - Australia declared war on Germany in September 1939 after Britain's declaration.
- Identify** how attitudes to enlistment were affected by the experience of World War I, the 'phoney war', and discrimination against First Nations Australians.
 - The 'phoney war' made the war appear lacking in urgency.
 - The experience of World War I made people disenchanted with the 'glory' of war.
 - The Australian population no longer believed that there was a duty to help Britain.
 - Discrimination against First Nations Australian volunteers meant potential recruits were not eligible to enlist.
 - People believed that there was no threat to Australia.
- The Australian government sent only three of the four AIF divisions to the Middle East during World War II because the 8th was sent to _____.
- Describe** the state of Australia's readiness for war in 1939.
- Describe** the strength of the RAAF in 1939.

Apply your understanding

Using historical sources

- Read **SOURCE 1**.
 - Explain** why this source can be regarded as reliable.
 - Why was recruiting a 'great disappointment'?
- Using **SOURCE 2** and other information in this lesson, briefly **summarise** the campaigns in which Australians fought around the Mediterranean in 1941–42.
- Investigate SOURCE 3**.
 - Explain** why this diary should be considered a reliable source.
 - Using the diary extracts as your evidence, **explain** why the losses suffered by the 2/7th Battalion were so great.
- Evaluate** why the Australians in **SOURCE 4** were using captured Italian weapons.

Communicating

- Imagine you are a war correspondent reporting on the AIF in the Middle East. Use the sources to **create** a short article about Australians in that theatre of war.

LESSON

2.8 How did Japan change the war for Australia?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Australia responded to Japan's entry into World War II, and explain the significance of the fall of Singapore for Australia's defence during the remainder of the war.

TUNE IN

Imagine this situation today: Nearly all of our trained defence force is deployed on the other side of the world fighting in support of our oldest ally. Suddenly we have reason to believe that we are under almost immediate threat of invasion.



aud-0533

SOURCE 1 Curtin's call for American help against Japan

The Australian government . . . regards the Pacific struggle as one in which the United States and Australia must have the fullest say in the direction of the Democracies' fighting plan . . . Australia looks to America, free of any pangs as to our traditional kinship with the United Kingdom.

We know the problems that the United Kingdom faces. We know the constant threat of invasion . . . But we know too that Australia can go, and Britain can still hold on.

We are therefore determined that Australia shall not go, and we shall exert all our energies towards shaping a plan, with the United States as its keystone, which will give to our country some confidence of being able to hold out until the tide of battle swings against the enemy.

After reading **SOURCE 1**, answer the following:

1. How would we react?
2. How would we expect our government to react?
3. Would we expect it to do what our old ally wanted or would we expect it to do whatever was needed to protect Australia?

2.8.1 A major turning point in the war for Australia

Australia's deepest fear became reality when Japan entered the war in December 1941. Australia's most experienced troops, three of the four AIF divisions, were far away, fighting alongside British forces. Australians had hoped that, if Japan entered the war, the British would defend Australia. But Britain was fighting for its own survival and lacked the resources to protect Australia and the Asia–Pacific region.

On 27 December 1941 Japanese troops were advancing quickly down the Malay peninsula towards Singapore. On that day John Curtin, Australia's recently elected Labor prime minister, declared that Australia would look beyond Britain to shape its own foreign policy.

'Fortress Singapore' falls

To Australia's near north, Malaya and Singapore were defended by more than 130 000 British Empire troops, consisting of Indian and British forces and the Australian 8th Division. It was said that Singapore, with its British naval base, could not be taken, but by the end of January 1942 Malaya had fallen and Singapore was directly threatened. Japanese bombers had sunk two British battleships sent to Singapore within a few days of the attack on Pearl Harbor.

Singapore's defence was poorly organised and, on 15 February 1942, the British commander surrendered his army to a Japanese force that was less than half its size and would soon have run out of ammunition. Singapore's defenders, including 15 000 Australians, became prisoners of war (POWs).

Australia exposed

When Singapore fell, Australians felt even more exposed. Their fears were justified when, on 19 February, Darwin was hit in two Japanese air raids by about 90 bombers with fighter escorts. At least 243 people were killed and there was widespread panic. Many more air raids followed throughout 1942 and 1943. The Japanese had overrun Rabaul, in New Britain, on 23 January, and captured the small Australian forces on Java, Ambon and Timor in February. However, 'Sparrow Force', an independent Australian company, waged guerrilla warfare on Timor with the help of Timorese people until 1943.

Despite Australia's concerns, both Winston Churchill and the US government wanted the Australian 7th Division, returning from the Middle East, to be sent to Burma. Curtin, however, angrily insisted that these men return to Australia. They were later to fight in the New Guinea campaigns.

SOURCE 2 Japanese troops advancing during the invasion of Malaya on 14 January 1942



Source: AWM 127894.

SOURCE 3 British and Australian POWs in Korea on 24 October 1942. These soldiers were transported to Korea after being captured at the fall of Singapore.



Source: AWM 041103.

DID YOU KNOW?

On 1 June 1942 the war came even closer when two Japanese midget submarines were sunk in Sydney Harbour. Although it is now clear that Japan did not have the resources to invade Australia in 1942, the threat was frighteningly real at the time.

2.8.2 The cruel fate of the people of Singapore

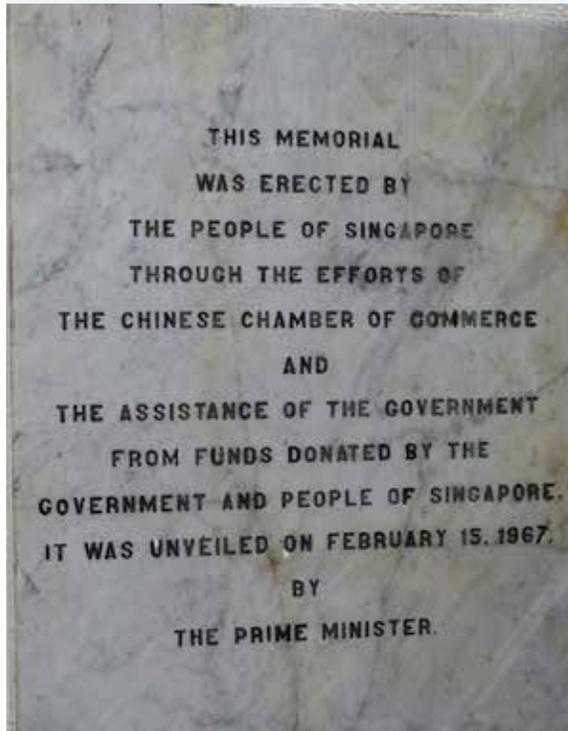
Australian historians have tended to focus their research on the consequences of the fall of Singapore for Australia and particularly for the POWs. However, vast numbers of Singaporeans were also to die as a result of the Japanese occupation that followed the British surrender. As it had done in China from 1937, the Japanese Imperial Army unleashed a reign of terror against the ethnic Chinese in Singapore. The main aim appears to have been to destroy ethnic Chinese resistance before it could begin. Under a system called *Sook Ching*, the *Kempeitai*, the Japanese military police, rounded up ethnic Chinese civilians, took them to isolated spots and slaughtered them. Estimates of the numbers killed this way range between 25 000 and 50 000. In 1962, the unidentified remains of many of the victims were unearthed and in the following year they were buried beneath the site where a memorial was to be erected (see **SOURCES 4** and **5**).

During the remaining years of the occupation, the *Kempeitai* maintained control through a network of informers who reported on any signs of resistance among the ethnic Chinese population. Singaporean schoolchildren were forced to learn Japanese and to sing the Japanese national anthem, and the people lived in constant fear of further Japanese atrocities.

SOURCE 4 The Memorial to the Civilian Victims of the Japanese Occupation, in Singapore



SOURCE 5 The inscription on the Memorial to the Civilian Victims of the Japanese Occupation



2.8 SKILL ACTIVITY: Using historical sources, Communicating

During the two decades following the Paris Peace Conferences of 1919, Australia had shown almost no independence from Britain. John Curtin's 'Australia looks to America' speech of 27 December 1941 is regarded as a turning point in Australian foreign policy. Curtin was strongly criticised by former Prime Minister Robert Menzies, who was intensely pro-British, and by other anti-Labor politicians, who called the speech 'deplorable'.

1. Read **SOURCE 1**. What did Australian Prime Minister John Curtin say about the danger to Australia?
2. What change in foreign policy did Curtin call for?
3. How did that change involve relations with the United States?
4. How did it involve relations with Britain?
5. Why could that change offend politicians who were very pro-British?

Conduct a roleplay of an argument between Labor politicians, led by Curtin, and anti-Labor politicians about whether, in light of the threat from Japan, Australia was right to shift the focus of its foreign policy towards the United States. Try to convey their different perspectives and the reasons for their differences.

Consider the following:

- What mattered to them?
- What did they believe in?
- What were their hopes and fears?

For example:

Labor perspective	Anti-Labor perspective
1. The United States can offer Australia security.	1. The United Kingdom and Australia share a traditional kinship.
2. The Japanese have brought down 'Fortress Singapore'.	2. It is Australia's duty to support Britain.
3. Darwin was hit in two air raids.	3. A British Empire foreign policy is in Australia's interests.

2.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5

■ LEVEL 2

3, 4, 6, 10

■ LEVEL 3

7, 8, 9

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Check your understanding

- What events in December 1941 aroused great fears in Australia?
 - The fall of Singapore
 - Japan's entry into the war
 - AIF Divisions stationed far away from Australia
- Determine** whether the following statements are true or false.
 - The Australian Prime Minister, John Curtin, clashed with Britain over the redeployment of the Australian 7th Division in World War II.
 - Singapore's defence during the Japanese invasion in 1942 was well-organised and successfully held off the enemy forces.
 - Following the fall of Singapore, the Japanese conducted multiple air raids on Australian cities, including Darwin.
- Identify** reasons Australia lacked troops for its defence in December 1941 and reasons for Britain's inability to assist Australia.
- What groups composed the British Empire troops defending Singapore?
- Complete** the following sentence.
The Japanese motive for *Sook Ching* appears to have been to destroy ethnic _____ resistance to Japanese control.

Apply your understanding

Using historical sources

- Analyse SOURCE 1** to complete the following short summary of the meaning of Prime Minister John Curtin's speech.
Curtin believed that the danger to _____ was very real and that Australia had to find ways to ensure her security. While acknowledging the challenges and dangers Britain faced, Curtin believed that _____ would be able to survive ('hold on') but could no longer be counted on to protect Australia. For Australia to survive it must look to a closer alliance with the _____ rather than with its traditional ally. Curtin believed that Britain was better placed to defend itself rather than was Australia, but Australia was determined not to give in.
- SOURCES 2** and **3** depict Japanese troops advancing through Malaya, and British and Australian prisoners of war. **Determine** what effect such images would have had on the morale of both sides.
- Investigate SOURCES 4** and **5**. What does the memorial reveal about Japanese treatment of Chinese civilians in Singapore and about Singaporean feelings about those experiences?

Historical perspectives and interpretations

- Referring to all sources in this lesson, **consider** why the fall of Singapore and the bombings on the Australian mainland should be regarded as a turning point in the war.
- With reference to **SOURCE 1**, **state** two reasons why the alliance with the United States was regarded as such a turning point in Australia's foreign policy.

LESSON

2.9 Why did Australians fight on the Kokoda Track?

LEARNING INTENTION

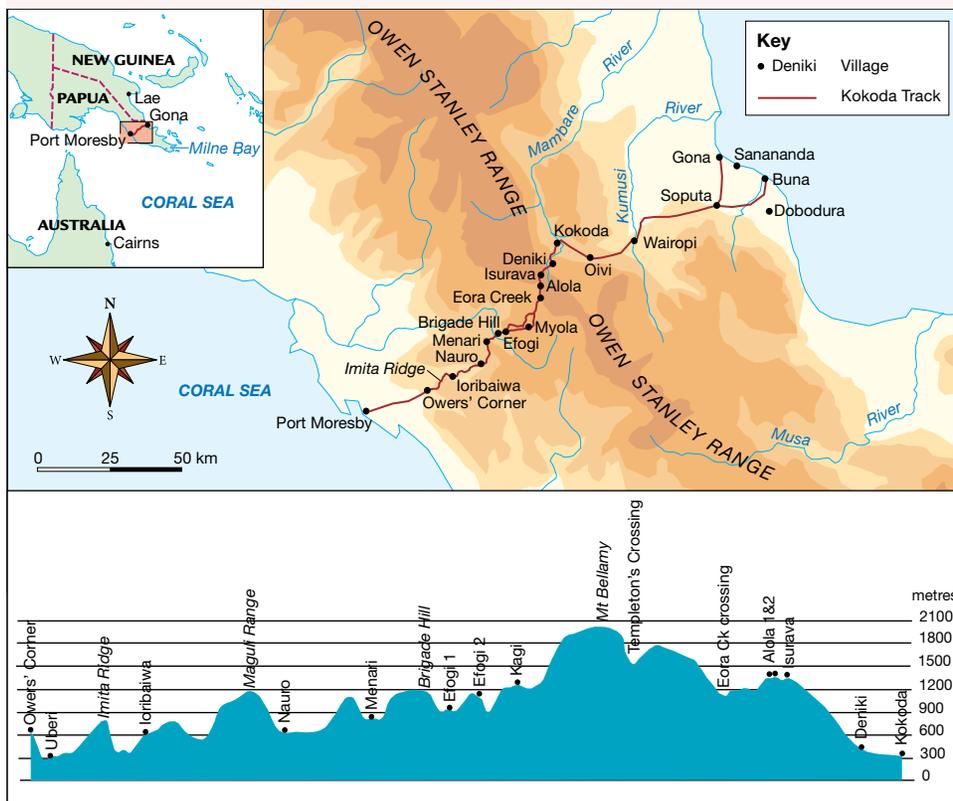
By the end of this lesson you should be able to describe and identify how Australian troops had their first victory against the Japanese Imperial Army when they turned the tide of battle against the Japanese on the Kokoda Track in Papua.

TUNE IN

Have you heard of Kokoda Track hiking treks? In recent years these trips have become increasingly popular for a growing number of Australians. They are advertised as adventures offering an authentic World War II experience of the track in Papua along which Australians first stopped and turned back the Japanese Imperial Army in 1942.

int-6697

SOURCE 1 Map and cross-section of the Kokoda Track



Source: MAPgraphics Pty Ltd, Brisbane.

Examine **SOURCE 1** and answer the following questions.

1. How challenging would it be to walk the Kokoda Track?
2. How do you predict you would cope on such a trek?

2.9.1 The Kokoda Track

In early 1942 Japan's advances in the Pacific seemed unstoppable. Australia lacked the ships and planes to prevent a Japanese landing on the north or west of the Australian mainland. If that happened, a 'scorched earth' policy was to be adopted. In fact, by March the Japanese had insufficient ships and troops to invade Australia. However, their

'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy

fortress at Rabaul was crucial for their Pacific operations and they wanted to occupy Papua and New Guinea to strengthen their hold on it. A Japanese invasion force was sent to take Port Moresby, in Papua. But between July and November 1942 Australian troops repelled them on the Kokoda Track.

With the AIF 6th and 7th Divisions not yet available, the 8th Division in captivity and the 9th Division in the Middle East, the only Australian troops standing in the way of a Japanese invasion of Papua were three **militia** battalions stationed in Port Moresby. The Kokoda Track was a steep and muddy trail that wound from Port Moresby through the dense jungle, across the rivers and over the mountains of the rugged Owen Stanley Range (see **SOURCE 1**). In June 1942 militiamen of the 39th Battalion were ordered to advance with troops of the Papuan Infantry Battalion (PIB) along this track to stop any Japanese advance towards Port Moresby from Papua's north coast.

Japan's attempt to take Port Moresby by sea had already been prevented by the Battle of the Coral Sea in May. So the Japanese planned to capture it by two land attacks. The first was to be across the Kokoda Track, the second was to follow a landing at Milne Bay. For their Kokoda advance, almost 6000 Japanese troops were landed near Gona on Papua's north coast on 19 July.

DID YOU KNOW?

The Kokoda campaign is sometimes called the 'Battle for Australia'. Had the Japanese captured Port Moresby, they would have been able to dominate the Coral Sea and bomb Queensland, almost at will.

2.9.2 The Kokoda battles

The men of the 39th Battalion were mostly 18- and 19-year-old Victorian conscripts. They were barely trained, under-equipped, poorly supplied and at times outnumbered. They reached Kokoda village on 15 July and on 23 July they first clashed with the Japanese at Awala. The Australians and Papuans were forced back to Kokoda village and then further back to Deniki. After more than two weeks of attacks and counterattacks, the defenders were carrying out a fighting retreat. On 14 August they fell back to Isurava.

It was not until late August that reinforcements from the 53rd Battalion of militia and the 7th Division AIF began to reach them. But even with these reinforcements, the Australians were forced back to Imita Ridge, just 50 kilometres from Port Moresby, on 17 September. They were ordered to hold that position at any cost. On 24 September lack of supplies forced the Japanese to withdraw in a fighting retreat. The tide of the battle had turned. On 2 November the Australians regained Kokoda. During the campaign, 607 Australian troops lost their lives and 1015 were wounded. There is no accurate record of the numbers of Papuans who gave their lives in this crucial campaign.

militia a body of men called up for military service only in emergencies



aud-0534

SOURCE 2 An account of Japanese tactics in the Kokoda campaign

[Japanese] tactics appeared to follow a definite pattern. A mobile spearhead advanced rapidly . . . While the spearhead deployed and engaged the opposition, support troops would site a machine-gun . . . Feint or deliberate attacks disclosed the width and strength of the defensive positions by drawing the enemy's fire . . . The stronger support elements, coming forward, cut their way round their opponents' flanks, either to force a withdrawal or to annihilate the defenders in a surprise attack from the rear.



aud-0535

SOURCE 3 From the war diary of the 39th Battalion for 29 July 1942

ENEMY were reported to be advancing on our posns [positions] from the NORTH. Lt. Col. OWEN . . . was hit just above the right eye by a sniper . . . By this time (0320 hrs) the ENEMY were firing from our rear and closing in on the flanks . . . Our line then broke completely and orders were given for a hasty withdrawal . . . Our tps [troops] retired to DENEKI where they again took up defensive posns. They were very tired and morale was low.

SOURCE 4 Members of 39th Battalion after fighting at Isurava, September 1942



Source: AWM 013288.

on Resources

 **Weblink** The Kokoda Track

2.9 SKILL ACTIVITY: Using historical sources

In any area of history, accepted truths are challenged as new evidence is located and interpreted. For a very long time, it was an accepted fact that, throughout the battles on the Kokoda Track, the troops of the Australian militia and the Papuan Infantry Battalion were always greatly outnumbered. But this interpretation has been challenged by recent research.

Compare the following secondary sources:

SOURCE 5 From Australian Government, *Remembering and Reconciling on Kokoda – Remembrance Day 2017*

It is 75 years since Australian soldiers, outnumbered and in great peril, slowed the Japanese advance along the now famous 96-kilometre Kokoda Trail in Papua New Guinea.



aud-0536

SOURCE 6 From Peter Williams, *The Kokoda Campaign 1942: Myth and Reality*, Cambridge University Press, 2012

The core of the Kokoda myth is that during the Japanese advance towards Port Moresby the Australians were greatly outnumbered. Those in the front line were convinced of this, and their word has been accepted. Japanese veterans often say the same thing — that the Australians significantly outnumbered them. It may be that in jungle fighting, where the enemy is rarely seen, there is a tendency to imagine that he is in great strength. In truth, during the Japanese advance, the Australians were rarely outnumbered by their enemy. . . . In fact [during most of the campaign] the numbers were equal with about 2300 being engaged on either side. With the exception of the first Eora–Templeton’s Crossing fighting, where the Japanese did have almost twice as many troops as the Australians, the Australians fought the Japanese at one-to-one. . . .

1. **Identify** on what crucial details these secondary sources disagree.
2. The writer of **SOURCE 6** used Japanese records as well as Australian records in his research. **Evaluate** how this has assisted his estimates of numbers on each side.

2.9 Exercise

learnon

2.9 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 8

■ LEVEL 2

4, 5, 6, 9

■ LEVEL 3

7, 10

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Check your understanding

1. The Japanese sent an invasion force to capture _____ because three Australian battalions were stationed there.
2. **Identify** reasons why the Australian government would have considered it vital to hold Port Moresby.
 - A. Port Moresby was located within striking distance of Japan.
 - B. Port Moresby was located close to the Torres Strait Islands and the Australian mainland.
 - C. Port Moresby was located near Pearl Harbor.
 - D. Port Moresby was strategically located for Japan’s continued invasion across the Pacific.
3. **Determine** whether the following statements are true or false.
 - a. During the Kokoda campaign, 607 Australians were killed and 1015 were wounded.
 - b. The Japanese forces successfully captured Port Moresby during their second land attack at Milne Bay.
 - c. The Battle of the Coral Sea prevented the Japanese from taking Port Moresby by sea.
4. **Describe** the assistance the 39th Battalion received from August 1942.
5. **Identify** the disadvantages the Australian troops had in the first Kokoda battles.

Apply your understanding

Using historical sources

6. Using the scale and other information from **SOURCE 1**, **describe** the kinds of difficulties soldiers would have experienced along the Kokoda Track.
7. Draw a diagram to **illustrate** the tactics described in **SOURCE 2**.
8. **Explain** how **SOURCE 3** provides supporting evidence for **SOURCE 2**.
9. **Summarise** the conditions shown in **SOURCE 4** and **explain** how such conditions would have added to the hardships of the Kokoda campaign.

Historical perspectives and interpretations

10. Before Kokoda, the militia was popularly regarded as inferior to the AIF. **Communicate** how its achievements on the Kokoda Track would have changed that view.

LESSON

2.10 Where else did Australians serve in the war?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Australian troops were deployed, identify what they achieved following the Kokoda campaign and explain the roles played by the Royal Australian Air Force (RAAF) and the Royal Australian Navy (RAN) during the war.

TUNE IN

In World War II, the casualty rate in the RAAF was much higher than in the army or navy. More than 10500 Australian airmen lost their lives and three-quarters of these were killed fighting Germany and Italy.

Discuss why you think the casualty rate was so high for airmen in World War II.



aud-0538

SOURCE 1 From the author's interview with former RAAF wireless gunner Max Hadley in 2005

RD: How old were you when you joined the RAAF?

MH: I was just 17 years old.

RD: Where did you serve and what was your job on the planes?

MH: I was the wireless gunner on an Avro Lancaster Heavy Bomber flying bombing raids over Germany. That meant I was in the turret on top towards the back of the plane.

RD: Didn't that mean that you were exposed to attacks by German fighter planes? Weren't you frightened of being killed?

MH: When you are 17, you think you are invincible.

2.10.1 Papua and New Guinea and the 'unnecessary campaigns'

During the remainder of the war Australian soldiers fought the Japanese in several parts of the south-west Pacific. The Royal Australian Navy (RAN) and RAAF played a wider role, being involved in both theatres of the war.

While the Kokoda campaign was being fought, 9000 Australian and US troops stopped the Japanese force that landed at Milne Bay on the night of 25/26 August 1942. RAAF Kittyhawk fighter planes destroyed many Japanese landing barges, and by 6 September the outnumbered survivors were defeated.

During December and January, Australian and US troops defeated the Japanese in their well-prepared positions at Gona, Buna and Sanananda. The fighting and tropical diseases took a heavy toll on both armies. The Papuan campaign ended on 22 January 1943 with the surrender of those Japanese who had not fought to the death.

Australia's next and biggest campaigns were in the soaking jungles of New Guinea. In March 1943, in the Battle of the Bismarck Sea, the Japanese lost eight troop transports and four destroyers, so only 850 Japanese reinforcements were able to land at Lae. From then on they received few supplies. By September 1943 the Australians had captured Lae and Salamaua, and by April 1944 they had defeated most of the Japanese in New Guinea.

SOURCE 2 This painting shows Australian infantry, supported by tanks, breaking through Japanese **bunkers** and **foxholes** at Buna.



Source: Mainwaring, Geoffrey, *Australian Action at Buna* (1932). Oil on canvas, 274 × 137 cm, Australian War Memorial ART27547.

‘Unnecessary campaigns’

After 1944 Australia expected that its troops would join with US forces in recapturing the Philippines. Instead they were used in wasteful campaigns against isolated Japanese garrisons in New Guinea, New Britain, Bougainville and Borneo. The 6th Division fought to clear the remaining Japanese from New Guinea. On New Britain, where the Japanese had 90 000 troops around their base at Rabaul, militia divisions recaptured three-quarters of the island. On Bougainville the militia fought a Japanese garrison of 40 000 troops. Three campaigns in Borneo were fought by the AIF 7th and 9th Divisions. These six campaigns cost more than 1000 Australian lives but had no influence on the outcome of the war.

2.10.2 The RAAF and RAN

The RAAF

During the war the RAAF grew from 3500 personnel to a peak of 184 000, including 18 000 women. In the war’s early stages, the RAAF trained Australians to serve in Britain’s RAF. About 100 Australian airmen fought with the RAF in the Battle of Britain. Australian airmen fought in the Middle East, India, Burma and Italy and in the strategic bombing offensive over German-occupied Europe. Throughout 1943 and 1944, RAAF squadrons raided Japanese positions and helped to destroy Japanese air and sea power at Rabaul. They also helped to protect the US Army during its drive into the Philippines.

The RAN

When Japan entered the war the Royal Australian Navy was fighting in the Mediterranean. Its ships were ordered back home to face the threat, and several were sunk fighting the Japanese. By 1942 the RAN had 68 ships and nearly 20 000 men. It supported US landings in the Solomon Islands and helped the Royal Navy against the Germans and Italians, and against the Japanese in Burma and Japan’s home islands in the final months of the war.

bunker a fortified underground shelter, usually with openings from which to fire at enemies

foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy

tlvd-10695

SOURCE 3 An RAAF recruiting poster, from 1940



Source: RAAF (publisher), *Coming? Then hurry!* (1940).
Photolithograph, 100.5 × 73.2 cm, Australian War Memorial
ARTV04297.

SOURCE 4 HMAS Sydney is shown steaming past the crippled Italian cruiser *Bartolomeo Colleoni*, which sank in the Mediterranean on 19 July 1940. The *Sydney* sank with no survivors during an encounter with the German raider *Kormoran* off Western Australia on 19 November 1941.



Source: Norton, Frank, *HMAS Sydney in action against Italian cruisers* (1941). Oil on artist's board, 30.5 × 37.4 cm Australian War Memorial ART30095.

2.10 SKILL ACTIVITY: Questioning and researching

Use the internet to locate three photographs depicting experiences of members of the Australian Army, RAN and RAAF during 1944–45. The Australian War Memorial has many excellent images that can be viewed online.

Create at least three questions you could use to **analyse** each of your chosen photographs.

2.10 Exercise

learn**on**

2.10 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 7

■ LEVEL 2

4, 5, 6, 8

■ LEVEL 3

9, 10

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Check your understanding

1. **Identify** the places where Australians fought the Japanese Imperial Army after late August 1942.
 - A. Gona, Buna and Sanananda
 - B. Goa, Buna and Somalia
 - C. Bismarck Sea, Lae and Salamaua
 - D. Bismarck Strait, Lae and Samoa
 - E. New Britain, Bougainville and Borneo
2. **Determine** whether the following statements are true or false.
 - a. After initially serving in the Mediterranean the RAN was ordered back to face the Japanese threat and to help avert an invasion of Australia. It was engaged in the Solomon Islands, Burma and the Japanese home islands. It was used in support roles to the US and British fleets.
 - b. The Battle of the Bismarck Sea in March 1943 resulted in the loss of several Japanese troop transports and destroyers.
 - c. Australian troops joined US forces in recapturing the Philippines in 1944.
3. Complete the sentence **explaining** why the campaigns against isolated Japanese garrisons in the closing stage of the war are called the 'unnecessary campaigns'.

The unnecessary campaigns were waged against isolated garrisons of Japanese soldiers when the real difference to Japanese fighting capabilities would have come with the Allied recapture of the _____.
4. **Describe** the outcomes of those battles and the reasons for those outcomes.
5. **Recount** some of the achievements of the RAAF in World War II.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 2**.
 - a. **Describe** the details in this painting.
 - b. **Explain** what it reveals about tactics on both sides.
 - c. Why would it be impossible for a war photographer to have recorded this event in such detail?
 - d. **List** the types of primary sources that the artist could have used to ensure the accuracy of the painting.
7. Do you think **SOURCE 3** would have been effective as an RAAF recruiting poster? In your answer, **consider** whether it conveys a sense of glamour and excitement.
8. **Examine SOURCE 4** and **describe** the particular kinds of dangers faced by sailors.

Historical perspectives and interpretations

9. Using the information and sources in this lesson, **determine** the ways in which Australia's armed services changed due to the demands of World War II.
10. **Evaluate** the contribution of Australia's three armed services to the war effort in both theatres of the war.

LESSON

2.11 What were the experiences of Australian POWs?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Australian troops were treated as prisoners of the Germans and of the Japanese, explain why they were treated differently by Japan and Germany and how many Australians died and describe how others survived terrible ordeals over almost four years in Japanese POW camps.

TUNE IN

Did you know that during World War II thousands of civilians, including many children, became prisoners of the Japanese Imperial Army? They were kept in prisoner of war (POW) camps where food was scarce and medicines almost non-existent. By the war's end, many had died.

Discuss what challenges might have been common for a prisoner to face in a POW camp.



aud-0539

SOURCE 1 From John Robertson, *Australia Goes to War 1939–1945*, Doubleday Australia, Lane Cove, 1984, p. 206

Hundreds of Australians, including some women, were massacred by the Japanese upon capture. Thousands more endured forced labour, brutality and near starvation. They had grossly inadequate medical facilities to treat their diseases. They were virtually denied mailing rights and the Japanese also refused to distribute supplies from Allied Red Cross societies . . .

Germany and Italy informed the Allies of the names of their prisoners of war, who were allowed some meagre correspondence with their relatives. Photographs were published in Australia of groups of Australians in German prison camps . . .

Prisoners of the Japanese just disappeared . . . For long periods, families in Australia had no knowledge of [their] fate or whereabouts.

2.11.1 Contrasting motives for treatment of POWs

Among the most appalling atrocities of the war was the brutal treatment inflicted upon many prisoners. Over 30 000 Australians became POWs. Of the 8591 Australians captured by the Germans, 97 per cent survived the war, despite inadequate food and illness. A total of 21 467 Australians, over two-thirds of all Australian POWs, were taken prisoner by the Japanese, mostly in Singapore and the Dutch East Indies at the beginning of 1942. Almost 8000 of those prisoners died in captivity due to disease, malnutrition and mistreatment. Historians view the fact that the remaining Australian POWs survived as an achievement that owed much to their tradition of mateship and sharing what little they had.

Why were Australian POWs generally treated so much worse by Japanese captors compared with German captors? Much can be explained by differing ideas about race, about conquered peoples and about soldiers who surrendered. Small numbers of Australian POWs were placed in Nazi slave labour camps and those prisoners suffered terrible conditions. However, because of Nazi racial ideas, the vast majority of Australian POWs, like British, American and Western European POWs, rarely suffered the kinds of brutalities, including genocide, that the Germans inflicted on Jews and Slavs (see lesson 2.16).

The main victims of Japanese racism were the Chinese, who were slaughtered in their millions. But the Imperial Japanese Army had little respect for the rights of conquered peoples generally. Some South-East Asian nationalists at first looked upon the Japanese as liberators from colonial rule, but they soon found that the Japanese treated them with brutality as conquered subjects. Soldiers of the Japanese army were told to fight to the death and had contempt for soldiers who surrendered. Most POWs suffered years of starvation, disease, brutal treatment and forced labour.

2.11.2 Experiences of Australian prisoners of the Japanese

Nearly all Australian prisoners of the Japanese spent the remainder of the war as slave labourers in camps in Singapore, Malaya, Borneo, Timor, Burma, the Dutch East Indies, Thailand, the Philippines, China, Korea and Japan. All suffered but not all in the same ways.

During the war, the Japanese executed some 600 Australian POWs. About another 1500 died when the US Navy sank ships transporting them to Japan. Many thousands of POWs were used along with many more conscripted Asians to build the Burma–Thailand railway. Here, men who looked like living skeletons were forced to work in the jungles for 12 hours a day and sometimes longer. Many suffered severely from tropical diseases, such as dysentery, malaria and cholera, as well as tropical ulcers and malnutrition. Often, terribly sick men went out to do hard labour in the place of others who were even sicker. For POWs who tried to escape, there was the Japanese prison at Outram Road in Singapore that was run by the dreaded *Kempeitai*. POWs held there were not even allowed to move about or talk in their tiny cells and were sometimes brutally beaten.

The Sandakan death marches

The worst single atrocity against Australian POWs took place in North Borneo. In 1942 and 1943, the Japanese shipped almost 3000 POWs, of whom almost two-thirds were Australians, to North Borneo to construct an airfield at Sandakan. There they were beaten, starved and overworked. Ten men died under torture when they were caught stealing food. On 2 March 1944, Captain Lionel Matthews and eight other men, including six Chinese, were executed following the discovery of two secret radios.

During the Allied offensive in January 1945, a group of 470 of the Sandakan POWs were marched 260 kilometres west to Ranau but only 350 survived the ordeal. At the end of May, a second death march was ordered for the remainder of the surviving POWs at Sandakan. These POWs had almost no food and those who collapsed with exhaustion were shot. On 26 June, the survivors arrived at their destination. From the 500 who began the second march, only 142 Australian and 61 British POWs reached Ranau. There they met five Australians and one British POW, the only men remaining alive from the 350 survivors of the first death march. At the end of July, only 30 POWs survived at Ranau. Those who remained were shot on 1 August.

Only six of the original Sandakan POWs survived. Two had escaped into the jungle during the second march and been cared for by villagers. Five others had escaped from Ranau and had hidden in the jungle, but one died before they were rescued by Australian guerrilla units. The survivors included Warrant Officer William Sticpewich, who was warned by a sympathetic Japanese guard to get away or be shot.



aud-0540

SOURCE 2 From the memoirs of former POW and Labor Member of Parliament, Tom Uren, in *Straight Left*, Random House, Sydney, 1994, p. 40

Japanese military discipline was sadistic . . . This was also carried out on their own troops, but when it was administered to prisoners it was particularly vicious and brutal . . . Whilst I was in Fukuoka camp I met a young Aboriginal who had no legs. He had been punished [by the Japanese] by being made to kneel on a piece of bamboo for several days. The bamboo cut into his knees and gangrene set in. In the end they had to amputate both his legs.

SOURCE 3 A modern artist's impression of life in a Japanese POW camp in South-East Asia

D Camps were rife with diseases caused by malnutrition, mosquitoes, poor sanitation and overwork. Many soldiers arrived at the camp suffering combat injuries. Those POWs with medical training cared for the sick and injured as best they could. There were few medical supplies.

E At least 12 Aboriginal and Torres Strait Islander servicemen were among the Australian POWs captured by the Japanese.

C The Japanese denied nurses rights, such as Red Cross packages and the supplies needed to write home. Some women were treated very brutally.

B Food was scarce. Each prisoner was allowed some water and a small portion of corn, soy meal or rice each day. There was no meat, fruit or vegetables. Towards the end of the war, rations were halved.



A Japanese officers believed in the bushido code of the Japanese warrior, which states that prisoners are disgraced persons. Hence, there was seldom any compassion shown for the lot of the prisoners.

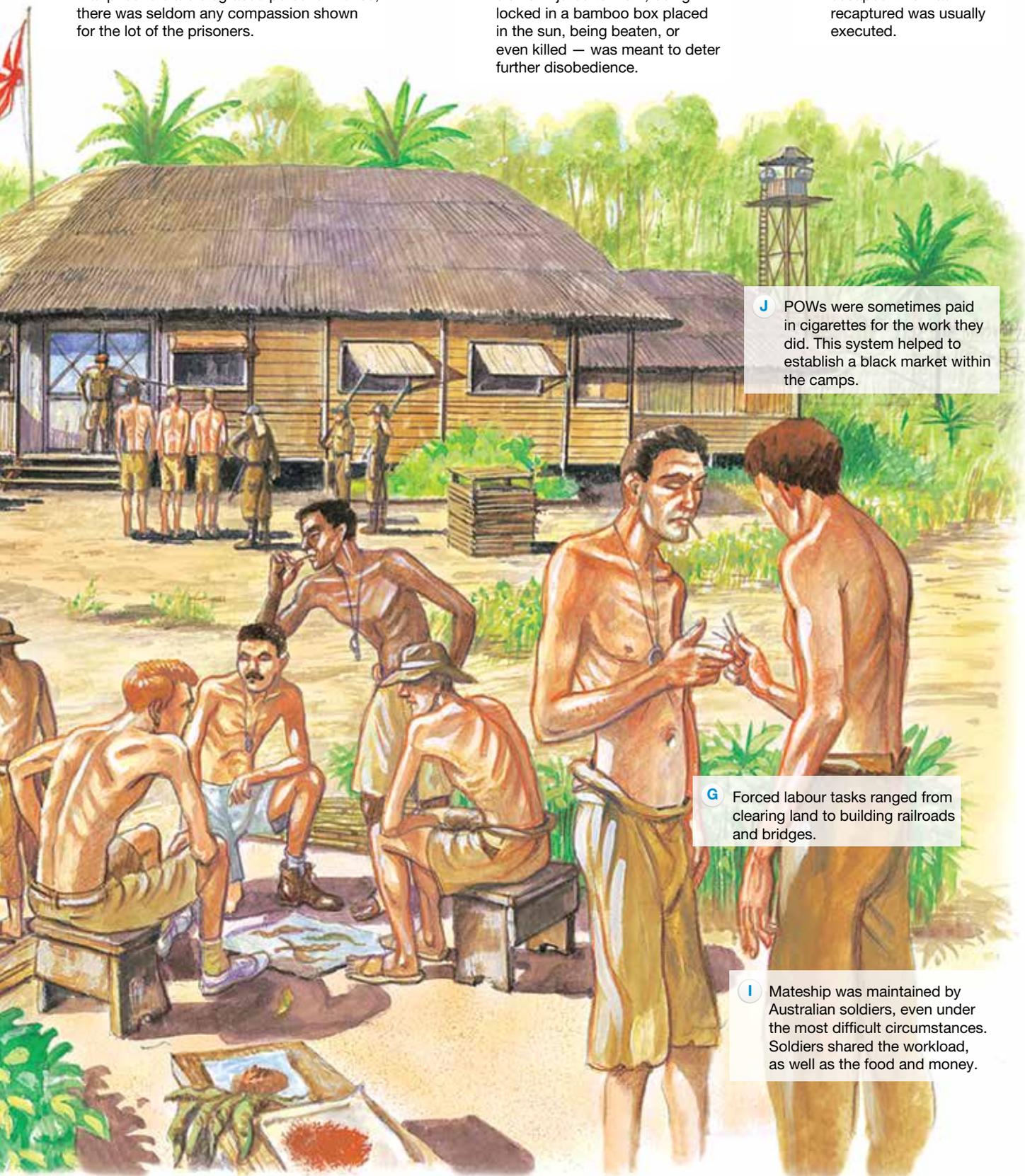
H Punishment — in the form of withdrawing food, forcing the sick or injured to work, being locked in a bamboo box placed in the sun, being beaten, or even killed — was meant to deter further disobedience.

F Escape was difficult, but not impossible. Any escapee who was recaptured was usually executed.

J POWs were sometimes paid in cigarettes for the work they did. This system helped to establish a black market within the camps.

G Forced labour tasks ranged from clearing land to building railroads and bridges.

I Mateship was maintained by Australian soldiers, even under the most difficult circumstances. Soldiers shared the workload, as well as the food and money.



DID YOU KNOW?

Thousands of civilians — men, women and children — also became prisoners of the Japanese. By the war's end, some young children had spent almost their entire lives in prison camps.

2.11 SKILL ACTIVITY: Using historical sources

Read **SOURCE 4** below.

SOURCE 4 From an interview with Sylvia McGregor, a former member of the Australian Army Nursing Service who became a POW when Singapore fell to the Japanese

You cannot explain to anybody what it is to be hungry and there is nothing to eat and no way of getting any . . . some of the Indonesian women showed us what plants you could eat . . . In some camps they would bring you in food and put it outside the barbed wire. Now, if you went out, there were guards there all the time and you were shot . . .

1. How does Sylvia McGregor describe the hardship suffered due to lack of food?
2. **Outline** what difference was made by the courage of Indonesian women.
3. **Propose** three questions you would like to put to Sylvia McGregor about the way she and others were treated and about her feelings towards her captors and the Indonesian women.
4. **Identify** the kinds of sources you could use to verify this account.

aud-0541

2.11 Exercise

learnon

2.11 Exercise

Learning pathways

LEVEL 1

1, 2, 4

LEVEL 2

3, 5, 6, 8

LEVEL 3

7, 9, 10

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Check your understanding

1. Approximately how many Australians became POWs during World War II?
 - A. 15 000
 - B. 20 000
 - C. 25 000
 - D. 30 000
2. Determine whether the following statements are true or false.
 - a. The Sandakan death marches are considered the single worst atrocity committed by the Japanese Imperial Army against Australian POWs.
 - b. Australian POWs received better treatment from their Japanese captors compared to their German captors.
 - c. Only six of the original Sandakan POWs survived, with some escaping into the jungle and others being rescued by Australian guerrilla units.
3. **Explain** how Japanese treatment of prisoners was influenced by racial ideas and beliefs about rights of people who surrendered.

4. **Complete** the description of the conditions for prisoners working on the Burma–Thailand railway and in the Outram Road prison in Singapore.

Prisoners, already gaunt and emaciated, were forced to work in jungles for 12 hours a day and sometimes longer. Many suffered severely from tropical diseases, such as _____, malaria and cholera, as well as tropical _____ and malnutrition. Often, terribly sick men went out to do hard labour in the place of others who were even sicker. Any POWs who tried to escape were sent to the _____ Road Prison in _____. Here, they were housed in tiny cells without being allowed to move or even talk.

5. **Explain** how German treatment of prisoners was influenced by Nazi racial ideas.

Apply your understanding

Using historical sources

6. **Examine SOURCE 1.**

- Communicate** the examples that Robertson gives of contrasting German and Japanese treatment of Australian POWs.
- Explain** what difference it might have made to POWs and their families to have at least some contact by mail.

7. **Investigate SOURCE 2.**

- Describe** how the young Aboriginal prisoner was treated by the Japanese guards.
- Identify** evidence in this source that helps to explain why so many POWs died.
- How reliable would you judge this source to be?

8. **Analyse SOURCE 3.**

- Why were POW camps rife with diseases?
- Why would POWs often be starving?
- Summarise** the types of punishments inflicted on POWs.
- What happened to escapees who were recaptured?

Historical perspectives and interpretations

- Clarify** how the experiences of POWs would have affected attitudes of many Australians to Japan after the war.
- Several Australian historians have attributed the survival of almost two-thirds of Australian POWs under such terrible conditions to their tradition of mateship and sharing. **Justify** why you would agree or disagree with this interpretation and the reasons for your opinion.

LESSON

2.12 What was the war like on the Australian home front?

LEARNING INTENTION

By the end of this lesson you should be able to describe how World War II changed Australian life on the home front including through homeland defence initiatives and increased government powers.

TUNE IN

Read **SOURCE 1** below and answer the questions that follow.

aud-0542

SOURCE 1 Morrie Vane was a signaller in north-west Western Australia. His group of coastwatchers was taught to live off the land with the help of local Aboriginal people. From D. Connell, *The War at Home*, ABC, Crows Nest, NSW, 1988, p. 69.

If the Japanese had been there, we wouldn't have been able to light a fire and cook the food. That meant we had to be able to eat the food raw . . . to eat a bird raw is quite an experience. I think you've got to be very hungry, and you need to be physically tired. When it comes to eating the whole lot — I mean the gizzards and things like that . . . you've got to be out in the bush with ants, snakes and mosquitoes and nothing else in your pack except salt. We used salt a lot . . . when we looked like cracking up, after two or three days on raw animals, the Aborigines produced these tins [of canned meat]. We opened them and ate the meat and that gave us enough energy to ride back.

1. What do you think it would be like to have been a coastwatcher in a remote area?
2. Do you think you could have eaten raw animals?

2.12.1 Homeland defence

Thanks to the efforts of Australia and the United States in the Pacific, the Japanese launched very few attacks against the Australian mainland. However, the war caused changes politically, financially and socially, the effects of which we still feel today.

While Australian forces were fighting in Pacific battles, thoughts of those at home turned to defending Australia itself, including its thousands of kilometres of vulnerable coastline. Protecting vital infrastructure such as public utilities also became a priority for citizen volunteers.

Coastwatchers

When an invasion of Australia by the Japanese seemed likely, it was decided to station small groups of highly trained soldiers, called coastwatchers, at key points along the coast. If the Japanese invaded, their task was to travel alongside the enemy, undetected, and monitor their movements. They would then report back to the army, who would arrive and, it was hoped, repel the invasion.

SOURCE 2 Australian air-raid wardens practise bomb removal in 1940. Other precautionary measures taken included installing air-raid sirens and distributing tin helmets and respirators.



Source: AWM 027451.

Most coastwatchers never saw the Japanese. Their enemy, instead, was loneliness. One of Morrie Vane's fellow 'knackeroos' (as they were known) cracked under the strain of having to remain constantly alert in case of invasion. He kept a rifle under his bed just in case, and started firing it one night, shouting, 'They're here!'

The Volunteer Defence Corps

As the war continued, many citizens, including World War I veterans, became increasingly anxious about the idea of sabotage from within Australia. They wanted to do something to protect public utilities such as water, energy and public transport systems. These citizens met publicly, giving speeches, running drills and taking oaths of allegiance. The government quickly realised that it was not good for public law and order to have citizens taking things into their own hands, and so the Volunteer Defence Corps was established. Its responsibilities were to 'preserve law and order, protect public utilities and prevent subversive activities by **aliens** or disaffected persons'. This charter effectively restricted what the volunteers could do, while still encouraging their contributions. Many became air-raid wardens, teaching others what to do in case Australian cities were bombed.

Before the Japanese threat to Australia, during the period of 'business as usual', many Australians felt the war, although serious, had no direct impact on them. For many this was entirely the case. But the situation changed with the attack on Pearl Harbor and, particularly, with the fall of Singapore. People started digging air-raid trenches and building shelters. They filled sandbags to help brace buildings in an air attack, blackened or bricked up windows to dim lights, and removed any public signs or street names that might help an enemy.

2.12.2 Government powers for the war effort

As the war effort increased after the Pacific War began, supplying both troops abroad and citizens at home placed an ever-increasing burden on the government. At a security level, peacetime laws would not suffice in a time of war. The government of Australia needed increased powers.

Rationing

In order to maintain supplies for the people at home and for the troops, **rationing** was introduced in 1942. Ration tickets were issued to every household, but they were useless without money; just as money was useless without the tickets. Because supply of so many items was restricted, people had to put their name down on a list if they wanted common household goods such as lamps, irons and radios. Petrol was also rationed. People learned to go without, or to use their imaginations. Garments were cut down to make other clothes, women drew lines up the backs of their calves to look like stocking seams, and plants such as the maidenhair fern were used to make tea.

Internment

The slogans 'loose lips sink ships' and 'even the walls have ears' were devised to make ordinary people careful about what they said and what they wrote in letters. However, this campaign also made many Australians suspicious of their neighbours.

For the second time in 25 years, recent immigrants to Australia (and even some Australian citizens of foreign origin) were locked up in **internment** camps. These people, often respected members of the community, were targeted because they were of German, Italian or Japanese descent. People with particular political or religious beliefs were also interned. The Australian Communist Party was banned, and many of its members were locked up. The Jehovah's Witnesses were targeted because their refusal to bear arms was seen as a show of support for the Nazis.

Widening powers

The dangers and hardships of World War II generally helped to unite Australians. The Curtin government convinced the people to accept a war effort that affected the lives of almost everyone. During World War I the burdens had been borne mainly by the workers, so Curtin wanted to ensure that this time there would be equality of

alien a person born in another country who is not yet a citizen of the country in which they live
rationing controlling the distribution of something when supplies are low
internment to be put in prison for political or military reasons, either real or perceived

sacrifice. To achieve that aim, the government introduced controls over wages, profits, rents and prices. Besides rationing essentials, interning ‘enemy aliens’ and banning organisations that might hinder the war effort, the Commonwealth Government assumed wide powers to:

- declare any goods to be essential for the war effort
- require factories to manufacture war materials
- compel people to work in jobs necessary for the war effort
- control banks and shipping
- increase taxation on high incomes
- censor newspapers
- ban public meetings and acts that might hinder the war effort
- restrict sporting events and non-essential travel
- extend conscription to include overseas service.

SOURCE 3 Every effort was made to conserve resources, recycling wherever possible. This photograph shows scouts collecting tyres and hoses for recycling.



Source: AWM 027451.

SOURCE 4 Australians at home were encouraged to support the war effort.



DID YOU KNOW?

John Curtin led Australia through its time of greatest danger, but from mid-1944 his health was failing under the strain of work. He died on 5 July 1945, two months before the final Allied victory, and his death was mourned by the nation.

Conscription

Introducing limited conscription for overseas service was one of the government’s most difficult decisions. Curtin himself had been imprisoned for opposing conscription during World War I, but he recognised that defending Australia against Japan meant fighting outside Australian territory (then defined as Australia and Papua). The conscription issue had torn Labor apart during World War I, and Curtin had a hard task convincing many Labor Party members that it was now necessary. The Militia Bill that was passed on 3 February 1943 enabled the government to send conscripts to any area within the **South-West Pacific Zone**.

2.12.3 The effects of the war on children

The war was a tough time for all family members, but it was particularly tough for children. It was confusing for them to deal with the fact that their father (and possibly one or more of their brothers) was, perhaps, many thousands of kilometres away fighting a war, and it would have been hard for them to see family members being constantly unhappy and worried. Some children had to cope with their pets being put down, rather than

South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943

allowing them to starve to death because of the severe rationing. For Christmas 1942, wording such as ‘Christmas’, ‘yuletide’ and ‘festive season’ was forbidden in advertising, to discourage people from purchasing non-essential items such as toys, dolls, sporting goods and musical instruments.

aud-0543

SOURCE 5 John Spencer recalls his schooldays during the war. From D. Connell, *The War at Home*, ABC, Crows Nest, NSW, 1988, p. 35.

Every child had to carry across his or her shoulder a small calico bag, usually made by the mother, in which had to be a set of ear-plugs, a clothes peg, a number of bandages and some dehydrated food, usually in Aspro-sized pellets. These bags were not to be opened except during the regular drills, which we had every day. A particular type of bell ring meant that everyone should evacuate the building. Each class would evacuate in order [to the air-raid trenches] . . . We used to practise this and it was considered deadly serious. What they didn't do, of course, was put in a drainage system, so when we had the normal Sydney rain the trenches were about three feet deep in water. We just had to wait till it drained away before we could have air-raid drill again.

SOURCE 6 Children during these times had to do more than just schoolwork. They had to know how to move into the trenches dug on school grounds (in the event of an air raid). Some even dug trenches at home. Wastage of almost anything was severely frowned on. Children also helped the war effort by collecting small metal items (such as tins and saucepans) as scrap.



Source: AWM 045120.

2.12 SKILL ACTIVITY: Historical perspectives and interpretations

When John Curtin first raised the issue of conscription for overseas service in November 1942, he was bitterly attacked by senior Labor Party members including Arthur Calwell, E. J. Ward and H. E. Boote, who publicly called for conscription to be rejected in a front-page article in the *Australian Worker*. While the Labor Party was divided over the issue, Curtin was supported on conscription by the anti-Labor press and by the Communist Party. However, when the Labor Party held its federal conference in January 1943, Curtin's proposal for a limited form of conscription was supported by 24 votes to 12.

1. Curtin had opposed World War I, regarding it as a war between imperialist powers. He had strongly opposed conscription during World War I and spent five days in jail for his anti-conscription activities. **Analyse** why Curtin would have regarded World War II as a very different kind of war.
2. **Evaluate** why, given the situation in late 1942, Curtin would have come to believe that a limited form of conscription was necessary.
3. **Consider** if it would have been very difficult for Curtin to support conscription when he had strongly opposed it during World War I.

2.12 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7

■ LEVEL 3

8, 9, 10

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- Track results and progress



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Check your understanding

- Determine** whether the following statements are true or false.
 - Coastwatchers were highly trained soldiers who were responsible for tracking and targeting intelligence on enemy movements.
 - Rationing was introduced in Australia during World War II to ensure a fair distribution of essential goods and supplies.
 - The government assumed wide powers during World War II, including controlling banks and shipping, censoring newspapers and banning public meetings.
- Explain** what motivated members of the Volunteer Defence Corps.
 - Prevent subversive activities
 - Preserve law and order
 - Take on the role of local government
 - Protect public utilities
 - Provide civilians with a local defence force
- Complete the following sentence.
Recent immigrants to Australia were often regarded with suspicion during World War II. The government adopted a policy of targeting some migrant groups and placing them into _____ camps.
- Name** three examples of ways in which people learned to go without items that were restricted by rationing.
- Explain** why the Australian government assumed wide powers, including limited conscription for overseas service.

Apply your understanding

Using historical sources

- Look at the details in **SOURCE 2**. **Clarify** what is being done and why this practice would have been undertaken.
- Using **SOURCES 3** and **4** as evidence, **summarise** ways in which civilians helped the war effort while helping themselves to cope with shortages.
- Compare SOURCES 5** and **6**. **Describe** the activities in these sources and **explain** why children might have seen them as adventures as well as hardships.
- Evaluate** the extent to which activities shown in **SOURCES 2, 3, 4, 5** and **6** might have helped in maintaining morale on the home front.

Historical perspectives and interpretations

- The policy of internment 'enemy aliens' was a continuation of the policy during World War I. But, during World War II the 'enemy aliens' who were interned included anti-fascists, several of whom had struggled against fascism in Europe and had come to Australia to escape fascist rule. **Discuss** whether the Australian government could have recognised such changes and distinguished between supporters and opponents of fascism.

LESSON

2.13 How did Australian women contribute to the war effort?

LEARNING INTENTION

By the end of this lesson you should be able to explain how World War II brought about changes in the roles for Australian women, and identify women's contribution to the war effort in industry, the armed services and nursing services.

TUNE IN

Today we live in an age when, in Australia, there are few barriers to women having the same rights and opportunities as men. However, there are still crucial issues that have to be addressed. These include domestic violence, sexual assault and harassment, and equal pay. But it is at least illegal to discriminate against women. You might be surprised to learn that, even when Australia was threatened by invasion during World War II, there were Australians who resisted changes that enabled women to contribute to the war effort.

1. When were women first permitted to join Australia's armed services?
2. When did women achieve most of the rights we now take for granted?

SOURCE 1 Women loading bullets at the government munitions factory in Footscray, Victoria, in 1940



2.13.1 The role of women at home

Most Australian women wanted to do whatever they could to help the war effort. When war was declared in September 1939, few people could have predicted its effects on the roles of women. During World War I traditional roles hardly changed at all in Australia. Some women had entered the paid workforce for the first time during World War I, but the activities of most women were confined to charity work and fund raising. During World War II many women demanded to be much more directly involved.

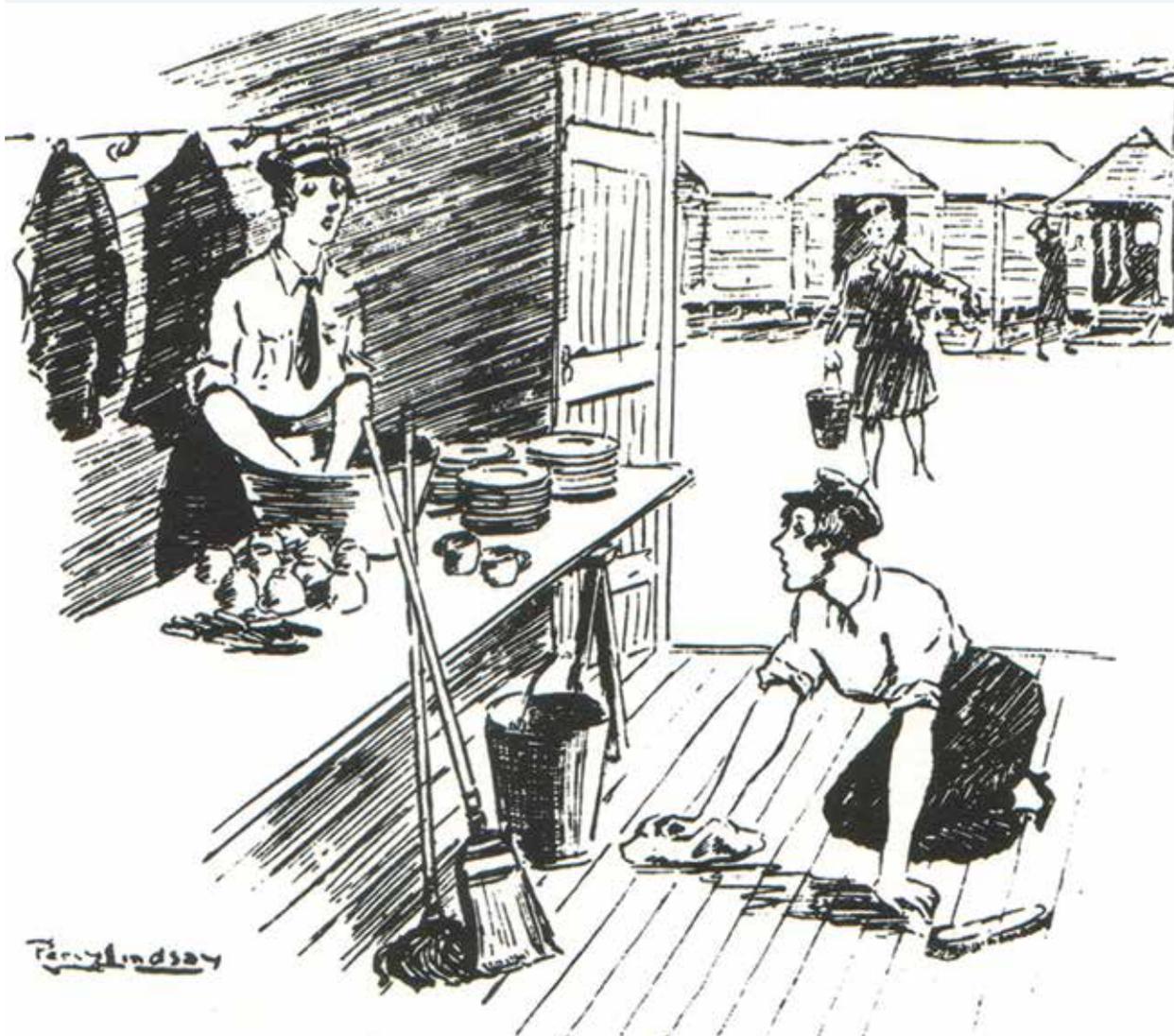
Women eagerly joined voluntary organisations in which they learned new skills that would be valuable if the war reached Australia. Some voluntary war work followed traditional patterns, but new organisations also trained women in air-raid precautions, first aid, military drill and skills such as shooting, signalling, driving and mechanical work.

Women in industry

A significant social change brought by World War II was the huge increase in the paid employment of women. In munitions and other war materials production, the number of men employed rose from 11 000 in 1939 to 459 000 in 1943. During the same period the number of women employed in such work jumped from 1000 to 145 000.

Increasingly women were needed in traditionally male jobs because of increased wartime production and the need to replace men who had enlisted. Women worked in jobs as varied as aircraft maintenance, truck and bus driving, and bread and postal deliveries. Yet, for doing the same work as men, women were paid much less. Despite this, women in cities were soon found in factories and steel mills. In rural areas they took on shearing, dairying, crop planting and harvesting.

SOURCE 2 Despite the crucial role women played during the war, they were sometimes ridiculed by newspaper cartoonists.



Opposition

The federal government began an intensive campaign from 1942 to encourage more women to join the workforce, but this change encountered hostility from some sections of society. At first, several newspapers ridiculed women who took on factory work. Sections of the Catholic Church warned against the consequences of such social change. Some trade unions feared that the employment of women would lead to a reduction in men's wages as women took on jobs that had traditionally been for men only.

SOURCE 3 Australian average weekly wages in shillings (s) and pence (d)

Year	Wages	
	Males	Females
1939	95s 3d	52s 8d
1940	98s 1d	54s 3d
1941	104s 3d	58s 2d
1942	115s 8d	64s 4d
1943	119s 5d	68s 4d
1944	119s 6d	71s 11d
1945	120s 4d	72s 0d

Source: S. J. Butlin and C. B. Schedvin, *War Economy 1941–45*, Australian War Memorial, Canberra, 1977, p. 561.

The Women's Land Army

An important part of the war effort was the creation of the Australian Women's Land Army (AWLA). Early in the war, land armies operated in some Australian states. In 1942 the official Women's Land Army was formed under Australian government control. By December 1943 it had almost 3000 members doing the jobs of country men who had joined the services. Frequently these women were sent to work and live in bush camps in remote areas and many farmers developed a strong respect for their achievements. Yet when the war was over the government neglected to provide Land Army members with any ex-service benefits.

2.13.2 Women's war services

During World War I, nurses were the only women permitted to serve with the Australian armed forces. During World War II, prejudice in Australia against women joining the armed services was still strong. However, it was overcome by pressure from the voluntary organisations, the scale of Australia's involvement in the war and the perceived threat of invasion, which forced both government and service chiefs to follow the example of Britain. Around 78 000 Australian women enlisted in the various services, including the AWLA. Almost 4000 of those women served overseas. Yet women were often admitted grudgingly, denied interesting jobs and rewarded with only half to two-thirds the pay of servicemen doing the same jobs.

The AWAS, WAAAF and WRANS

The largest of the women's services was the Australian Women's Army Service (AWAS). It was not an auxiliary but was fully incorporated into the Army. It trained women to take over in transport, communications, maintenance and other areas. It also trained them for combat, in case Australia was invaded. The AWAS had a total enlistment during the war of 31 000.

SOURCE 4 An artist's depiction of women in the Australian Women's Land Army taking a break from farm work.



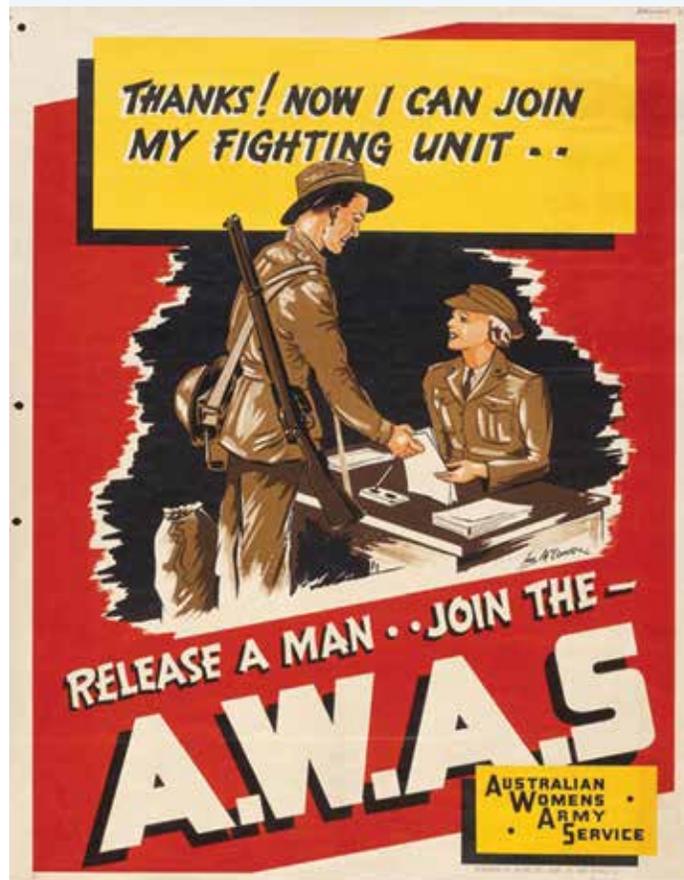
Source: Taylor, Grace, *Smoko time with the AWLA* (1945). Oil on hardboard, 45.7 × 55.8 cm Australian War Memorial ART29758.

Perhaps because it was the newest of the services and therefore less tied to tradition, the RAAF was the first of the Australian services to enlist women. By 1944 there were over 18 000 women in the Women's Auxiliary Australian Air Force (WAAAF).

The Naval Board fought against accepting women and, although as many as 3000 women enlisted in the Women's Royal Australian Naval Service (WRANS), none was allowed to go to sea. WRANS carried out essential work in dozens of areas including education, interpreting, signalling and code work.

One of the most outstanding women to wear the WRANS uniform was an honorary WRAN, Ruby Boye, the only woman among the silent army of coastwatchers scattered behind Japanese lines through the islands of the Pacific. She lived in constant danger of capture, reporting enemy movements with her short-wave radio from the Solomon Islands.

SOURCE 5 *Release a Man. Join the A.W.A.S., a recruiting poster for the Australian Women's Army Service*



Source: AWM ARTV01049.

DID YOU KNOW?

In 1943, Ruby Boye was air-dropped a WRANS uniform by parachute and appointed an honorary third officer. This was so that she would not be executed as a spy if captured. However, she was also given a revolver to take her own life rather than be interrogated by the Japanese. She received several decorations but no payment for her lonely and heroic work.

2.13.3 Women in medical and nursing services

Some 10 000 women served in the Australian Army Medical Women's Service (AAMWS) after it was formed in December 1942. Many of its members had already served as members of the Voluntary Aid Detachments of the Red Cross (VADs). They carried out a vast range of jobs in Army hospitals. Another 3500 women served in the Australian Army Nursing Service (AANS). Nurses served in every theatre of war in which the Australian Army was involved. The Navy and Air Force also formed nursing services, but these were much smaller organisations.

As the account by Matron Kathleen Best of the 5th Army General Hospital (**SOURCE 7**) shows, for nurses serving overseas, conditions could be as dangerous as for many servicemen. When the tiny ship *Vyner Brooke* fled Singapore early in February 1942, its passengers included 65 members of the AANS. Fifty-three managed to swim ashore when Japanese bombers sank the ship. Twenty-two were machine-gunned on the beach after surrendering to the Japanese. The remainder became POWs but only 24 survived the war.

SOURCE 6 Memorial plaque in St Andrew's Cathedral, Singapore, for Australian nurses killed in and following the sinking of the *Vyner Brooke*



on Resources

 **Weblink** Australia's war

2.13 SKILL ACTIVITY: Using historical sources

Read **SOURCE 7** and answer the questions that follow to compare different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.

SOURCE 7 Extract from an account by Matron Kathleen Best of the 5th Army General Hospital, staffed by members of the AANS during the ill-fated campaigns in Greece and Crete in 1941. Her account describes the response of her nurses when the hospital had to be evacuated but 39 of the nurses were needed to stay with those of the wounded who could not be moved.

I told the Sisters . . . that those who volunteered would stay behind with the Hospital and that they would in all probability be captured [by the Germans]. I asked them to write, on a slip of paper, their names and either 'stay' or 'go' and hand them in to me . . . not one sister wrote 'go' on her paper. I then selected thirty-nine Sisters to remain. The task was an extremely difficult one . . . I suggested that if anyone wished to change her mind that both myself and everybody else would understand and that I would be in my room for about ten minutes if anyone wished to come and discuss the situation with me. No one came.

1. **Identify** the request that Matron Best made.
2. How would you **describe** the nurses' response to her request?
3. Considering what you have learnt so far, **explain** why this act is heroic.
4. During and after World War II, many people continued to believe that women were inferior to men. **Decide** if you think they were unaware of the courage shown by these nurses and others OR if you think they were incapable of changing their prejudices?



aud-0544

2.13 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

5, 7, 8

■ LEVEL 3

4, 9, 10

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Check your understanding

- Identify** the new types of voluntary work and paid work undertaken by Australian women during World War II.
 - Truck driving
 - Nursing
 - Machinery operating
 - Aircraft construction
- The _____ (AWLA) was created to fill the shortfall in rural labour due to the war.
- Determine whether the following statements are true or false.
 - Ruby Boye was the only woman among the silent army of coastwatchers scattered behind Japanese lines through the islands of the Pacific.
 - The Women's Royal Australian Naval Service (WRANS) allowed women to go to sea and carry out essential work in various areas.
 - Women in Australia were paid equally to men for doing the same work during World War II.
- Explain** the probable reasons for the willingness of the RAAF to enlist women and the reluctance of the RAN to do the same.
- Describe** the roles undertaken by the AAMWS, VADs and AANS.

Apply your understanding

Using historical sources

- Explain** what evidence each of **SOURCES 1, 4** and **5** provide for a study of women's contributions to the war effort.
- Analyse SOURCE 2** using the following questions:
 - Who was most likely to be the intended audience for this cartoon?
 - What situation does it depict?
 - What is its intended message?
 - Why might some Australians have agreed with that message at the time and why might others have been appalled by it?
- Examine SOURCE 3**, and calculate the percentage of male wages that was paid to women in 1939 and 1945.
- Investigate SOURCE 6** and explain what it reveals about the risks faced by nurses in World War II.

Historical perspectives and interpretations

- There were no plans to maintain women's services permanently, and the Australian government intended to replace women workers with men as soon as they were available. Towards the end of the war, women were more frequently reminded of their traditional roles by churches and the press. **Determine** how women, who had proved what they could do, felt about being expected to return to those roles whether they wished to or not.

LESSON

2.14 How did the war affect relations with the United States?

LEARNING INTENTION

By the end of this lesson you should be able to explain how World War II brought about an alliance between Australia and the United States.

TUNE IN

In Brisbane, on the night of 26 November 1942, in the most violent of many clashes, one Australian was killed and eight were wounded when an American opened fire during a brawl between Australian and US troops. On the following night, bands of Australians hit Brisbane's streets seeking revenge.

1. When an event like this could happen less than a year after John Curtin's 'call to America' speech, what do you think could have caused such hostility between allies?
2. Was the alliance with the USA as smooth as it has often been portrayed?

SOURCE 1 Prime Minister Curtin (far right) introducing US General Douglas MacArthur to Robert Menzies, the leader of the Opposition in federal parliament, at a dinner given in MacArthur's honour on 18 March 1943



Source: AWM 140631.

2.14.1 The US alliance

Prime Minister Curtin's 'call to America' on 27 December 1941 (see **SOURCE 1** in lesson 2.8) is often seen as a turning point in Australia's foreign relations. This was partly because Australia did not have an independent foreign policy until the Curtin Labor government asserted that right. It is also because Australia worked closely with the United States through most of the remainder of the war and because the United States, rather than Britain, became Australia's closest ally after the war. Many Australians believed the United States had saved Australia from a Japanese invasion. However, Australia's wartime relationship with the United States was more complicated than that and it did not always run smoothly.

US forces needed a base from which to direct operations against the Japanese in the south-west Pacific. The Curtin government was grateful that Australia was to become that base because it assured Australia's security at a time when Britain could not do so. When Britain agreed, in March 1942, that Allied operations against Japan should be under US direction, Curtin accepted US General Douglas MacArthur as commander of all Allied troops in the south-west Pacific. However, the Australian government retained the right to decide where Australian troops could serve and the right to refuse to have them used in operations it regarded as unwise.

Image and reality

MacArthur and Curtin respected each other. Unlike his own government and the British government, MacArthur shared Curtin's view of the importance of defeating Japan before Germany. Publicly, the US–Australia relationship was warm. But there were underlying tensions: racism was strong in the United States and its segregated army meant African Americans could not serve alongside Caucasian Americans. While this appalled some Australians, others were grateful for the US policy of stationing black soldiers away from cities. Tensions between Australian and US troops led to several riots because US soldiers were boastful, had more money and attracted Australian girls.

2.14.2 Growing tensions in the alliance

Australian and American priorities were not always the same, and the Australian government soon found it had very little influence on MacArthur's decisions. Although Australian troops did most of the fighting in the Papua and New Guinea campaigns, MacArthur used his censorship powers to glorify his own achievements and to deny credit to Australian soldiers. MacArthur also excluded Australian troops from his campaign to free the Philippines. That was why the AIF and militia spent the war's closing stages fighting unnecessary battles in Borneo, New Guinea, New Britain and Bougainville. Curtin knew the US wanted to dominate the Pacific after the war, and from 1944 he was calling for closer relations between the countries of the British Commonwealth.

2.14 SKILL ACTIVITY: Historical perspectives and interpretations, Using historical sources

In speeches, Australian politicians often refer in glowing terms to the history of Australian–US relations. Historians are more likely to look closer and to question assumptions.

SOURCE 2 A military historian's view of what Curtin thought of the US alliance. From Michael McKernan, *All In! Australia During the Second World War*, 1983.

Curtin acted because Australia was at risk . . . Curtin turned increasingly to America to convince Australia's newest ally [the US] that Australia must be preserved if the Japanese were to be driven back from territory already won . . . Australian priorities centred on Australia . . . therefore Australian and British priorities were in conflict.

SOURCE 3 A different view of what Curtin thought of the US alliance. From Clem Lloyd and Richard Hall, *Background Briefings, John Curtin's War*, National Library of Australia, 1997, pp. 32, 35.

Curtin may have looked to America without inhibition, but there is no evidence that he did so with any enthusiasm . . . Twice in his final briefings, Curtin went out of his way to insist that Australia would not be pushed around by America in negotiations over a post-war civil aviation scheme . . . Clearly, Curtin resented the manner in which he had been made to sweat it out at the height of the war.

1. **Analyse SOURCES 2 and 3**, identifying:
 - a. the main point of each historian's argument
 - b. the details used to support each argument.
2. **Explain** how these two arguments differ in relation to Australia's wartime relations with the United States.


aud-0548


aud-0549

2.14 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 6

■ LEVEL 2

4, 5, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- Identify** the reasons why Australia and the US agreed that US troops should be based in Australia.
 - US forces were stronger than Australian forces.
 - US forces needed a South Pacific base.
 - Britain had lost her influence in the Asia–Pacific region.
 - Australia needed the support of the United States because Britain was not in a position to help secure Australia.
- Determine** whether the following statements are true or false.
 - While agreeing to place Australian troops under US direction, Australia lost the right to decide where Australian troops could be deployed.
 - Racism and segregation within the US military caused tensions between Australian and US troops during the war.
 - Australian troops played a significant role in the Papua and New Guinea campaigns, but MacArthur denied them credit for their achievements.
- Complete the following sentence:
MacArthur and Curtin were in agreement that the military priority was to defeat _____ before Germany.
- Describe** the reasons for tensions between US troops and Australians.
- Explain** why Australia would have had very little power to influence MacArthur’s decisions.

Apply your understanding

Using historical sources

- Describe** what **SOURCE 1** suggests about the relationship between Curtin and MacArthur.
- Explain** why the value of such photographs might be limited as historical evidence.
- Referring to all three sources, **determine** what factors strengthened the US–Australia alliance from 1942 to 1945 and what factors weakened it.

Historical perspectives and interpretations

- Discuss** whether or not the Australia–US alliance would have been formed had it not been for Britain’s inability to help Australia when Australia was most at risk.

Communicating

- Develop** a brief outline expressing your understanding of the Australia–US alliance, and whether it would have been formed if Britain had the capability to help when Australia’s security was at risk.

LESSON

2.15 How did the war end?

LEARNING INTENTION

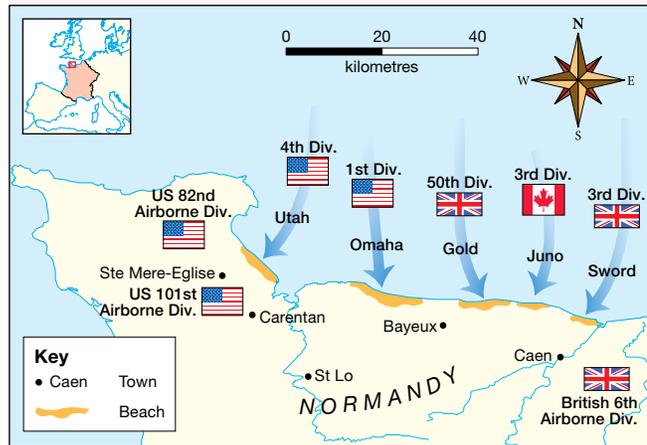
By the end of this lesson you should be able to describe how victory in Europe in May 1945 and victory in the Pacific in August 1945 were achieved, bringing about the end of World War II.

TUNE IN

During preparations for the D-Day landings in which the Allies landed in German-occupied Europe, the Allies bombed French towns that were occupied by German troops.

1. Was that unavoidable? How would you decide on an answer to this question?
2. In a major war, even one in which the enemy powers have committed terrible atrocities, is it justifiable to bomb friendly civilians as part of an attack to bring the war to an end?
3. What kinds of considerations should be taken into account to decide such a terrible question?

SOURCE 1 The D-Day beaches on the coast of Normandy, in France



Source: Map by Spatial Vision.

2.15.1 Victory in Europe

The last year of the war, in both Europe and the Pacific, saw some of the most desperate and vicious fighting of the entire conflict. For the first time both Germany and Japan were now fighting in the defence of their very homelands. Neither would capitulate easily.

Since mid-1943 the Axis powers had been steadily in retreat. Italy had surrendered and the German army had been turned back at Stalingrad, in Russia.

The Allies realised that the key to success was to open a second front in western Europe, but invading Hitler's '**Fortress Europa**' would be no easy task. On 6 June 1944 the largest invasion fleet of all time set sail from the southern coast of England to land an invasion force on the coast of **Normandy**. Codenamed Operation Overlord, the 'D-Day' landings took place on five key beaches along the French coast — codenamed Gold, Juno, Sword, Omaha and Utah. Despite American losses at Omaha being heavy, the majority of troops from Britain, Canada and the United States managed to establish a foothold in Europe and began to drive the Germans back. Paris was liberated on 25 August and the Allied commanders were eager to maintain the momentum.

SOURCE 2 US soldiers wading ashore on Omaha Beach



Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France

Normandy a region of France on the Atlantic coast

Hoping to capitalise on the success of the D-Day landings, another massive operation was launched over the Netherlands, named Operation Market Garden. Unfortunately it did not meet with the same success as Operation Overlord, as there was fierce German resistance, particularly in the Dutch town of Arnhem. In December 1944 the Germans launched their last major offensive of the war through the Ardennes Forest in Belgium. The American soldiers were caught by such surprise that maps of the front line positions showed a massive bulge where the Germans had broken through. The ensuing battle became known as the Battle of the Bulge.

The year 1945 saw the Allies regain the initiative; they crossed the border into Germany and began the advance on Berlin. With the Soviets advancing from the east it was only a matter of time before the capital would fall, and fall it did, with Soviet troops capturing the Reichstag on 30 April 1945, the same day that Hitler committed suicide in his underground bunker. One week later, on 7 May, Germany signed an unconditional surrender. After six years of bloody conflict, the war in Europe was over.

SOURCE 3 Soviet soldiers raising the flag over the Reichstag in Berlin



2.15.2 Victory in the Pacific

From late 1943 the United States adopted a two-pronged strategy in the Pacific. While MacArthur's forces advanced to the Philippines, Admiral Nimitz's forces fought their way towards Japan in an 'island-hopping' campaign. Isolated Japanese garrisons that were unable to contribute to resisting the Allied advance were bypassed.

However, on islands that had to be captured, such as Saipan, Iwo Jima and Okinawa, most Japanese troops fought to the death and US Marines paid a high price for each victory.

The island-hopping campaigns gave the United States island bases from which it could bomb Japan. From October 1944 the Japanese adopted a last desperate tactic as kamikaze pilots sacrificed their own lives to crash their planes into US warships.

Between November 1944 and August 1945 the Allies flew over 30 000 bombing raids on Japan, causing more than 660 000 civilian deaths. Japan's government opposed acceptance of the Allies' demand for Japan's unconditional surrender. US forces

SOURCE 4 US Marines inch their way up the beach at Iwo Jima.



suffered very heavy losses capturing Okinawa and it was clear that enormous casualties would be suffered in any invasion of Japan. However, there was another option to force the Japanese to surrender.

Nuclear bombs

In the top secret ‘Manhattan Project’, scientists in the United States had been racing to develop a nuclear weapon, fearing that Nazi Germany might beat them to it. The first US test of a nuclear weapon on 16 July 1945 marked the beginning of the nuclear age. Several US scientists and political and military leaders recommended that the power of nuclear bombs be demonstrated to Japan rather than used on people without warning. However, the US government decided that its two remaining nuclear bombs would be used. On 6 August the first atomic bomb was dropped on the city of Hiroshima and the United States warned Japan of ‘ruin from the air’ if it did not surrender. On 9 August the second atomic bomb was dropped on Nagasaki. Japan accepted unconditional surrender on 14 August and signed the formal surrender on 2 September. Close to 115 000 Japanese were killed by the initial blasts of the two bombs, and years later many more were still dying from radiation sickness. Other victims included children who were born with terrible deformities because their parents had been exposed to radiation.

There is little doubt that the Allies would have suffered enormous casualties in an invasion of Japan or that in such an invasion Japan’s losses would have been greater than those in Hiroshima and Nagasaki. However, many historians argue that the use of nuclear bombs was unnecessary because the Japanese were already seeking ways to negotiate for peace, and a demonstration of the power of nuclear bombs would have convinced them to surrender. In any case, the Japanese were given little time to reach a decision before the second bomb was dropped on the city of Nagasaki.

But using the bomb also served another purpose. World War II changed the old balance of world power. Just two great powers emerged from the conflict: the United States and the Soviet Union. World War II had made them temporary allies, but even before its end tensions were rising over which power would be the dominant influence. Bombing Hiroshima and Nagasaki was one way of demonstrating US power to the Soviets, at least until they too acquired nuclear weapons.

SOURCE 5 The remains of Hiroshima after the bombing in 1945



SOURCE 6 The Japanese surrender on board the USS *Missouri*



2.15 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

Hold a class **discussion** on the significance of the use of atomic bombs in 1945 in ending World War II and ushering in the nuclear age.

You could have a debate, with teams arguing whether or not the use of atomic bombs was justified. You can find historians' views on this in lesson 2.18.

2.15 Exercise

learnon

2.15 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 6

■ LEVEL 2

3, 5, 8

■ LEVEL 3

7, 9, 10

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Check your understanding

1. Which of the following were possible reasons for the US decision to use nuclear bombs in Japan?
 - A. The United States wanted to totally destroy Japan.
 - B. The United States wanted to intimidate Japan into unconditional surrender.
 - C. The United States wanted to avoid any further US casualties.
 - D. The United States wanted revenge for what Japan had done in China.
2. **Determine** whether the following statements are true or false.
 - a. The two-pronged military strategy used by the United States in the Pacific involved an advance to the Philippines and another advance towards Japan.
 - b. The Japanese government readily accepted the Allies' demand for unconditional surrender.
 - c. Many historians argue that the use of nuclear bombs was unnecessary because Japan was already seeking ways to negotiate for peace.
3. **Describe** the role of the Soviet advance on the Eastern Front in ending the war in Europe.
4. The D-Day landings took place on 6 June 1944 on which five key beaches along the French coast?
5. How many Japanese died in the initial blasts of the atomic bombs dropped on Hiroshima and Nagasaki? Why did many more die later?

Apply your understanding

Using historical sources

6. **Describe** what is shown in **SOURCES 1** and **2** and **explain** why such landings would result in very high casualties.
7. Soviet forces had turned retreat into attack from the Battle of Stalingrad in 1942-43. **Evaluate** the importance of the scene in **SOURCE 3** in ending German will to continue fighting.
8. Look closely at **SOURCE 4**. **Explain** why US forces paid a high price for their victories in the islands of the Pacific.
9. **Analyse** **SOURCES 5** and **6** and explain why the destruction shown in **SOURCE 5** contributed to the Japanese surrender in **SOURCE 6**.

Communicating

10. Imagine that you are a news reporter writing an article in 1945. Choose two of the photographs in this lesson and write captions and **create** a short news article to accompany your chosen images.

LESSON

2.16 What war crimes were committed and how were they punished?

LEARNING INTENTION

By the end of this lesson you should be able to describe the horrific crimes that were committed against civilians and prisoners of war, mostly by the German Nazis and Japanese military, and explain the victorious Allies' attempts to punish those responsible for these atrocities.

TUNE IN

We should begin by thinking about what constitutes a war crime. One thing to consider is the question: 'What is the difference between a war crime and the killing and maiming in battle that takes place in any armed conflict?'

1. Is it a war crime to kill enemy soldiers after they have surrendered?
2. Is it a war crime to deliberately kill civilians?
3. Is it a war crime to use weapons such as napalm, which burns people alive?
4. Is it a war crime to rape or torture people?
5. Should people on the winning side of a war be tried and punished for war crimes along with people from the defeated side?

SOURCE 1 At Rabaul, New Britain, on 15 November 1945, Japanese POWs were paraded to enable victims to identify suspected war criminals.



Source: AWM 098776.

2.16.1 Japanese war crimes

In almost every armed conflict throughout history, terrible things have been done. There have been times in most wars when soldiers on both sides killed enemy troops when they could have taken prisoners. Civilians have always been among war's victims. But from the late nineteenth century, attempts were made to reduce suffering by putting legal limits on what could be done during wars. The Geneva Conventions of 1864, 1906 and 1929 attempted to frame rules to protect civilians and prisoners of war. Despite this, during World War II many atrocities were committed. The overwhelming majority and the most cruel and horrific of these were the deliberate work of the Japanese military and the German Nazis. The Geneva Conventions made it possible for at least some of the perpetrators to be tried and punished for war crimes.

In earlier lessons you learned about horrific Japanese atrocities in China and the brutal Japanese treatment of POWs, including many Australians. Throughout occupied China and in South-East Asia, the Japanese military killed millions of civilians. Millions more died as a result of exhausting slave labour or starvation as their food was confiscated to supply the Japanese. Most victims were Chinese. Among the vast numbers of Chinese whom the Japanese killed, many were executed, tortured to death or deliberately infected with diseases.

The Allies determined that those responsible for Japanese war crimes would be punished. The trials were overseen by the newly formed International Military Tribunal for the Far East. They were conducted in Japan and throughout South-East Asia and the Pacific. Of 25 Japanese wartime leaders who were tried and found

guilty, seven were condemned to death and executed. Approximately 5700 Japanese, including many military officers, were tried for committing atrocities against civilians and POWs. Nine hundred were convicted. Many were executed and the others received prison sentences.

2.16.2 Nazi and other fascist war crimes

During the war's closing stages, the Allied leaders agreed to replace the failed League of Nations with a new world body, the United Nations (UN), to settle disputes between countries and to work towards the kind of freedom and prosperity that might prevent future wars. In 1945 the UN Charter asserted its determination 'to save succeeding generations from the scourge of war'. The UN supported the Allies' decision in August 1945 to put leading Nazis and others on trial for war crimes, crimes against humanity, crimes against peace and conspiracy to commit these crimes.

How the Germans and their European fascist allies treated conquered peoples and POWs was largely determined by Nazi ideas about race. In most cases, western European, British and American POWs were treated reasonably well, unless they tried to escape. However, racism always played a role. When France surrendered, the Germans shot North African troops serving in the French military. In western Europe, acts of resistance also brought savage reprisals. For example, if even one German soldier was killed by partisans, ten or more civilians would be executed.

German forces were completely ruthless towards the peoples of eastern Europe, who were described in Nazi ideology as 'racial inferiors'. When the Axis invaded the Soviet Union, Hitler demanded total brutality towards the Slavic 'sub-humans' and their 'Jewish-Bolshevik' leaders. Special SS task forces called *Einsatzgruppen* were ordered to kill all Jews, communists and partisans. Around nine million Soviet soldiers and twice as many Soviet civilians died during the war, and many of these were killed deliberately. Of the 5.7 million Soviet POWs in Nazi hands, almost two-thirds were murdered, starved or worked to death in concentration camps. Where Soviet or other Slavic civilians resisted, the populations of entire towns and villages were massacred.

SOURCE 2 Members of a British Parliamentary delegation view piles of bodies at Buchenwald concentration camp, near Weimar, in Germany, in July 1945.



Source: AWM P02018.390.

SOURCE 3 This carriage is a replica of one used by prisoners to haul stone at Buchenwald. The surrounding ground marks the site of demolished prisoners' barracks. Buchenwald was established in 1937. Over the next eight years it held over 250 000 inmates, including communists and socialists, Jews, Jehovah's Witnesses, mentally ill people, homosexuals, gypsies, and Polish and Soviet POWs. From 1958 much of the site was preserved as a memorial to remind people of the horrors of Nazism.



SOURCE 4 These gas ovens at Buchenwald were used to burn bodies. Buchenwald was not a planned extermination camp like Auschwitz. Its prisoners were used as slave labour in the camp and surrounding armaments factories. Nevertheless, there were mass killings of prisoners, especially Soviet and Polish POWs. Many inmates died during Nazi medical experiments and others were sent on from Buchenwald to be killed at Auschwitz.



SOURCE 5 Concentration camps and Jewish deaths in Europe during World War II



Source: Map by Spatial Vision.

The Holocaust

The Holocaust was the most systematic of all Nazi war crimes. It was an act of genocide intended to wipe out European Jews. Nazi persecution of Jews intensified after the outbreak of the war and the mass murder of Jews began in 1941. When the Nazis invaded Poland and the Soviet Union they killed anyone who might resist, but all Jews were singled out for destruction. Poland’s Jews were forced into enclosed ghettos where survival was a struggle. During the invasion of the Soviet Union, the Germans carried out mass shootings of communists and Jews. In Latvia in 1941, 327 000 Jewish men, women and children were murdered in two mass shootings. The SS also conducted experimental gassings of Jews and Soviet POWs in specially converted vans.

In 1941 Hitler decided that the ‘final solution to the Jewish problem’ would be mass extermination in SS-run concentration camps. Auschwitz concentration camp was ordered to prepare for mass gassings. On 20 January 1942 an SS document called *Final Solution to the European Jewish Question* stated that healthy Jews would be exterminated through slave labour. Throughout the remainder of the war, Jews from all over Nazi-controlled Europe were transported to death camps. The sick, young children and elderly people were immediately forced into gas chambers disguised as showers. There they were gassed to death and their bodies were then incinerated in gas ovens. Others who were fit were selected for slave labour and killed later when they became too weak to work. In the largest camps thousands of prisoners could be gassed in a day. Altogether, around six million Jews were murdered.

The Nuremberg war crimes trials

At the war's end, the Allies put the leading Nazis and concentration camp commandants on trial. To conduct trials of the surviving Nazi leaders, the International Military Tribunal was formed with judges from Britain, France, the United States and the Soviet Union. Hitler and several other Nazi leaders had already committed suicide. Among leading Nazis who received death sentences were Joachim von Ribbentrop, Hitler's Foreign Minister; Alfred Rosenberg, Minister for Occupied Territories; and Hermann Goering, Luftwaffe Commander-in-Chief from 1936 and Economics Minister from 1937. Goering committed suicide the day before he was to be hanged.

A significant number of Nazi war criminals, along with many Nazi collaborators who committed war crimes in occupied countries and in Axis satellite states such as Croatia, managed to avoid arrest. Some adopted new identities and escaped from Europe. Martin Bormann, Hitler's secretary and the second most powerful person in Nazi Germany, vanished; he was **tried in absentia** and sentenced to death. Adolf Eichmann, who played a leading role in the Holocaust, was captured by Israeli agents in Argentina in 1960, tried in Israel and hanged in 1962.

tried in absentia tried even though the accused is not present in court

SOURCE 6 A twisted pile of corpses lies in a burial pit at Bergen-Belsen concentration camp. When British troops liberated the camp on 15 April 1945 they found 10 000 dead inmates, mainly Jews, who needed to be buried quickly to stop the spread of typhus and other deadly diseases. The camp's former SS guards were forced to bury them. This photograph was taken by Alan Moore, an official Australian war artist.



Source: AWM P03007.015.

SOURCE 7 *SS guards burying dead, Belsen*, painted in 1947 by Australian official war artist Alan Moore, who witnessed the liberation of Belsen



Source: Moore, Alan, *SS guards burying dead, Belsen* (1947). Oil on canvas, 46.2 × 61.4 cm, Australian War Memorial ART27621.

on Resources

 **Weblink** Interactive map of Auschwitz

2.16 SKILL ACTIVITY: Historical perspectives and interpretations

- 1. Conduct** an activity to **identify** views on the following statement: ‘Those who committed war crimes during World War II were only following orders’.
First, divide into four groups according to whether you strongly agree, somewhat agree, disagree or strongly disagree with the statement.
Then, in your group, **discuss** your perspectives on the issue to discover why you hold this view.
Now swap with someone who holds an opposing view and **discuss** your different perspectives. Try to discover why you hold opposing views.
Then answer this question: How well, if at all, can you understand an opposing view?
- 2.** Many people regard the war crimes trials at the end of World War II as inadequate because many fascist war criminals escaped justice and only totally defeated powers could be held to account for war crimes. **Conduct research** to find out what steps have been taken since World War II to punish war crimes and how successful such measures have been.

2.16 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 6, 8

■ LEVEL 3

5, 7, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
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Check your understanding

- Identify** who were the special SS task forces ordered to kill all Jews, communists and partisans.
 - Belsen
 - Einsatzgruppen
 - Bolsheviks
 - Weimar
- Complete** the description of the court established to try Japanese war criminals.
The Japanese accused of war crimes were tried at the _____ for the Far East.
- Determine** whether the following statements are true or false
 - Nazi ideas about race determined the manner in which German prisoners of war and conquered peoples were treated.
 - The Geneva Conventions of 1864, 1906 and 1929 attempted to establish rules to protect civilians and prisoners of war during armed conflicts.
 - The International Military Tribunal for the Far East convicted all 25 Japanese wartime leaders who were tried for war crimes.
- Describe** the nature of Japanese war crimes.
- Describe** Nazi policies towards Jews and **explain** the consequences of the Holocaust.

Apply your understanding

Communicating

- Imagine you are one of the POWs called on to identify the suspected Japanese war criminal in **SOURCE 1**.
Describe how you would feel if you recognised the suspect and how the suspect would be feeling.

Questioning and researching

- Create** at least three questions you would ask about each of **SOURCES 2, 3, 4, 6** and **7** in an investigation of Nazi atrocities.

Using historical sources

- Examine SOURCE 5.**
 - List, in descending order, the countries in which there were the most concentration camps.
 - Explain** why Auschwitz was the most notorious of all the concentration camps.
- Evaluate** the significance of the war crimes trials as a turning point in attitudes to wartime atrocities.
- Elaborate** why it can be soundly argued that the extent of the Holocaust, for which evidence is provided in **SOURCES 2, 3, 4, 5, 6** and **7**, was directly caused by the policies of Hitler and the leading Nazis.

LESSON

2.17 How were Australia's international relations changed by the war?

LEARNING INTENTION

By the end of this lesson you should be able to describe the progressive policies adopted by the Australian Labor Government regarding international relations following World War II.

TUNE IN

We would expect Australia's international relations to have been changed by World War II; so much was changed by this terrible war. But exactly how would Australia change its relations with other countries?

1. What attitude would you expect Australia to have towards the newly formed United Nations Organization?
2. Would you expect Australia to support independence movements in Asian colonies of European nations or to support European nations trying to regain their control of colonies?
3. Would you expect Australia to regard Britain or the United States as its main ally?

SOURCE 1 Dr H.V. Evatt (second from left) was Minister for External Affairs and Attorney-General in the Curtin Labor government. Here Evatt is receiving a vote of thanks as 'the champion of small nations' at the 1945 conference which established the United Nations and framed its charter.



2.17.1 Australia and the United Nations

The end of World War II was not to bring lasting peace. Instead it ushered in the era of the Cold War, which was to last until the late 1980s. This was an age of tension and sometimes of confrontation between blocs of countries led by the Soviet Union (USSR) and the United States, the two world powers that had contributed most to winning World War II. It was also an age of wars in developing countries in which opposing sides were backed by the communist and anti-communist blocs. How would Australia shape its international relationships in this new and hazardous world?

Because of the horrors of World War II, the United Nations Organization (UN) was formed in 1945 to replace the failed League of Nations in the quest for world peace, freedom and prosperity. Australia's Labor government strongly supported the UN. As leader of Australia's delegation to the San Francisco Conference in April–June 1945, Dr H.V. Evatt, known to his friends as 'Doc Evatt', gave Australia its first progressive voice in world affairs (see **SOURCE 1**). Evatt clashed with the big powers when he spoke on behalf of the world's small nations, the poor and the oppressed. He played a leading role in shaping the Charter of the United Nations. The charter was endorsed by the UN's original 51 member states in October.

The UN had (and still has) three main organisations: the Secretariat, which handles its administration, the Security Council, which acts to preserve international peace and security, and the General Assembly, in which all member states vote. Evatt was elected President of the General Assembly in 1948 and in that year he presided over the UN's adoption of the Universal Declaration of Human Rights. Evatt's influence is evident in the opening statement of the Declaration, which states that recognition of equal and inalienable human rights is 'the foundation of freedom, justice and peace in the world'.

2.17.2 Australia and Asia

Australia's relations with Asian countries were influenced by the emergence of Asian movements for independence from colonial rule. When World War II ended, European colonial powers tried to resume ruling their Asian colonies as if nothing had been changed by the war. Such attempts conflicted with the hopes of Asian independence movements. In Singapore, where Britain's Asian subjects had witnessed the humiliating spectacle of a huge British army surrendering to a smaller force of Japanese, the British assumed that they could return and rule as before the war. While some Asian leaders had collaborated with the Japanese, others, particularly those led by communists, had helped the Allies by waging guerrilla warfare behind Japanese lines. In Vietnam, for example, communist guerrillas had fought the Japanese. But, when the war ended, the French returned, and Britain supported their return. This caused the Indochina War, which ended with French defeat in 1954.

Australia and Indonesia

In the Australian labour movement there was strong support for Asian independence and for the Australian Labor government's independent foreign policy. On 17 August 1945, in the Japanese-occupied Dutch East Indies, Indonesian nationalists clashed with the Japanese and declared their country's independence. From late 1945, after Japan's surrender, Indonesians resisted Dutch attempts to regain their former colony. The Australian government supported Indonesian independence and recognised the newly proclaimed Republic of Indonesia on 9 July 1947. But on 20 July the Dutch launched a major offensive so Australia called on the UN Security Council, which ordered a cease-fire. Australia served on the UN committee that worked for a negotiated peace. Despite further clashes, Indonesian independence was granted in August 1949. Australia appointed its first ambassador to Indonesia and sponsored Indonesian membership of the UN in 1950.

SOURCE 2 An Indonesian family crowds into the one remaining room of their bullet-riddled home in 1945



SOURCE 3 Australia's Ambassador J. Hood handing his credentials to Indonesian President Sukarno on 19 February 1950



2.17.3 Relations with Britain and the United States

Australians had fought in Britain's colonial wars and in World War I out of loyalty and because they believed that if they defended the Empire, then Britain would always protect Australia from any invasion from Asia. However, when the Japanese swept south in 1942, Britain was struggling for its own survival. As you learned in earlier lessons, Australia turned to the United States, and this has often been seen as a turning point in Australia's foreign relations.

Although Japan did not have plans to invade Australia and, after May 1942, it lacked the capacity to invade, a majority of Australians believed that the United States had saved Australia from invasion, and so they came to believe that Australia must give the same loyalty to its new powerful friend as it had previously given to Britain. Thus, along with a short-term legacy of hatred towards Japan, the war left a longer legacy of trust in the United States.

Cold War tensions increased after China's communists won power in 1949. Under the conservative governments that ruled Australia from December 1949, Australia recognised that Britain's power was declining. Despite this, Australia retained ties, sending troops to Malaya from 1955 to 1958 to help the British suppress a communist uprising. Increasingly, however, Australia looked to the US as its new protector.

Fears and treaties

Although it had made some moves towards close relations with Asia under the Labor government, Australia retained the White Australia policy, which excluded Asians from migrating to Australia. If anything the wartime experience had increased fears of Asia in the minds of many Australians. During the 1950s, fear of the 'Yellow peril' would merge with fear of communism, the 'Red peril'. Such thinking would lead Australia into the ANZUS pact in 1951 (a military alliance of Australia, New Zealand and the United States) and into the South-East Asian Treaty Organization (SEATO) in 1954. Despite its title, SEATO's only Asian members were dictatorial governments in Pakistan, Thailand and the Philippines. Both treaties were anti-communist, not pro-democratic. Tragically, such fear also led Australia into the Vietnam War in the 1960s. Until the 1970s, only a small minority warned that fighting America's wars in return for protection could be just as misguided as the much older faith in the British Empire.

SOURCE 4 From the late 1950s, Australian–Indonesian relations deteriorated, and from 1963 to 1965 Australia sent troops to Borneo to help stop a small-scale Indonesian invasion of Malayan territory. In this 1964 photograph, Australian troops are holding weapons captured from Indonesians.



2.17 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

Identify a source in this lesson that represents continuity in Australian foreign policy and a source that represents change. **Explain** why you chose each of these sources.

To what extent did it make a difference in Australian foreign policy when a Labor government was in power up to 1949 and when a Liberal government was in power from 1949?

If you think it did make a difference, give at least one example.

2.17 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

5, 6, 10

■ LEVEL 3

4, 7, 8, 9

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Check your understanding

1. The United Nations was formed to replace the failed _____.
2. **Identify** Australia's role in the formation of the United Nations.
 - A. Australia played a role in the formation of the United Nations.
 - B. Australia played a role in shaping the charter of the United Nations.
 - C. Australia played a role in heading the Security Council.
3. Determine whether the following statements are true or false.
 - a. Cold War tensions decreased after the Communist Party gained control of China in 1949.
 - b. The end of World War II marked the beginning of the Cold War between the Soviet Union and the United States.
 - c. Australia's Labor government strongly supported the United Nations and played a leading role in shaping its Charter.
4. **Identify** reasons why trust in the United States was a legacy of the war for many Australians.
5. **Compare** and **contrast** the attitudes of the Australian post-war Labor government and the colonial powers (Britain, France and the Netherlands) to Asian independence movements.

Apply your understanding

Using historical sources

6. **Explain** what evidence **SOURCE 1** provides for Dr H.V. Evatt's role in shaping the United Nations.
7. **Evaluate** what evidence **SOURCE 2** provides for the hardships suffered by ordinary Indonesians in their struggle for independence.
8. **Describe SOURCE 3** and **explain** what it reveals about Australian–Indonesian relations in 1950.
9. Using **SOURCES 2, 3** and **4** as supporting evidence, **illustrate** how events changed Australia's relationship with Indonesia between 1945 and 1964.

Communicating

10. **Summarise** Australia's changing relationship with Britain and the United States during and after World War II.

LESSON

2.18 How has the war been commemorated and what debates have been contested?

LEARNING INTENTION

By the end of this lesson you should be able to describe the ways in which Australia has commemorated World War II, and identify some of the history of World War II that continues to be debated by historians.

TUNE IN

How should we expect Australia to commemorate World War II? Anzac Day was intended to commemorate World War I but has come to commemorate Australian losses in all wars in which Australians have taken part.

SOURCE 1 Avro Lancaster Mk I bomber 'G for George', 460 Squadron, RAAF on display at the Australian War Memorial. This plane flew 90 operations over occupied Europe with 27 crews, mostly Australians, between December 1940 and April 1944. During these operations, the aircraft was damaged by enemy fire more than 20 times.



Discuss the following:

1. As Australia suffered great losses in World War II, should we have a separate day to commemorate World War II?
2. Anzac Day is held each year on the anniversary of the Gallipoli landing. Is there an equally significant day on which World War II could be commemorated?

2.18.1 Commemorating World War II

On 14 August 1945, Japan accepted US terms for unconditional surrender. The following day was called VP Day (Victory in the Pacific). On that day, 15 August, Australians celebrated wildly. The fear of a future under tyranny was now just a memory and so, they hoped, were the long years of hardship. But almost 40 000 Australians had given their lives in this brutal conflict and, as in World War I, Australians were determined that their sacrifice would not be forgotten. Historians were also determined to understand what had happened. How have Australians commemorated World War II and what aspects of the war have been the subject of contested debates?

After World War I, Anzac Day had been adopted as the national day for remembrance of those who served and, particularly, those who died in the Great War. Rather than have a separate day of remembrance, Anzac Day also became the day for remembering those who fought and died in World War II. Veterans marched with their World War II units each Anzac Day in Australian cities and towns, and Anzac Day speeches paid tribute to them along with Great War veterans. As the numbers of surviving World War I veterans dwindled over the later decades of the twentieth century, Anzac Day marchers were then mostly from World War II until their ranks too were thinned by age and death.

After World War II, new memorials were not constructed in Australian cities and towns as they had been after World War I. Rather, new sections were added to existing memorials with the names of local people who had lost their lives in World War II. The Australian War Memorial in Canberra developed a new section dedicated to World War II. It commemorates the sacrifices of all branches of World War II services. As the casualty rate in the RAAF was the highest of the three services, it is fitting that the Australian War Memorial has paid a special tribute to the RAAF in its displays (see **SOURCE 1**).

2.18.2 Contested debates about World War II

Many aspects of World War II have been the subject of ongoing debates between historians. As you have seen, historians have given conflicting interpretations of the meaning and significance of Prime Minister John Curtin's 'call to America', and the concept of a 'Battle for Australia' has also been contested.

Historical debate over the European theatre of the war

Controversy has surrounded several aspects of the war in Europe, including the reasons for early Axis successes, the collapse of the French Republic in 1940, the significance of various battles and the decision making that shaped the course of the war. Some historians have argued that the conflict did not become a world war until Germany invaded the Soviet Union in June 1941 and Japan bombed Pearl Harbor in December 1941. There has also been debate about the responsibility of different factors in the European war — the Treaty of Versailles, fascism, appeasement and the extent to which the war was caused by Nazi plans for conquest or by miscalculation.

Controversy over the Holocaust

There is probably no modern historical issue that has created more controversy than the Holocaust. Issues include how far most of the German people supported Nazi policies and to what extent ordinary Germans knew what went on in the concentration camps and death camps. Most historians distinguish between Nazis who supported the crimes committed during the Holocaust, including those who actually took part in them, and the great majority of Germans who took no part in such atrocities or were not aware that they were taking place. Historians have pointed out that major death camps like Auschwitz were outside Germany, while others have stressed that, due to the involvement of police, soldiers, guards, railway staff and bureaucrats, there had to be widespread knowledge of atrocities.

Debates about the Pacific theatre of the war

There has been ongoing historical debate about many aspects of the Pacific War. Controversial topics include the quality of military leaders, especially MacArthur; the decisions of political leaders, including Churchill, Curtin, Roosevelt and his successor Truman; and the conduct of specific campaigns and battles. Here we will look at a debate that is ongoing.

Debates over the use of atomic bombs to force Japan's surrender

Probably no issue has been more controversial than the use of atomic bombs to force Japan's surrender. Here are three examples of historians arguing that it was not necessary to use those horrific weapons to end the war.

In *Japan's Decision to Surrender* (1954), the US historian Robert J. Butow argued that the United States made it impossible for Japan to surrender without losing face. He argued that the Japanese would have been much more willing to surrender if the Allied terms had been transmitted to them without publicity.

In *Brighter than a Thousand Suns* (1965), Robert Jungk pointed out that the Japanese were attempting to have the Soviet Union help them in negotiating peace. Jungk argued that, as it had captured all vital islands near the Japanese home islands, the United States could have maintained the blockade of Japan and used diplomatic pressure to end the war without the need for more casualties.

In *A History of Modern Japan* (1976), the British historian Richard Storry argued that the Japanese leaders could have been persuaded to surrender had the United States demonstrated its power by dropping the bomb on open country. Storry argues that the US knew that the Japanese were trying to seek peace and that the entry of the Soviet Union into the Asia–Pacific War with an attack on Japan on 8 August was just as important a factor in leading to the Japanese surrender as was the atomic bomb.

Other historians have argued that any alternative to the atomic bombs would have caused even more suffering (see **SOURCE 3**).

SOURCE 2 A sculpture depicting the horrors of the atomic bomb in Nagasaki Peace Park



aud-0545

SOURCE 3 From 'Nightmares beyond Atomic Bombs', in *Wartime*, the official magazine of the Australian War Memorial, Winter 2015, by Richard Frank

The advent of the reality of nuclear weapons will continue to focus the attention of later generations on the end of the Asia–Pacific War. Yet . . . With the evidence now available, the nightmare recognised at the time — that an invasion of the Japanese home islands would produce stupendous casualties on both sides — is more than validated.

2.18 SKILL ACTIVITY: Historical perspectives and interpretations

It was not until the 1990s that any significant movement began for a specific day to commemorate Australia's role in World War II.

In 2008, the RSL finally achieved success in a decade-long campaign to commemorate the 'Battle for Australia', a series of separate battles in 1942 that included the Battle of the Coral Sea, the Battle of Milne Bay and the Kokoda Track battles. The Australian government proclaimed in 2008 that 'Battle for Australia Day' would be observed each year on the first Wednesday in September. However, several historians were critical of the idea that there was a 'Battle for Australia'. They argued that these were separate battles and there was no coordinated Japanese campaign to invade Australia.

SOURCE 4 Japanese school children in Nagasaki, inspecting a replica of the atomic bomb that destroyed their city



Have a class **discussion** on the question of why Australians saw no particular historical significance in the idea of a 'Battle for Australia Day'.

You could begin by **considering** the following:

1. Is there any specific battle that was more vital to Australia's survival than other battles?
2. Was Australia really in as much danger in 1942 as people believed it to be in?
3. Why did the idea of a 'Battle for Australia Day' fail to capture the public imagination in anything like the way that Anzac Day has done?

2.18 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 8, 9, 10

■ LEVEL 3

6, 7

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Check your understanding

- Complete** the following sentence.
VP Day commemorating Australians serving in World War II is held on 15 _____.
- Determine** whether the following statements are true or false.
 - Anzac Day and Remembrance Day are other ways in which Australians commemorate World War II.
 - The Australian War Memorial in Canberra developed a new section dedicated to commemorating the sacrifices of all branches of World War II services.
 - After World War II, new memorials were constructed in Australian cities and towns to commemorate the war.
- Identify** two aspects of World War II that have been the subject of historical debates.
 - The reasons for early Axis success
 - The reason Australia entered the war
 - The extent to which the war was due to Nazi planning or poor judgement
- Identify** the different factors that historians have blamed for causing World War II.
- Describe** two opposing arguments in debates on the war in Europe.

Apply your understanding

Using historical sources

- Discuss** why 'G for George' (**SOURCE 1**) is considered a fitting memorial for Australian participation in World War II.
- Investigate** **SOURCE 4**. Use your imagination to suggest what these Japanese children would be thinking and feeling.
- Look closely at **SOURCE 2** and **identify** features of this sculpture that express the horrors inflicted by the atomic bombs.
- Explain** the main arguments used by Butow, Jungk and Storry against the idea that the use of atomic bombs was necessary to force Japan to surrender.
- Read **SOURCE 3** and **summarise** the main point of Richard Frank's argument.

LESSON

2.19 INQUIRY: Recognising and honouring First Nations Australians' service in World War II

LEARNING INTENTION

By the end of this lesson you should be able to comprehensively summarise the contribution of First Nations Australians in WWII.

Background

The Australian War Memorial estimates that during World War II between 3000 and 4000 First Nations Australians served as enlisted service members. They included over a thousand who served in the Second AIF and many who served as members of irregular units or support units. These enlistments were despite the fact that most did not have citizenship rights and there was official discrimination against them at the point of enlistment. First Nations Australians served in both theatres of the war and several rose through the ranks. They included Airmen like Flight Sergeant Arnold Lockyer, who was shot down over the Celebes (in what is now Indonesia) and killed by his Japanese captors.

SOURCE 1 The Commemorative Courtyard of the Australian War Memorial



Suppose that you are to deliver a speech at your school's Anzac Day commemoration. You have been asked to focus on the service contribution of First Nations Australians, a topic that has only recently been given the attention it deserves. You can begin by drafting an inquiry question to focus your research.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Write your inquiry question. It could be based on anything like one or more of the following:

- What views on this issue have been expressed by historians?
- Why has it taken so long for the contribution of First Nations Australians in the armed services to be recognised?
- What was changed in Australia due to the wartime service of First Nations Australians participating in World War II services?
- What were the Torres Strait Light Infantry Battalion and the Northern Territory Special Reconnaissance Unit?
- Who were some of the First Nations Australians in the wartime services and where did they serve?

Research your question. Begin by visiting the website of the Australian War Memorial. Under ‘Learn’, go to ‘Encyclopedia’, then to ‘Aboriginal and Torres Strait Islander Peoples in the Australian Defence Force’.

Step 2: Using historical sources

- **Analyse** your sources.

Step 3: Historical perspectives and interpretations

- **Evaluate** the information and arguments in the sources.

Step 4: Communicating

- **Communicate:** What is your answer to your inquiry question? Present your findings in a format that suits the speech task. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 2.19 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39871)

LESSON

2.20 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



Watch teacher-led videos



Practise questions with immediate feedback

Find all this and MORE in jacPLUS



2.20.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

2.2 What do sources tell us about World War II?

- We have enormous amounts of written primary sources and artefacts from World War II in museums and archives.
- World War II was the first major conflict in which movie cameras were used extensively and there are many visual sources that were created for propaganda or to document events.

2.3 How did the Nazis take power in Germany?

- The rise to power of the German fascists, the Nazis, was aided by the Great Depression and middle-class fears of communism.
- Hitler consolidated Nazi power through violence and propaganda.
- From 1934, the Nazi regime controlled all aspects of German political, economic, social and cultural life.

2.4 Where did Japanese aggression begin?

- Extreme nationalists in Japan shared most traits with European fascists.
- The Japanese military used terror against their opponents at home and committed aggression in Manchuria from 1932.
- From 1937, Japan launched a full-scale invasion of China and committed terrible atrocities.

2.5 What steps led to war in Europe?

- During the 1930s, Italy and Germany committed acts of aggression in Europe and Africa.
- The Western powers adopted policies of appeasement, which only encouraged further fascist aggression.
- The West finally took a stand over threats to Poland.
- After Germany invaded Poland on 1 September 1939, Britain and France declared war on Germany.

2.6 How did the war progress up to 1944?

- Nazi Germany quickly overran Western Europe in 1940, leaving the British Empire standing alone.
- The Axis invasion of the USSR gave Britain a powerful new ally.
- The beginning of the Pacific War brought the war close to Australia, but it also brought the United States into the conflict.
- There were several turning points in the war in Europe and the Pacific in 1942.
- From 1943, the Axis powers were losing the war.

2.7 Where did Australians fight up to 1942?

- Australia was unprepared for war and, unlike in World War I, there was no enthusiastic rush to enlist.
- Australians achieved victories in the Middle East and suffered defeat in Greece and Crete in 1941.
- After Japan entered the war in December 1941, only the 9th Division of the AIF was kept in the Middle East.

2.8 How did Japan change the war for Australia?

- In December 1941, Curtin issued his 'call to America'.
- 'Fortress Singapore' fell to the Japanese in February 1942 and soldiers of the 8th Division AIF became POWs.
- Japanese bombing raids took place over northern Australia.
- Curtin clashed with the British over deployment of the Australian 7th Division.

2.9 Why did Australians fight on the Kokoda Track?

- Australians feared invasion in 1942, although it later became known that Japan had no plans nor the capability to invade Australia.
- Australian militia and Papuan infantry struggled to hold the Japanese on the Kokoda Track until they were reinforced.
- Lack of supplies forced a Japanese retreat from late September.

2.10 Where else did Australians serve in the war?

- Australians fought the Japanese in Papua and New Guinea from 1942 to 1944.
- In the closing stages of the war, Australians were deployed in 'unnecessary campaigns' in New Guinea, New Britain, Bougainville and Borneo.
- The RAAF and RAN both played wider roles in the war in Europe, Asia and the Pacific.

2.11 What were the experiences of Australian POWs?

- Australians experienced different kinds of treatment in the hands of the Germans and Japanese.
- More than two-thirds of Australian POWs were prisoners of the Japanese and more than one-third of those prisoners died due to brutal treatment, overwork, starvation and diseases.
- Conquered Asians, especially Chinese, suffered terribly at the hands of the Japanese.

2.12 What was the war like on the Australian home front?

- The Australian government assumed sweeping powers in order to direct the war effort, including limited conscription.
- Civilians were heavily involved in the war effort through war work and volunteer activities.

2.13 How did Australian women contribute to the war effort?

- Australian women helped the war effort through voluntary work, taking jobs in munitions and replacing men who had enlisted in the services.
- The Women's Land Army had around 3000 members who carried out rural jobs in place of men who had enlisted.
- Tens of thousands of women served in the AWAS, WAAAF and WRANS and the medical and nursing services.

2.14 How did the war affect relations with the United States?

- The alliance between Australia and the United States has been seen as a turning point in Australia's foreign relations.
- It was convenient in 1942 for both countries.
- There were underlying tensions and conflicting priorities.

2.15 How did the war end?

- In 1944 the Allies opened a new front with the D-Day landings in France while the Red Army advanced against Germany along the eastern front.
- Soviet troops captured Berlin in 1945.
- Hitler committed suicide and one week later, on 7 May 1945, Germany surrendered, ending the war in Europe.
- The Pacific War ended in August 1945 following the dropping by the United States of two atomic bombs on Japanese cities.

2.16 What war crimes were committed and how were they punished?

- The decision of the Allies to put Nazi and Japanese war criminals on trial was supported by the newly formed United Nations Organization (UN).

- Japanese war criminals were prosecuted through the International Military Tribunal for the Far East.
- Nazi war criminals were prosecuted through the International Military Tribunal at the Nuremberg War Crimes trials.

2.17 How were Australia's international relations changed by the war?

- Australia's Labor government was a strong supporter of the UN.
- Dr H.V. Evatt played a leading role in shaping the UN Charter.
- Under Labor, Australia supported Indonesia's quest for independence.
- Australia realised that it could not depend on British protection and it moved closer to the US, expecting it to take the place of Britain as Australia's new protector.

2.18 How has the war been commemorated and what debates have been contested?

- Anzac Day became a day for the remembrance of sacrifice in World War II as well as World War I.
- The concept of a 'Battle for Australia Day' was advanced in the 1990s and adopted in 2008, but it was and is still controversial.
- There have been many contested debates about crucial aspects of World War II and they are ongoing.

2.19 INQUIRY: Recognising and honouring First Nations Australians' service in World War II

- Many First Nations Australians served in WWII and their contributions are now being recognised.

2.20.2 Key terms

Abyssinia the only independent African state in 1935; now called Ethiopia

alien a person born in another country who is not yet a citizen of the country in which they live

Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples

bunker a fortified underground shelter, usually with openings from which to fire at enemies

concentration camps prison camps where people were beaten, tortured, starved and used as slave labour

Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France

foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy

hyperinflation such an extreme rise in prices that a currency loses any real value

ideologies sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

internment to be put in prison for political or military reasons, either real or perceived

isolationist foreign policy based on avoiding involvement in the affairs of other countries

left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality

Luftwaffe the German air force during World War II

militarism excessive influence of military values and pro-war ideas

militia a body of men called up for military service only in emergencies

Normandy a region of France on the Atlantic coast

paramilitary armed forces outside the official military

partisans irregular fighters using guerrilla tactics behind enemy lines

rationing controlling the distribution of something when supplies are low

rearguard action direct engagement with the enemy by troops protecting a retreating force

Reichstag the German Parliament

right-wingers supporters of conservative beliefs, such as individual enterprise, and the belief that government should not intervene in the economy

Royal Air Force (RAF) Britain's Royal Air Force

'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy

South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943

spearhead to lead an attack

Third Reich the Nazi name for their regime in Germany. Reich means empire.

tried in absentia tried even though the accused is not present in court

United Fronts policy of communist parties forming alliances with other parties to combat fascism

Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar

2.20.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What were the causes and consequences of World War II, how was Australia affected and what are the contested debates?

1. Now that you have completed this topic, what is your view on the question? **Discuss** with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

Resources

 **eWorkbooks** Customisable worksheets for this topic (ewbk-11486)
Reflection (ewbk-11575)

 **Interactivity** World War II crossword (int-7662)

2.20 Review exercise

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Multiple choice

1. In May 1940, German *blitzkrieg* tactics were used to overrun which countries?
 - A. Austria, Russia and Greece
 - B. The Netherlands, Belgium and France
 - C. Somaliland, Egypt and Syria
 - D. Britain, Russia and the USA
2. In its invasion of the Soviet Union, Germany was assisted by troops from which countries?
 - A. Hungary, Romania and Finland
 - B. Portugal, Ireland and Türkiye
 - C. Japan, Korea and China
 - D. Sweden, Denmark and Norway
3. Where did three AIF divisions fight in 1940 and 1941?
 - A. Türkiye, Greece and Spain
 - B. France, Belgium and the Netherlands
 - C. Russia, Japan and Singapore
 - D. Libya, Greece and Syria

4. Where were most Australian prisoners of the Japanese captured?
 - A. At sea
 - B. Papua and New Guinea
 - C. Singapore and the Dutch East Indies
 - D. Malaya and Burma
5. When John Curtin insisted that the 7th Division AIF be returned to Australia, where did the British want them to be sent?
 - A. The Middle East
 - B. Europe
 - C. India
 - D. Burma
6. Why did the Japanese Imperial Army attempt to take Port Moresby?
 - A. They planned to invade Australia.
 - B. They needed Port Moresby as a base for their Pacific operations.
 - C. They wanted to strengthen their hold on their fortress at Rabaul.
 - D. They could use it for submarine attacks on Sydney.
7. What is regarded as the single worst Japanese atrocity against Australian POWs?
 - A. The Sandakan death marches
 - B. The Burma–Thailand Railway
 - C. The Outram Road prison
 - D. The use of POWs as slave labour in Japan
8. Jobs performed by members of the Women’s Land Army included which of the following?
 - A. Aircraft maintenance and signalling
 - B. Munitions work and postal deliveries
 - C. Factory work and mining
 - D. Shearing, dairying and crop harvesting
9. What was the largest of the women’s war services?
 - A. The Women’s Royal Australian Naval Service
 - B. The Voluntary Aid Detachments
 - C. The Australian Women’s Army Service
 - D. The Australian Army Nursing Service
10. Who was the US officer in charge of Allied troops in the south-west Pacific?
 - A. Colonel Sanders
 - B. General Paton
 - C. General MacArthur
 - D. General Montgomery
11. Why was the Battle of Kursk a significant turning point in 1943?
 - A. The Germans won the battle.
 - B. The Soviet Red Army almost completely destroyed Germany’s tank force.
 - C. The US Army entered the battle.
 - D. The Japanese Imperial Army took part in it.
12. Which of these South-East Asian countries did Australia assist in gaining its independence?
 - A. Indonesia
 - B. Vietnam
 - C. Malaya
 - D. The Philippines

Short answer

Using historical sources

13. Compare SOURCES 1 and 2.



aud-0546

SOURCE 1 An Australian soldier's description of the conditions faced by soldiers fighting at Tobruk in Libya during the war against Germany published in *The Age*, 24 November 1941

Dust storms, heat, fleas, flies, sleepless nights, when the earth shook with the roar of the enemy's fury, daring raids into no man's land through mine fields and barbed wire, scorching day after day in the front line, where no man dared stand upright, but crouched behind a knee high protection of rocks — all these things had been the lot of the defenders of Tobruk.

- How do they differ in the evidence they provide about conditions during the siege of Tobruk?
 - How might this difference be explained?
 - How would a historian further investigate conditions at Tobruk?
14. Look closely at **SOURCE 3**. In this attack on 19 February 1942, nine of thirteen ships in Darwin Harbour were sunk, there was widespread panic in Darwin and 243 people were killed. The Australian government used censorship to prevent the public from knowing the extent of the disaster.
- Identify** reasons why the painting might or might not be reliable as a historical source.
 - Explain** why the government would have thought it necessary to censor reporting of such an event.
 - Discuss** whether censoring the true story of the event would really have prevented Australians from finding out about it.

Communicating

15. Read **SOURCE 4**. Write a short essay, commenting on what Paul Keating is saying about the significance of Australia's campaigns in Papua New Guinea during World War II. What arguments does he present here? Based on what you have studied in this topic, do you agree or disagree with his assessment? If you have recently studied World War I, you may be able to **compare** Australia's involvement in that war with its involvement in World War II.

SOURCE 2 Australian soldiers on sentry duty near Tobruk in September 1941



Source: Australian War Memorial 020623.

SOURCE 3 This source was painted in 1942 by Roy Hodgkinson from photographs taken by an Australian seaman. The painting depicts Australian ships under attack in the first of 62 Japanese air raids on Darwin. There were also raids on Townsville, Broome, Port Hedland and Wyndham.





aud-0547

SOURCE 4 An extract from a speech by Prime Minister Paul Keating in Port Moresby on Anzac Day 1992

The Australians who served here in Papua New Guinea fought and died, not in the defence of the old world, but the new world. Their world.

They died in defence of Australia and the civilisation and values which had grown up there.

That is why it might be said that, for Australians, the battles in Papua New Guinea were the most important ever fought.

They were fought in the most terrible circumstances. One correspondent wrote: 'Surely no war was ever fought under worse conditions than these. Surely no war has ever demanded more of a man in fortitude.'

They were fought by young men with no experience of jungle warfare. By the very young men of the militia with no experience of war at all.

They were fought by airmen of outstanding courage, skill and dedication.

They were fought against a seasoned, skilful and fanatical enemy.

At Milne Bay the Australians inflicted on the Japanese their first defeat on land.

Sir William Slim, who was then commanding the 14th Army in Burma, wrote: 'It was Australian soldiers who first broke the spell of invincibility of the Japanese army: those of us who were in Burma have cause to remember.'

On the Kokoda Trail it was again the young and inexperienced militia men — this time of the 39th and 53rd battalions — later reinforced with soldiers of the 7th Division, who fought gallantly — and eventually won.

When it seemed that Papua New Guinea would fall, when it seemed it would be another Singapore, another Rabaul, these troops gallantly held out and finally drove the enemy back to the sea.

These were the heroic days of Australia's history.

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3 Rights and freedoms (1945 to present)

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First Nations Australian readers are advised that this topic may contain images of and references to people who have died.

Warning: This topic uses some words and terms used in the past that would be considered inappropriate today.



LESSON

3.1 Overview

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How was Australian society affected by global events such as the US civil rights movement and the Universal Declaration of Human Rights?

What are the significant events in the movement for the civil rights of First Nations Peoples of Australia?

3.1.1 Introduction

According to the United Nations, ‘human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.

Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination’.

Throughout the twentieth century, Australia grappled with many social and political changes, including for women and **First Nations Peoples of Australia**.

And yet, while there have been great improvements in some aspects of these people’s lives, the struggle is not over.

This issue is evident in publications such as the ‘Wiyi Yani U Thangani (Women’s Voices): Securing Our Rights, Securing Our Future 2020’ report, created by the Australian Human Rights Commission in consultation with 1700 First Nations women and 594 First Nations girls from around Australia. Importantly, it is expressed in their words.

SOURCE 1 This diagram reflects the principles that the women and girls who participated in the Wiyi Yani U Thangani (Women’s Voices) project felt should underpin any attempt at reform.



Resources



eWorkbook

Customisable worksheets for this topic (ewbk-11488)

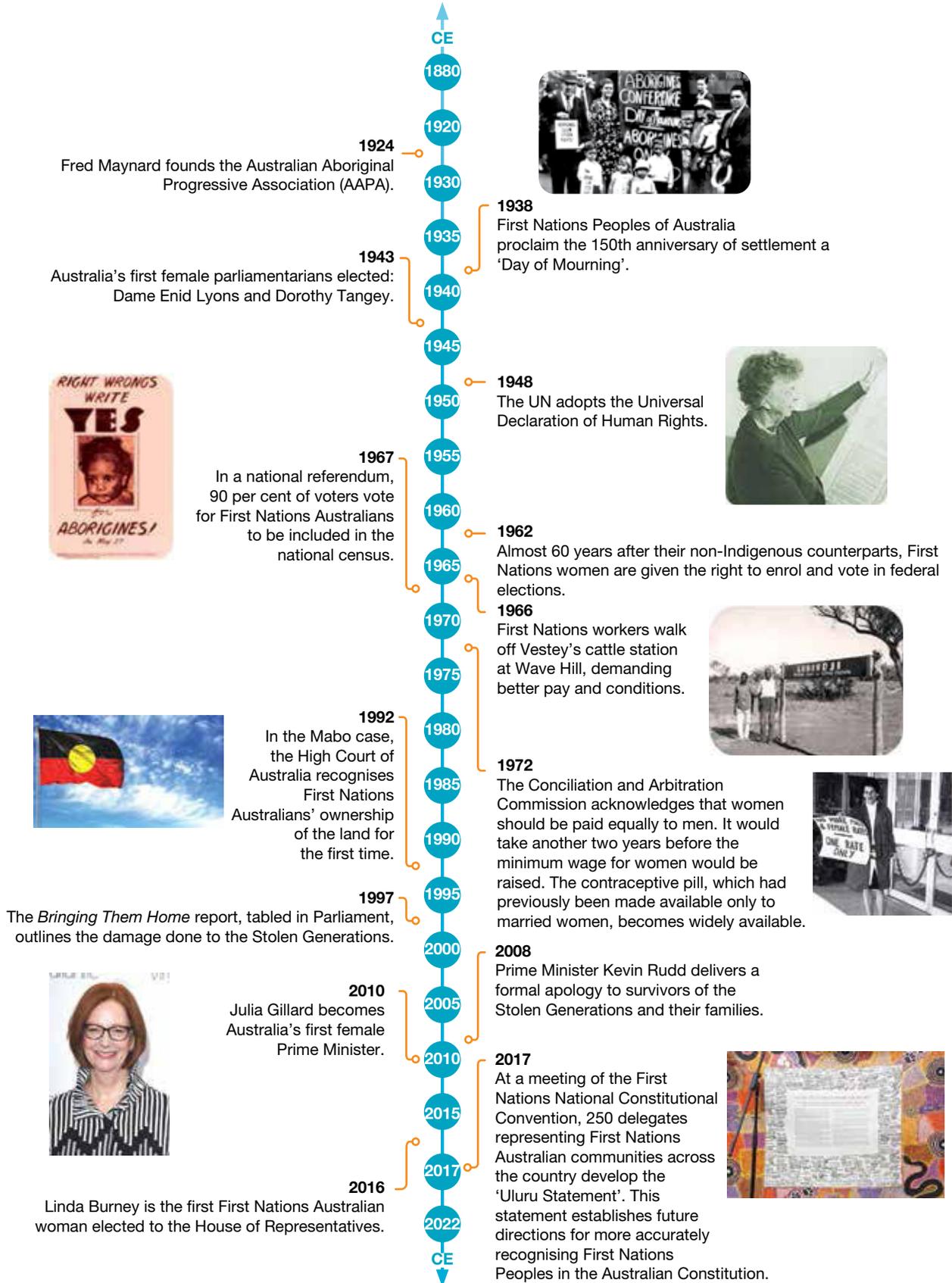


Video eLesson

Rights and freedoms (eles-2605)

First Nations Peoples of Australia (or First Nations Australians) an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait Islander communities

SOURCE 2 A timeline of the struggle for rights and freedoms (1945–present)



LESSON

3.2 What do sources tell us about rights and freedoms?

LEARNING INTENTION

By the end of this lesson you should be able to use political speeches to investigate a historical issue.

TUNE IN

Political speeches are one of the most important ways that a political party, via a specific politician, attempts to express the views and values of their constituency — that is, the people they represent. As such, they can provide valuable insight into how a certain subsection of Australians felt at a particular time. They are, however, often coloured by the views and values of the speaker.

SOURCE 1 shows Linda Burney MP, the first First Nations woman elected to the House of Representatives, delivering her first speech.

SOURCE 1 Linda Burney, ALP Member for Barton, presents her Maiden Speech



1. What role an official speech can play in presenting an issue?
2. Is it a reliable source in understanding how the majority of people felt about the issue?
3. Is a political speech an example of an objective or subjective source?

SOURCE 2 is an excerpt from Linda Burney’s speech. In her speech, Ms Burney reflects on what her election to the position means to her personally and as a First Nations woman. As such, it conveys a lot about her own identity and that of First Nations Australians at the time of her election. The annotations provided demonstrate how you might analyse this source.



int-9101

SOURCE 2 An excerpt from the Maiden Speech by Linda Burney MP

1 ‘It was in this chamber I experienced one of the most remarkable moments of my life. I was in that gallery just up there. It feels like it was just yesterday. But I will tell you that story of truth-telling and generosity in a moment.

2 Ballumb Ambul Ngunawhal Ngambri yindamarra. Ngadu bang marang Ngadhu Ngu-nha winhanga nha nulabang nguwandang. Ngadhu biyap yuganha. Birrang a ngawaal. Ngadhu, yand yaman gid yal. Yindyamarra. Mandaang. Ngarind-ja.

3 I have just said, in the language of Wiradjuri, my people: ‘I pay respect to the ancient Ngunawhal and Ngambri. I say this: good day. I am giving my first speech and I am deeply moved. I have journeyed to another place — a powerful place. I am one person. I wish in this House to honour, to be respectful, to be gentle and to be polite. I am thankful, happy. I could weep.’ However, I say to my elders and to you, Mr Speaker, that that last bit may not always apply in question time!

4 I mention respectfully the traditional owners of the seat of Barton — three clans of the Eora, the Bidjigal, the Gweagal and the Badigal, custodians of the land from the Cooks River to the shores of Brighton-Le-Sands and out to the Georges River. It is strong country. And to the traditional owners of all the lands from which members of this chamber and the other place come: these lands are, always were and always will be Aboriginal land — sovereignty never ceded.

So, what was that remarkable moment? Many of you were here. It was the first sitting of the new Labor government, on 13 February 2008. Kevin Rudd was the new Prime Minister, Jenny Macklin the minister for Indigenous affairs, and Brendan Nelson the opposition leader.

5 Our nation had been holding its breath for a long time, waiting for three words: ‘We are sorry.’ There was the stubborn refusal of the previous Prime Minister to apologise for policies which had ripped many thousands of Aboriginal children from their family, culture and country — the devastating effects still felt today. But around the perimeter of this chamber sat some of those children, now old people, still wearing the scars of forced removal on their faces. They were joined by all surviving prime ministers bar one.

6 Finally, as the words rang out across this chamber, across this land and around the world, ‘For this we are sorry,’ the country cried and began to breathe again.

As the speeches concluded, two women stood and handed the Prime Minister, Leader of the Opposition and minister an empty coolamon — and I beg the indulgence of the House in carrying a coolamon in here today. It was the most gracious and generous thing I had ever seen. It was profound, a gesture that made us all better people. Friends, a coolamon is what we carried our babies in, which is what made it such an amazing, generous thing to do.

I carry this empty coolamon into this place today as a reminder of that moment, of the power we exercise in this building today, and that it must be for the good of all. It must be gracious. But it has not always been so. But it can be. That day the truth was told in this place, and the power of generosity was writ large. So, Mr Speaker, the significance of coming down from that gallery up there to the floor of this chamber is not lost on me.

- 1 As Linda Burney demonstrates, a political speech does not have to be dry and stuffy. It can be quite personal, filled with stories and emotion.
- 2 From the very start, the minister establishes that she is not just a politician; she is a proud First Nations Australian woman. She does this, in part, by using her traditional language.
- 3 This is an example of humour, which helps to humanise Linda Burney and lighten the mood, at least momentarily.
- 4 It is important to remember that a political speech, whether it is a maiden speech or any other, is created by a particular speaker to express a certain point of view about an issue. Because the speech will be recorded for posterity, it will also — one day — become an important part of their own legacy. Because of this, they are always subjective. You will need to look for clues in the text that might affect the reliability of the speaker. Because of this, speeches must always be compared with, and corroborated by, other evidence when you are using them as part of a historical inquiry.
- 5 This speech is made by a single person, and yet she is well aware that she represents many other First Nations Peoples, both those who voted for her and those who came before, who never had the chance to vote for a First Nations Australian representative. She also represents, of course, the generations of First Nations People of Australia — post settlement — who were denied the right to vote in national elections.
- 6 Linda Burney MP chose to illustrate her speech by bringing the coolamon. This acts as a powerful reminder of another day in parliament, and as a symbol of the many thousands of First Nations Australian children removed from their parents as part of the Stolen Generations.

3.2 SKILL ACTIVITY: Questioning and researching

Now that you have seen how to **analyse** a political speech, you are ready to locate and **analyse** some other speeches to gain an understanding of the issues they present.

While it is possible to search for political speeches on Hansard, the official records of the Parliament of Australia, the sheer number of transcripts available can feel overwhelming. It can be helpful to know, first, what you are looking for.

Using **SOURCE 1** as an inspiration, visit the website for the **Museum of Australian Democracy (MoAD)**, and its digital resource HansART, which offers interpretations of Hansard.

Select the Hansard Speeches pack that includes either Women's Rights or Indigenous Rights. From within these speeches, choose three speech excerpts from within your selected collection.

In each case, ask:

- What comment does it make about the rights and freedoms of either women or First Nations Australians?
- How has the speaker used specific words, including symbolism, to convey this message or explore this issue?
- How does the speaker feel about the issue, and how can you tell?
- What does the combination of these speeches tell you about the way that this issue has and has not changed over the years?
- What other sources would you need to find to corroborate the claims made in these speeches?

Resources

 **Weblink** Museum of Australian Democracy: HansART

3.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5

■ LEVEL 3

6

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Check your understanding

- These days, we have access to a range of primary and secondary sources to better understand First Nations Australian experiences. **Identify** whether the following are primary or secondary sources.
 - Official reports
 - Media commentary
 - First Nations Australians' stories
- Identify** the statement Linda Burney MP is trying to make in **SOURCE 2**.
 - That she is grateful for the opportunity to represent First Nations Australians
 - That she understands the symbolic importance of her new role
 - That she is going to hold the government to account when it comes to its treatment of First Nations Australians
 - All of the above
- Describe** the strengths of asking First Nations Australians to recount their own experience.
- Describe** the strengths and limitations of the views of non-Indigenous Australians, such as journalists and academics, about the experience of First Nations Australians.

Apply your understanding

Using historical sources

- Consider** the source below. What might be its strengths and weaknesses as a historical source? What other sorts of evidence would you look for if you wanted to confirm the statements made by Colin Dillon? The text below presents a First Nations Australian perspective on a particular event — the swearing-in ceremony for police constables. In 1999, at the 50th Anniversary of Australian Citizenship Conference, ATSIC Commissioner Colin Dillon talked about his experience as a First Nations Australian and police officer during the mid 1960s.

On entering police training in 1965, two years before the referendum, I found it frightening to realise that I was the only Aboriginal person on the police force. The only others were the Black Trackers, universally regarded as inferior with no police powers.

It was conveyed to me — informally but very bluntly — that I had entered the wrong profession, that there was no place for a black man as a sworn officer in an all-white police force. I persevered and endured the **unfettered** racism and hard training and was eventually formally sworn in as a Constable.

Yet even as I stood in the parade that day for the ceremonial swearing in of constables — a moment that should have been the proudest in my life — I remember the Commissioner as he made his inspection. On coming to me he commented to the parade Sergeant 'He's a bit on the dark side'.

My troubles continued — not only was I not wanted within the police force but my chosen profession and its associated tasks **alienated** me from my own people. Even the enactment of the Racial Discrimination Act in 1975 offered no respite, as it would have been sheer **folly** to formally complain in a work environment that quite openly tolerated racial and discriminatory practices.

- Infer** what statement/s Linda Burney is trying to make in **SOURCE 2**. What do you think her purpose was in writing and presenting her speech in this way? Who do you think it was aimed at and what makes you think this? Do you think it succeeds in conveying her intentions? **Explain** your answer.

unfettered unrestricted
alienate to cause someone to feel isolated or separated
folly foolishness; lack of good sense

LESSON

3.3 How did the First Nations Australian protest movement begin?

LEARNING INTENTION

By the end of this lesson you should be able to identify and explain the demands for rights and freedoms made by First Nations Australian advocacy groups from 1920 onwards.

TUNE IN

On 26 January 1938, white Australia prepared to celebrate the 150th anniversary of the arrival of the First Fleet in New South Wales. Meanwhile, many First Nations Australians did not see this as a day of celebration and instead turned to protest.

1. When do we usually mourn and why?
2. Look at **SOURCE 1**. Based upon what you can see, what were the protesters trying to achieve on this 'Day of Mourning'?
3. Discuss who is represented in this image, and who is not. What does this suggest about who did and did not support the cause in 1938?

SOURCE 1 The Day of Mourning: two of the day's organisers, William Ferguson and Jack Patten, are pictured at far left and right, respectively.



Source: News Ltd / Newspix.

3.3.1 Protests during the 1920s

When Captain James Cook claimed Australia's east coast on behalf of Britain in 1770, the principle of **terra nullius** that was applied meant that no treaty was ever made with the First Nations Peoples of Australia. The arrival of the First Fleet in Sydney Cove on 26 January 1788 marked the beginning of settlement (from a European perspective) or, from a First Nations' perspective, the invasion of a land they had lived in continuously for tens of thousands of years.

The First Nations Australian political organisations were formed in the 1920s. Foremost among these was the Australian Aboriginal Progressive Association (AAPA) formed by Fred Maynard in New South Wales in 1924. Maynard had been inspired by black activists in the United States. At the forefront of the Association's goals was the right for self-determination, including a right to land and an end to children being forcibly removed from their families. Street rallies, well-publicised meetings, letter-writing campaigns and petitions gained public attention. Jane Duren, a member of the Association, wrote a letter to King George V about conditions for First Nations Australians. In 1927, Fred Maynard wrote a letter of protest to the Premier of New South Wales, Jack Lang, calling for the restitution of First Nations Australian land (see **SOURCE 2**). By late 1927, the Association had disbanded after a concerted campaign against Maynard and the Association by the New South Wales Aboriginal Protection Board, which administered the *Aborigines Protection Act 1909*.

terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown



aud-0553

SOURCE 2 Fred Maynard's letter of protest to the New South Wales Premier in 1927

I wish to make it perfectly clear on behalf of our people, that we accept no condition of inferiority as compared with European people. Two distinct civilisations are represented by the respective races ... That the European people by the arts of war destroyed our more ancient civilisation is freely admitted, and that by their vices and diseases our people have been decimated is also patent. But neither of these facts are evidence of superiority. Quite the contrary is the case. Furthermore, I may refer in passing, to the fact that your present scheme of old age pensions was obtained from our more ancient code, as likewise your child endowment scheme and widows pensions. Our divorce laws may yet find a place on the Statute Book. The members of the Board [the AAPA] have also noticed the strenuous efforts of the trade union leaders to attain the conditions which existed in our country at the time of the invasion by Europeans — the men only worked when necessary, we called no man 'master' and we had no king. We are therefore, striving to obtain full recognition of our citizen rights on terms of absolute equality with all other people in our land. The request made by this Association for sufficient land for each eligible family is justly based. The Australian people are the original owners of this land and have a prior right over all other people in this respect. Our request to supervise our own affairs is no innovation. The Catholic people in our country possess the right to control their own schools and homes, and take pride in the fact that they possess this privilege. The Chinese, Greeks, Jews and Lutherans are similarly favoured and our people are entitled to precisely the same conditions.

3.3.2 A day of mourning

In an echo of the earlier AAPA, in 1937 the Aborigines Progressive Association (APA) was formed in New South Wales with three main aims: full citizenship rights for First Nations Peoples of Australia, representation in parliament and abolition of the New South Wales Aboriginal Protection Board. For the newly formed Association, Australia Day 1938 became a focus for action. The anniversary of the day Captain Arthur Phillip planted the British flag at Port Jackson was 26 January 1938. All six state premiers had arrived in Sydney; the finishing touches were being put on 120 street floats and the crowds were gathering as the city prepared for a spectacular show. Having been denied access to Sydney Town Hall, activists and community members, led by William Cooper and Jack Patten, walked in silent protest to Australia Hall, which they had to enter via the back door. So began Australia Day 1938: for the country's white population, this was a day to celebrate; for First Nations Australians, it was a day of mourning.

SOURCE 3 As dignitaries watched on, people, brought to Sydney especially for the event, re-enacted the landing of the First Fleet at Farm Cove in 1938.



Source: Mitchell Library, State Library of NSW. Call no. Home & Away – 17963.

DID YOU KNOW?

The First Nations Australians brought by the federal government from country New South Wales as forced participants in a re-enactment ceremony were kept locked in the stables at the Redfern police station until the ceremony.

Building a movement

In the months leading up to January 1938, Jack Patten, the first president of the APA, and William Cooper, secretary for the Australian Aborigines League, had visited missions and reserves to gain support for the Day of Mourning protest. Patten had also worked with William Ferguson, founder of the APA, to put together a 12-page document entitled 'Aborigines claim citizenship rights', which ran in many national newspapers. Despite widespread support for the event within First Nations Australian communities, only about 100 people attended because Australian law forbade First Nations Australians from gathering to protest. Despite the printed

warning that ‘Aborigines and persons of Aboriginal blood only are invited to attend’, four non-Aboriginal people attended the gathering. Two were police officers; the others were representatives from *Man* magazine, who would document the day’s events for a story entitled ‘Aborigines meet, mourn while white-man nation celebrates’.

3.3.3 Results of the Day of Mourning

As the Day of Mourning protest began, telegrams of support from around Australia were read out. Then Jack Patten read the following resolution (see **SOURCE 4**):

SOURCE 4 APA President Jack Patten (right) reads the resolution.



Source: Mitchell Library, State Library of NSW. Call no. MLQ 059/9.

We, representing the Aborigines of Australia ... on the ... 150th anniversary of the whitemen’s seizure of our country, hereby make protest against the callous treatment of our people ... and we appeal to the Australia nation of today ... for ... full citizenship status and equality within the community.

During the protest, the group discussed the brutal treatment by the Aboriginal Protection Board and the unfair removal of children from reserves, as well as the need for equal rights. The protest culminated in the formation and approval of a ten-point plan for equality. The plan outlined the need for:

- full citizenship status
- access to education, health services and employment
- the right to own property
- the right to a bank account
- the right to a pension.

These were rights automatically granted to Australian citizens. The day ended with members of the protest walking to La Perouse, one of the original landing spots for the First Fleet, where they released funeral wreaths into the sea.

Following the success of the Day of Mourning protest, a delegation of 20 people led by Jack Patten and William Ferguson presented the Australian Prime Minister, Joseph Lyons, with the ten-point plan for equality. William Ferguson wrote to the National Missionary Council of Australia, requesting that they support an annual protest against Australia Day. As a result, from 1940 to 1955, many churches around Australia dedicated the Sunday before Australia Day to what was termed 'Aborigines Day'. In 1957, with the support of First Nations Australians, Aborigines Day was shifted to the first Sunday in July, and the focus expanded from protest to a celebration of First Nations Peoples' cultures. The group founded to oversee this day of remembrance and celebration was called the National Aborigines Day Observance Committee (NAIDOC). It still exists today.

SOURCE 5 Following the Day of Mourning, Australia's First Nations community began publishing its first newspaper, *Abo Call*, edited by Jack Patten.

To all Aborigines!

'The Abo Call' is our own paper.

It has been established to present the case for Aborigines, from the point of view of the Aborigines themselves.

This paper has nothing to do with missionaries, or anthropologists, or with anybody who looks down on Aborigines as an 'inferior' race.

We are NOT an inferior race, we have merely been refused the chance of education that whites receive. 'The Abo Call' will show that we do not want to go back to the Stone Age.

Representing 60 000 Full Bloods and 20 000 Halfcastes in Australia, we raise our voice to ask for Education, Equal Opportunity, and Full Citizen Rights.

'The Abo Call' will be published once a month. Price 3d [3 pence].

The Editor asks all Aborigines and Halfcastes to support the paper, by buying it and also by acting as agents for sale to white friends and supporters.

3.3 SKILL ACTIVITY: Questioning and researching

Research the history of Australia Day. In your research, find out when the date was first celebrated, why it was chosen, and what it was designed to represent. Then **research** other names that have become associated with the day over time, including the Day of Mourning, Invasion Day and Survival Day, outlining when each of these terms was used for the first time, who used it, and why.

Your research report should be approximately 400 to 500 words in length, and should **demonstrate** that you have consulted a range of credible sources (three to five), including at least two written by First Nations Australians/ organisations, to substantiate your claims.

3.3 Exercise

Learning pathways

■ LEVEL 1

1, 3, 4

■ LEVEL 2

2, 5, 7

■ LEVEL 3

6, 8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS 

Check your understanding

1. The Australian Aboriginal Progressive Association (AAPA) was formed by _____ in New South Wales in _____.
2. **Identify** which three of the following were goals of the Australian Aboriginal Progressive Association.
 - A. First Nations Australians' self-determination
 - B. A right to land
 - C. The right to vote
 - D. An end to children being forcibly removed from their families
3. Only about 100 people attended the Day of Mourning protest because the law forbade First Nations Australians from gathering to protest. True or false?
4. **Select** how the leaders of the Day of Mourning Protest built up support in the months leading up to January 1938.
 - A. By visiting missions and reserves, as well as running a campaign in magazines
 - B. By visiting missions and reserves, as well as running a campaign in the newspapers
 - C. By visiting missions and reserves, as well as running a campaign on television
 - D. By visiting missions and reserves, as well as running a campaign in shopping centres
5. **Explain** why First Nations Australian activists released funeral wreaths into the sea following their protest.

Apply your understanding

Using historical sources

6. **Consider SOURCE 2** and answer the following questions.
 - a. **Identify** what Fred Maynard suggests is contrary evidence to the superiority of European people.
 - b. **Identify** who the 'Australian people' referred to in this letter are. How do you know this?
 - c. **Determine** what arguments are presented for the rights of First Nations Australians to supervise their own affairs.
 - d. What assumptions might you make about the writer of this letter? **Justify** these.
7. **Examine** the introduction to the *Abo Call* (see **SOURCE 5**) and answer the following questions.
 - a. What was the purpose of the paper? How can you tell?
 - b. In what ways did the *Abo Call* seek to challenge white preconceptions about First Nations Australians?
 - c. In what ways did it encourage First Nations Australians to think for themselves?

Communicating

8. **Identify** what changes in politics and society you think would need to have taken place before First Nations Australians would be given citizenship. **Reflect on** whether you are surprised that gaining citizenship took almost 30 years after the Day of Mourning.
9. Based on what you have read in this lesson, **determine** whether you consider the Day of Mourning a turning point for First Nations Australians. Write 150 words **explaining** your position.
10. Use the internet or your local library to learn more about the National Aborigines Day Observance Committee (NAIDOC). In your research, **investigate**,
 - a. Who were its original members?
 - b. What was its mission?
 - c. How has this changed since it was founded?
 - d. What do changes to this organisation suggest about the changing perception of First Nations Australian cultures by those within the cultures and those outside them?

LESSON

3.4 What did the members of the Stolen Generations experience?

LEARNING INTENTION

By the end of this lesson you should be able to describe the hardships faced by members of the Stolen Generations, and the ways that these hardships affect First Nations Australian communities today.

TUNE IN

The girls pictured in **SOURCE 1** were members of the Stolen Generations, children forcibly removed from their families, supposedly for their protection. These girls lived at the Cootamundra Domestic Training Home for Aboriginal Girls, where they were taught to undertake domestic work such as cleaning.

SOURCE 1 Residents of the Cootamundra Domestic Training Home for Aboriginal Girls



1. Look at **SOURCE 1**. How would you describe the girls' facial expressions and body language?
2. How would you describe their living conditions (as much of them as you can see)?
3. Why might they have been posing for this photograph? What makes you think that this might be the case?
4. These girls were being prepared for domestic work. What does this suggest about the sorts of capabilities the Aboriginal Protection Board believed First Nations Australian children and adolescents did and did not have? Discuss in small groups and share your answers in a class discussion.

3.4.1 Government policy: from 'protection' to assimilation

During the 1800s the colonial authorities argued that a protection system was the best way to look after the First Nations Peoples of Australia. This often meant setting up special communities for them where they could farm the land and live off the produce. However, this forced change was completely foreign and did not fit First Nations Australians' culture or practices; it involved moving people from their Country, way of life and often their families. The welfare act was ostensibly designed to allow the government to remove children from homes in which they were neglected. However, they were often removed when this was not the case.

WESTERN AUSTRALIA.



ANNO QUINTO

EDWARDI SEPTIMI REGIS,

XIV.

No. 14 of 1905.

AN ACT to make provision for the better protection and care of the Aboriginal inhabitants of Western Australia.

[Reserved, 23rd December, 1905.]

BE it enacted by the King's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of Western Australia, in this present Parliament assembled, and by the authority of the same, as follows :—

1. This Act may be cited as the *Aborigines Act*, 1905, and shall come into operation on a day to be fixed by proclamation.

2. In this Act, unless the context otherwise requires,—

“ Aboriginal institution ” means and includes any mission, reformatory, orphanage, school, home, station, reserve, or other institution for the benefit, protection, or care of the aboriginal or half-caste inhabitants of the State, and in receipt of any annual or other subsidy or grant from the Government.

“ Chief Protector ” means the Chief Protector of Aborigines appointed under this Act.

“ Department ” means the Aborigines Department.

“ District ”

The *Aborigines Protection Act (NSW) 1909* gave the authorities licence to ‘provide for the custody, maintenance and education of the children of aborigines’. By 1911 the Northern Territory, along with all states except Tasmania, had given the Board for Protection control over First Nations Australians. The Board was also made the legal guardian of all First Nations Australian children. Enforcing this legislation was left to ‘protectors’ who were usually police officers. Those children who were taken from their families are known as the ‘Stolen Generations’.

Governments believed the best way to ensure that First Nations Australian children (especially those of mixed descent) were **assimilated** into European society was to remove them — forcibly, if necessary — from their families and raise them in institutions or foster homes. Paul Hasluck, who was appointed Federal Minister for

assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture

Territories in 1951, articulated the thinking behind this strategy: 'Assimilation means, in practical terms, that, in the course of time, it is expected that all persons of aboriginal blood or mixed blood in Australia will live like other white Australians do'. This policy was highly problematic. It suggested that living like white Australians should be the aim of every Australian, thereby denying the value of the long-established heritage and cultures of First Nations Australians.

The NSW *Child Welfare Act 1939* had provided parents with the right to contest the removal of their children, though often they actually had no choice in their removal, and no knowledge of what 'consent' meant for them or how to object. However, with many Children's Courts located far from the communities, missions and reserves from which the children had been taken, and with no legal assistance provided for parents, it was extremely difficult for parents to get their children back. Once they had been removed, many First Nations Australian children were abused and exploited for labour, and were denied any contact with their families or a connection to their Country, culture or language. Between 1910 and 1970 it is estimated that 10 to 30 per cent of First Nations Australian children were forcibly removed from their families in the name of protection and assimilation. This means that many First Nations Australian families, from every state and territory, were directly affected by the forced removal of one or more children across one or many generations.

SOURCE 3 An extract from the 1989 book *Wanamurraganya: The Story of Jack McPhee*.

'This part is called the compound,' he told me, 'there's the church, sewing room, dormitories where they keep all the kids, store, you've seen the office and the hospital.'

'Whose kids are they?'

'Anybody's. Some got their names changed. You know whitefellas, if they can't get their tongue around your name they call you something else. No one be able to find these kids now.'

I was thinking to myself, to take a child from its mother is a cruel thing. The mother has given the life, suffered for it, it's not right that life is taken from her.

'When a family comes in,' said Jack, 'the kids live in dormitories, others down in the camp.' ...

'Jeez, Jack, is this a prison?'

He laughed. 'Trackers here too. Bring you back if you run away.'

'Can't you do something?'

'Who will listen, brother? Boss reads all the mail that goes out and comes in.'

3.4.2 CASE STUDY: Life in the Homes

At Kinchela Boys Home on the mid-north coast of New South Wales, First Nations Australian boys were taught to farm the land and operate heavy machinery such as tractors. Between 1924 and 1970, approximately 600 boys were taken to Kinchela, where they were stripped of their names and given numbers instead, were forbidden from speaking their own language and were severely punished by the staff for disobedience. According to Cecil Bowden, a former resident, the most brutal punishment was being sent 'down the line': 'They'd have to walk the line and 60 or 70 boys would have to punch them, punch that person as hard as they could, just to satisfy those people who were running the home'.

The Cootamundra Domestic Training Home for Aboriginal Girls was the destination for generations of First Nations Australian girls removed from their families between 1911 and 1969. The girls would stay at Cootamundra in the South West Slopes region of New South Wales until the age of 14, when they would be sent to work as domestic servants in the homes and farms of New South Wales' middle class. Once in domestic service, many girls became pregnant, only to have their own children removed and placed with white families.



aud-0554

SOURCE 4 An extract from the *Bringing Them Home* report. Rose lost contact with her brothers and sisters in 1958, when she was 9 years old.

The kids was glad to see Mum and Dad at court. They were jumping all over them. Glad to see them. When the Welfare took the kids off Mum and Dad they were holding out their arms trying to stay with Mum and Dad. Everyone was crying sad. Sad. Sad.

After the kids had gone to the home Mum and Dad hit the grog hard as they had done everything in their power and in their hearts to keep us away from the (predators) the Welfare. But they sniffed us out of the bush like dogs.

My parents couldn't handle the trauma of not having the closest warmth loving caring family we were. They separated. My Mum went one way; my Dad went his way.

And I was 9 years of age left to go my way. I didn't know anyone. So I lived with Koori families who took me in. And in return I would look after their kids while they went picking just so I had some sort of family caring. I done this for years. Still not knowing where my brothers and sisters were. I tried hard to find them but couldn't.

The families that took me in I have a lot of respect for them because they tried to mend a 9 year old's broken heart ...

3.4 SKILL ACTIVITY: Using historical sources

You have been asked to **design** a museum exhibit about the experiences of the Stolen Generations from your local area. By consulting with your local community, and using your library and the internet for reference, locate primary and secondary evidence that can be placed in the exhibit.

The evidence you **select** might be archaeological, such as an object; written, such as a letter or newspaper article; or audio-visual, such as an interview with a person who lived through the events. Alongside each item, write a **descriptive** label **explaining** why it is significant to understanding the experience of the Stolen Generations. Finally, come up with a suitable title for the exhibition you have curated.

on Resources

 **Weblinks** Archival copy of the *Aborigines Act 1905 (WA)*
Stolen Generations (South West Aboriginal Land & Sea Council)

3.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 6, 7, 8, 10

■ LEVEL 3

5, 9, 11

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- Receive immediate feedback
- Access sample responses
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Check your understanding

1. By _____ all states and territories, except _____, had given complete control over First Nations Australians to the Board of Protection.
2. **Determine** whether the following statements are true or false.
 - a. 'Assimilation' means to absorb or blend into the community.
 - b. The NSW *Child Welfare Act 1939* provided parents with the right to contest the removal of their children, making it relatively easier for parents to regain custody.
 - c. The *Aborigines Protection Act (NSW) 1909* granted authorities the power to control and provide for the custody, maintenance and education of First Nations Australian children, making the Board for Protection the legal guardian of these children.
3. The purpose of the assimilation policies was to make all First Nations Australians live like the 'white' Australians:
 - A. because that's what they wanted.
 - B. because even though they didn't know it, they wanted it.
 - C. whether they wanted to or not.
 - D. because that was the best outcome.
4. **Explain** why First Nations Australian children were stolen from their families. **List** as many reasons as you can.
5. Why was it so difficult for parents to contest the removal of their children?

Apply your understanding

Using historical sources

6. **SOURCE 2** is the beginning of the *Aborigines Act 1905*. After reading it carefully, **explain** what you think the purpose of the Act was. What beliefs about First Nations Australians do you think the people who wrote the Act held?
7. It is the morning after four children have escaped from the compound described in **SOURCE 3**. **Infer** what you think might happen to the children still in the compound.
8. Study **SOURCE 4** and answer the following questions.
 - a. **Explain** the effects of forcible removal on Rose's parents and siblings.
 - b. Why do you think Rose may have been left behind?
 - c. **Analyse** which people were directly or indirectly affected in a negative way by the welfare workers' decision to remove Rose's brothers and sisters from the family.
9. **Evaluate** the usefulness of using individual stories such as **SOURCE 3** and **SOURCE 4** as evidence to assist our understanding of the impact of government policies of child removal on the First Nations Peoples of Australia.
10. Do **SOURCES 1, 3, and 4** offer support for each other? **Explain** your answer fully.
11. Use a fishbone diagram to **identify** the causes of why children were 'stolen' and the consequent effects.

LESSON

3.5 Who were the major figures in the world's civil rights movement?

LEARNING INTENTION

By the end of this lesson you should be able to identify some of the major figures in the world's civil rights movements during the early to mid twentieth century. You should also be able to explain the term 'non-violent protest' and outline why this form of protest was so successful for activists.

TUNE IN

On the first school day of 1957, nine African-American students enrolled at Little Rock Central High.

Thereafter known as the 'Little Rock Nine', the students were met by an angry mob, 1200 soldiers sent to the school for their protection and the world's media.

1. Look at **SOURCE 1**. How would you describe the actions of the mob? What evidence can you see about their mood and actions?
2. Would you go to school if you had to battle through an angry crowd to get there?
3. What do you think it was about this photograph, and those like it, that would inspire other African-Americans at the time? Discuss with a small group and share your answers in a class discussion.

SOURCE 1 On 4 September 1957, the Little Rock Nine attended their first day at a formerly all-white school. This simple act would change the United States forever.



3.5.1 International call for civil rights

In the 1940s, many of the rights and freedoms enjoyed by white people in colonised nations such as the United States and Australia were not shared by all. To many people this seemed wrong, but it would be the mid 1950s before leaders would emerge to challenge this widespread inequity and mistreatment. They were part of the civil rights movement. This movement would build during the 1960s, generating a worldwide demand for change.

On 10 December 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR), an international agreement that outlined the rights and freedoms that should be

SOURCE 2 A photograph of Eleanor Roosevelt holding the Universal Declaration of Human Rights



accorded to all people. As a founding member of the UN, Australia played a prominent role in establishing the Declaration under the guidance of Dr Herbert Vere Evatt, who became the president of the United Nations General Assembly in 1948. Dr Evatt, a former High Court judge, Attorney General and Minister for External Affairs, was known for defending civil liberties. The Declaration began by recognising that ‘the inherent dignity and the equal and **inalienable** rights of all members of the human family is the foundation of freedom, justice and peace in the world’. Although it was not a **treaty**, the Declaration was seen as an international call for civil rights.

inalienable belonging to a thing by its nature; not able to be taken away

treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.

SOURCE 3 Eleanor Roosevelt became the First Lady of the United States when her husband, Franklin Delano Roosevelt, was elected president in 1933. An author and activist in her own right, Eleanor Roosevelt was a US delegate to the United Nations General Assembly from 1945 to 1952. One of the UN’s most highly regarded statespeople, she played a crucial role in developing the Universal Declaration of Human Rights.

Where, after all, do human rights begin? In small places — close to home — so close and so small that they cannot be seen on any maps of the world. Such are the places where every man, woman and child seeks equal justice, equal opportunity, and equal dignity, without discrimination. Unless these rights have meaning there, they have little meaning anywhere.

3.5.2 Civil rights in America — desegregation

On 1 December 1955 an African-American seamstress named Rosa Parks sat halfway down a bus in Montgomery, Alabama, just behind the section reserved for white passengers (see **SOURCE 4**). When a white man got on the bus, the driver asked her to stand to make room for him, but Rosa Parks politely refused. ‘When I made that decision,’ she said later, ‘I knew that I had the strength of my ancestors with me.’

For her refusal to give up her seat, Rosa Parks was arrested and charged with breaking the segregation laws. At the time, the African-American community made up the majority of Montgomery’s bus passengers. Sparked by Rosa Parks’s defiance, they began to refuse to take the bus. The Montgomery bus boycott lasted 381 days until the politicians caved in and abolished the bus segregation laws.



aud-0555

SOURCE 4 This excerpt from the Montgomery City Code refers to segregation of black and white people on the buses, which was the basis of Rosa Parks’s protest.

Sec. 10. Separation of races — Required.

Every person operating a bus line in the city shall provide equal but separate accommodations for white people and negroes on his buses, by requiring the employees in charge thereof to assign passengers seats on the vehicle under their charge in such manner as to separate the white people from the negroes, where there are both white and negroes on the same car; provided, however, that negro nurses having in charge white children or sick or infirm white persons, may be assigned seats among white people.

Nothing in this section shall be construed as prohibiting the operators of such bus lines from separating the races by means of separate vehicles if they see fit.

DID YOU KNOW?

Racism is based on the belief that a person’s race determines their ability and attributes, and that some people are inherently inferior to others. In the 1930s Hitler invoked racist theories to justify his persecution of the Jewish people. The same theories were used to justify racial segregation in the United States, South Africa and Australia.

Little Rock, Arkansas

On 17 May 1954 the US Supreme Court ruled that segregation of public schools was **unconstitutional**. Later that year the Little Rock, Arkansas, school board had agreed to gradually desegregate its schools. Desegregation began on the first day of the school year, 1957.

During the year she attended Little Rock Central High, Minnijean Brown-Trickey was verbally abused, pushed down the stairs and spat on. Not all the white students were hostile towards the new arrivals, but those who showed them kindness were liable to be beaten up themselves. Later she would recall, 'There were 100 bad kids and 1900 silent witnesses'. Her story, and those of the other eight students, would go on to inspire a generation of African-Americans.

Looking back on her year at Little Rock Central High, Minnijean Brown-Trickey said, 'History holds up a mirror showing the good things about us and the bad things about us. We have to choose. Do we want to be part of the mob attacking children or the children walking with dignity?'

3.5.3 Protests in the United States gain momentum

As the civil rights movement in the United States grew, particularly in the southern states where segregation was worse, there was great potential for violence. Although violence did erupt in states like Alabama, there were other voices preaching another way.



eles-2606



tlvd-10741

SOURCE 5 Dr Martin Luther King Jr (centre) in the March on Washington for Jobs and Freedom, August 1963



Martin Luther King

The Montgomery bus boycott had been organised by the Montgomery Improvement Association. Made up of religious ministers and activists, the group was led by a charismatic young civil rights campaigner named Martin Luther King Jr. His philosophy was simple: anything could be achieved by using non-violent resistance, so long as you could convince enough people to join the cause.

This philosophy was based on both his training as a minister and his interest in the work of Mohandas (Mahatma) Gandhi, whose non-violent protests had successfully challenged the British and won independence in India. Dr King summed up his philosophy by suggesting that 'the Christian doctrine of love operating through the Gandhian method of non-violence was one of the most potent weapons available to oppressed people in their struggle for freedom'. One of Dr King's most well known actions was the March on Washington for Jobs and Freedom (1963), where he delivered his most famous speech, remembered by the words, 'I have a dream ...'

unconstitutional not in accord with the principles set forth in the Constitution

3.5.4 Freedom Rides in the United States

The Freedom Rides in the United States began in May 1961. The riders were volunteers — 13 activists from the Congress of Racial Equality (CORE) and Student Nonviolent Coordinating Committee (SNCC). The activists set out from Washington DC to journey through the southern states of Virginia, North and South Carolina, Georgia, Alabama and Missouri to a planned rally in Louisiana. The white response in the states through which the two buses journeyed was often violent and full of hate. White mobs wielded baseball bats, bicycle chains and iron bars. Near Anniston, Alabama, on 14 May 1961, a white mob smashed the bus windows, slashed the tyres and later firebombed the bus. Several Freedom Riders were badly injured. Violence continued over subsequent rides with state authorities doing little to intervene.

SOURCE 6 Freedom Riders sit beside their burned out bus near Anniston, Alabama, 14 May 1961



int-6708

SOURCE 7 Map showing the routes taken by the Freedom Riders



Source: Spatial Vision.

Although Martin Luther King never joined the Freedom Riders' campaign, he became one of their major spokespeople. When a 3000-strong mob blockaded the First Baptist Church in Montgomery, Alabama, where King was rallying support for the campaign, authorities responded only when US Attorney-General, Robert Kennedy, mobilised the National Guard who dispersed the mob with tear gas.

Results of the Freedom Rides

The Freedom Rides and the violent responses to them resulted in international media attention, embarrassing the US government. Although federal laws existed that ruled segregation illegal, state administrations, particularly in the south, ignored them. The Freedom Rides continued until the Interstate Commerce Commission (ICC) forced bus companies to introduce desegregation. The goals of the campaign — to create headline news internationally and to gain publicity for the civil rights movement — were in large part achieved. Civil disobedience had proved a powerful way to protest against racist policies and effect change.

3.5 SKILL ACTIVITY: Using historical sources

Martin Luther King Jr is often remembered as one of the most significant figures of the twentieth century, not only in America but around the world, both because of what he fought for — namely racial equality — and the way he chose to wage that battle. Use the **Trove** weblink in your online Resources to find out how he was remembered by the Australian people and press, immediately following his death in 1968.

Using at least three sources, **decide**:

- What did people admire about him?
- What lesson/s did they take from his life?
- What evidence is there (if any) within these reports that his influence was beginning to affect discussions about race relations in Australia?

Based upon your findings, write a 300-word response to the question, 'How significant was Martin Luther King Jr's influence in Australia following his death?' Use key quotes to support your claims.



Resources



Weblink

Trove



Video eLesson Lyndon B. Johnson announces the passing of the Civil Rights Act (eles-2607)

3.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7, 8, 9

■ LEVEL 3

10, 11, 12

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Check your understanding

- Rosa Parks was an African-American seamstress. Why was she arrested in 1955?
 - For fighting with a white passenger on a bus
 - For politely refusing to pay for her ticket on a bus
 - For politely refusing to give up her seat to a white passenger
 - For politely refusing to give up her seat to an older passenger
- What resulted from Rosa Parks' arrest and the subsequent boycott? **Select** all possible answers from the options below.
 - Rosa Parks was arrested and charged with breaking the segregation laws.
 - Rosa Parks caught taxis to work over the next 381 days.
 - Montgomery's majority of African-American bus passengers boycotted the buses.
 - After 381 days of the boycott, politicians caved in and repealed the bus segregation laws.
- Determine** whether the following statements are true or false.
 - A treaty is a formal agreement between states. Because the UDHR is not a formal agreement between states, it could not be a treaty.
 - The Freedom Rides resulted in international media attention and embarrassed the US government.
 - The US Supreme Court ruled that segregation of public schools was unconstitutional in 1954.
- Identify** when the United Nations General Assembly adopted the UDHR. Use your general knowledge to **explain** what previous event had led to this point.
- Who was Dr Evatt and what was his contribution to the history of civil rights? Why do some argue that he should be more widely recognised in Australia?

Apply your understanding

Using historical sources

- Explain** what the term 'civil disobedience' means in your own words, and give three examples of types of civil disobedience.
- Read the Eleanor Roosevelt quote in **SOURCE 3**.
 - State** what this quote means.
 - Who does it seem to be aimed at?
 - Explain** how its message could be seen to be reflected in the UDHR.
- The Montgomery City Code (see **SOURCE 4**) claimed to offer 'separate but equal' treatment to white and black passengers. **Identify** words and phrases in the source that might be said to contradict this claim.
- Examine SOURCE 5** and answer the following.
 - What were these protesters aiming to achieve?
 - What examples of non-violent protest are evident?
 - What role do white people appear to be playing in the protest?
- Analyse** what **SOURCE 6** tells you about the risks undertaken by a Freedom Rider.
- Using SOURCES 1, 2, 5 and 6, explain** the power of photography as a source of historical evidence.

Communicating

- Identify** the significant events mentioned in this lesson and rank them in order of their impact on bringing about change. Be prepared to **justify** your ranking.

LESSON

3.6 What impact did the Freedom Ride have in Australia?

LEARNING INTENTION

By the end of this lesson you should be able to describe the role of Charles Perkins in First Nations Australians' fight for civil rights.

TUNE IN

As a young man, Arrernte and Kalkadoon man Charles Perkins regularly took the bus from Sydney University to his home in Bondi. Photojournalist Robert McFarlane captured this image in 1961, when Perkins was just beginning to gain attention for his activism.

1. Look at **SOURCE 1**. Why might McFarlane have chosen to photograph Perkins on a bus? (Hint: Think about the historical and cultural significance of this location at the time.)
2. What does this facial expression and body language convey to you as a viewer?
3. Discuss how you imagine this image may have been viewed by white Australians at the time. In what way/s might this perception have differed from that of First Nations Australians viewing this image?

SOURCE 1 Charles Perkins photographed by Robert McFarlane in 1961



3.6.1 Charles Perkins — activist

First Nations Australians won the right to vote in federal elections in 1962; but even then they were not counted in the census and their affairs were still managed by the state governments. But growing awareness of human rights issues, specifically relating to racial discrimination, was beginning to turn the tide for First Nations Peoples in Australia.

Inspired by a similar civil rights action in the United States, Charles Perkins organised the Freedom Ride of 1965, in which a group of 30 university students from Student Action for Aborigines (SAFA) would take a bus tour of outback New South Wales. The journey was intended to be a 'study tour' of race relations in Australia.

SOURCE 2 The Freedom Riders prepare to set out in 1965, unsure of what awaits them.



As the bus readied to leave on 12 February 1965, the Reverend Ted Noffs said a prayer: ‘Almighty God ... we ask now that Thy blessing will rest upon these Australians as they journey out and endeavour to bring reconciliation and healing among people who have been divided because of the colour of their skin’. Over the following two weeks, the group saw the desperate poverty and often unsanitary living conditions experienced by First Nations Australians and witnessed the racial discrimination directed against them. In the town of Moree, First Nations Australian children were banned from using the public swimming pool. In Bowraville the cinema was partitioned. And in Walgett, First Nations Australian veterans were allowed into the Returned Soldiers’ League only on Anzac Day.

DISCUSS

The image of Charles Perkins in **SOURCE 1** has been described as ‘**iconic**’. Analyse **SOURCE 1** and reflect on what ways it could be seen this way? How would you describe the importance of this image?

iconic important or enduring

A hostile reception

As they drove 2300 kilometres around New South Wales, the Freedom Riders were subjected to a number of attacks. In Moree white women jeered and spat at the female students, while Jim Spiegelman was hit by a local.

Perkins was threatened, punched in the back of the head and had an egg thrown down the back of his shirt. On a lonely country road, late at night, the students’ bus was rammed by a farmer.

Despite the physical toll taken on many Freedom Riders, the trip was an enormous success, attracting national and international media attention, and forcing Australians to confront the racial tensions and inequity that were still rife in many parts of the country.

Perkins would later write, ‘What we gave Aboriginal people in the towns we visited was hope. We stirred their imagination, their desire for human rights’.



int-6709

SOURCE 3 The route the Freedom Riders followed during their two-week journey.



Source: Spatial Vision.



aud-0556

SOURCE 4 Diary entry from the Freedom Ride, Wellington

Went to settlement outside reserve. Police warned us not to go into reserve. Interviewed about ten tin shacks of people. Most of us found the questionnaires unsuitable. Houses of tin, mud floors, very overcrowded, kids had eye diseases, had to cart water (very unhealthy) from river. People fairly easy to talk to, kids quite friendly. General picture of extreme poverty but not a great deal of social discrimination. Got seven interviews on the settlement just outside the reserve, and two in the town. General picture of scarcity of jobs. Mainly garden work, which is very seasonal. Average of three months for year out of work. Some working on a dam nearby. Some did shearing jobs. Did not encounter or hear of any women with jobs at all. Did not seem to know much about social services etc.

Lunch 1.30. Apparently Jim S and a few others came across some discrimination in a pub. An aboriginal was allowed in only because he was with us. The publican said he only prevented aborigines from coming in ‘if they were disorderly’. Charlie went in and there was some discussion between the barmaid and the publican before they served him. Some aborigines told us they had been kicked out of this pub, the ‘Courthouse’. Left Wellington and arrived in Dubbo about 6.30 pm. Had tea, went for a swim, then to the Dubbo hotel. We noticed a sign above the doorway of the halfway hotel — ‘Aborigines not allowed in the Lounge without the Licensee’s permission’. We didn’t do anything. Slept in the Methodist Church ...

3.6.2 The legacy of the Freedom Ride

Newspaper and television coverage of the Freedom Ride created awareness and discussion in Australia about the racist injustices faced by First Nations Peoples of Australia. This media attention and debate aided the campaign for removal of discrimination in the Australian Constitution, with the Referendum in 1967 being carried. Charles Perkins emerged as a national leader for First Nations Australians, and a role model for prosecuting a cause using non-violent means.

The Freedom Ride itself was an important event in the fight for civil rights and freedoms and inspired a number of further 'freedom rides'.

In 2005, on the fortieth anniversary of Perkins's Freedom Ride, the bus set out again, filled with around 30 students and supported by the group reconciliACTION, who hoped to investigate how far country Australia had come in improving race relations since 1965.

SOURCE 5 Charles Perkins is remembered today; at his funeral in 2000, crowds of supporters and mourners gathered to remember him by walking down Macquarie Street in Sydney.



3.6 SKILL ACTIVITY: Communicating

Imagine you are one of Charles Perkins' travel companions on the Freedom Ride. Write 500 words **describing** your first day on the journey and the responses of the townspeople you encounter, using the same diary format you can see in **SOURCE 4**. You may need to conduct more **research** about the trip before you begin.

3.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5, 6

■ LEVEL 3

7, 8, 9

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

- In what ways was the Freedom Ride about 'freedom'?
Select all possible answers from the options below.
 - The Freedom Ride was about raising public awareness about the racism and lack of human rights suffered by First Nations Australians in country Australia.
 - The Freedom Ride was about raising public awareness about the racism and lack of human rights suffered by First Nations Australians in Victoria.
 - The students exposed examples of how First Nations Australians were discriminated against and were denied the rights and freedoms non-Indigenous Australians enjoyed.
 - The students exposed examples of how First Nations Australians were discriminated against and were denied the rights and freedoms that overseas visitors enjoyed.
- Select** which forms of resistance the Freedom Riders encountered.
 - There was no obvious resistance encountered.
 - They were attacked, both verbally and physically.
 - They experienced only verbal abuse and racist signs.
 - They were barred from entering most towns they tried to visit.
- Describe** what the trip was about other than freedom.? How can you tell?
- Use SOURCE 3** to work out, on average, the amount of time the Freedom Riders spent in each location. The Freedom Riders travelled for _____ and visited _____ locations. Therefore, they would have spent an average of _____ in each location.

Apply your understanding

Using historical sources

- Based on the body language and clothing worn by the students in **SOURCE 2**, what words would you use to **describe** them? Do you think they were prepared for what they would find on their Freedom Ride? **Explain** your answer.

Historical perspectives and interpretations

- Consider** what improvements to race relations you think the 2005 Freedom Ride would have discovered when compared to the Freedom Rides of the past.
- Identify** both the short-term and long-term effects of the Freedom Ride of 1965. Display these in diagrammatic form.

Communicating

- Analyse** whether you think controversy and civil disturbance are good ways to attract media publicity to a cause. Why or why not?
- Can you **propose** any other ways in which the plight of First Nations Australians could have been publicised in 1965? Think creatively and take risks in offering possible solutions.

LESSON

3.7 What was the significance of the 1967 Referendum?

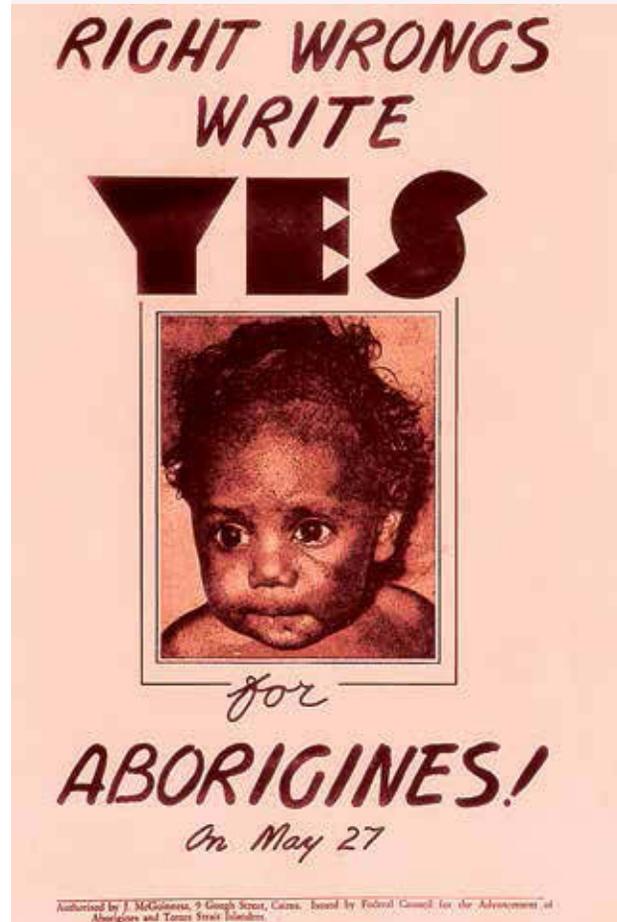
LEARNING INTENTION

By the end of this lesson you should be able to explain why the 1967 Referendum was such a significant event and identify the ways in which this 'yes' vote did and did not change life for First Nations Australians.

TUNE IN

In 1967, despite having developed a culture that thrived for tens of thousands of years in Australia before white people arrived, First Nations Australians were not included in the census. **SOURCE 1** is a poster that urged Australians to vote 'yes' to support Australia's First Nations Peoples finally being counted.

SOURCE 1 A poster for the 'Yes' vote



1. Look at **SOURCE 1** and answer the following:
 - a. What 'play on words' is used in the poster in **SOURCE 1**? Do you consider it an effective way of getting the message across?
 - b. Who authorised this poster? Would you regard this as a reliable source based on this authorisation?
 - c. What do you think the message on a poster in favour of a 'no' vote might be?

3.7.1 The right to vote

In the early 1960s, following challenges to racial segregation overseas, many Australians were becoming increasingly uncomfortable with the unfair treatment of First Nations Australians. The government was also under international pressure to make their policies more inclusive.

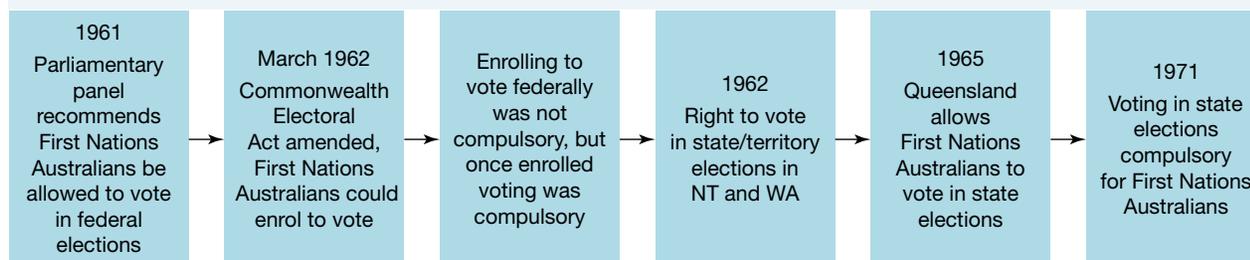
3.7.2 The 1967 Referendum

In 1967 there remained many areas in which First Nations Australian Peoples were treated very differently from every other member of the Australian population: one of the most important of these was the fact that they were not counted in the national **census**. The census is a tool used by the government to count its citizens and extract important demographic information, such as their age, gender and where they live. This information can then be used to make appropriate plans for providing community services such as schooling, healthcare and housing.

SOURCE 2 People exercise their democratic right to vote at a polling booth in Bagot Settlement, Northern Territory, in 1962. Prior to this, all First Nations Australians in the Northern Territory had been deemed wards of the state and therefore denied the right to vote.



SOURCE 3 A timeline of First Nations Australian voting rights



The Australian Constitution stated, ‘In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted’. To First Nations Australian activist Chicka Dixon, the message the Constitution conveyed was quite clear: ‘It said the Australian Commonwealth Government would recognise all races of people other than Aboriginal — in other words, we didn’t exist ...’

The only way to change the Constitution is to hold a **referendum**. Before 1967 there had been 26 referenda in Australia, only four of which had been carried (approved). For a proposal to succeed, a majority of voters must say ‘yes’; also, the majority ‘yes’ vote must occur in a majority of states (that is, at least four).

The referendum planned for 27 May 1967 would put two proposals to the Australian people:

- that Aboriginal people should be counted in the census
- that Aboriginal people should be placed under the jurisdiction of the Commonwealth, not state governments, so that laws affecting them could be implemented consistently and fairly across Australia.

Before the vote a publicity campaign was organised and all eligible voters were sent a booklet spelling out the ‘yes’ and ‘no’ cases. Both proposals received overwhelming **bipartisan** support, with a staggering 90.7 per cent of votes in favour, the highest ‘yes’ vote ever recorded in a referendum in Australia.

census an official, usually periodic, count of a population

referendum a ballot in which people decide on an important political issue

bipartisan supported by the two major political parties

SOURCE 4 This table was featured in an informative pamphlet provided to voters by the Federal Council for the Advancement of Aborigines (FCAA) prior to the referendum. It summarises the rights that First Nations Australians had in different states at the time.

Right	NSW	VIC	SA	WA	NT	QLD
Voting rights (state)	Yes	Yes	Yes	No	Yes	No
Marry freely	Yes	Yes	Yes	No	No	No
Control own children	Yes	Yes	No	No	No	No
Move freely	Yes	No	No	No	No	No
Own property freely	Yes	No	Yes	No	No	No
Receive award wages	Yes	No	No	No	No	No
Alcohol allowed	No	No	No	No	No	No

If you are the owner of this work, please come forth and contact us.
 © Federal Council for the Advancement of Aborigines (FCAA)

3.7.3 From assimilation to integration

After First Nations Australians had gained the rights to vote in federal elections and to be counted in the census, institutional discrimination began to soften. But the shift in policy from ‘assimilation’ to ‘integration’ was due, in large part, to the hundreds of thousands of new migrants who had entered the country since the end of World War II and were trying to find the balance between honouring their traditional beliefs, languages and cultures, and adopting the Australian way of life.

Unlike assimilation, **integration** policy did not require a person to deny their cultural background, including their language, in order to become a valuable member of society.

Yet while integration was a step in the right direction, it fell short of recognising the true value of other cultures. Integration policy, like assimilation before it, still expected citizens to adapt to the needs of the dominant culture of the country, rather than the other way around.

integration policy requiring immigrants to publicly adopt the new country’s culture while still being able to celebrate their own culture privately; a policy that recognised the value of First Nations Australian cultures and the right to retain their languages and customs and maintain their own distinctive communities

SOURCE 5 Pat O’Shane’s reaction to the result of the 1967 referendum. From Pat O’Shane, ‘Aboriginal People and Political Power’, quoted in C. Cunneen and T. Libesman 1995, *Indigenous People and the Law in Australia*, Butterworth, Sydney, pp. 214–5.

My reaction to the referendum result was one of exhilaration. I thought that it was really going to sweep away the past, I suppose. I think probably to one degree or another we all felt that. I think those who had been really active in the campaign — certainly Aborigines and Islanders in the north, where I came from — felt that this was our liberation. Of course, it wasn’t; it didn’t work like that at all. The Queensland Act stayed there and the change to the Constitution didn’t do anything to alter that situation. But it was liberating to this extent: the people actually knew, felt, believed that they were citizens of Australia. I think that made a very significant psychological difference to how we operated, because then it wasn’t a question of our campaigns being directed at being recognised as Australian citizens but being able to fight other fights, wage other campaigns. So, it was an exhilarating experience for me and certainly for a lot of people that I worked with at that time.

3.7 SKILL ACTIVITY: Questioning and researching, Using historical sources

Using your local library or the internet, learn more about one of the activists Chicka Dixon or Faith Bandler and their role in convincing Australians to vote 'yes' in 1967.

In a report of 300 words:

- **describe** your chosen activist's background prior to becoming an activist
- **explain** why you think this might have motivated them to fight for this cause.

3.7 Exercise

learnon

3.7 Exercise

Learning pathways

LEVEL 1

1, 5

LEVEL 2

2, 4, 6

LEVEL 3

3, 7, 8

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Check your understanding

1. **Select** whether each of the following statements are true or false.
 - a. The 1962 Electoral Act amendment was responsible for giving First Nations Australians the right to vote in state elections.
 - b. Queensland extended the right to vote in state elections to its First Nations Australian population in 1965.
 - c. Under the *Electoral Amendment Act 1962*, First Nations Australians were compelled to enrol to vote.
 - d. The census is an important tool in understanding the needs of a population.
 - e. The referendum of 1967 made Australia's First Nations Peoples Australian citizens.
 - f. The proposals in the 1967 referendum were agreed to by the two major political parties.
 - g. A referendum must be passed by a double majority — a majority of voters overall and a majority of voters in a majority of states (that is, four states or more).
2. **Identify** in what way the Australian Constitution was amended as a result of the 1967 referendum. Why was this important?
Select all possible answers from the options below.
 - A. For the first time First Nations Australians were counted in the census and thus recognised as people who actually existed.
 - B. The States were given responsibility for First Nations Australians.
 - C. The Commonwealth assumed responsibility for First Nations Australians.
 - D. The Commonwealth would now make laws affecting First Nations Australians.
3. As an official policy, do you think that integration was an improvement on assimilation? **Explain** your answer.

Apply your understanding

Communicating

4. **Consider** why the integration policy was still not ideal. **Discuss**.

Using historical sources

5. After reading **SOURCE 5** about Pat O'Shane's recollections of the time around the referendum, **explain** what her reaction to the referendum result was. What were they celebrating?
6. **Determine** if you believe that Chicka Dixon was justified in his comments about the Australian Constitution. Why or why not?
7. Using **SOURCE 4**, rank the states from best to worst in terms of providing rights to First Nations Australians. **Justify** your choice.

Historical perspectives and interpretations

8. **Evaluate** the impact of the referendum on the move towards equal rights for First Nations Australians and present your ideas to your class in the form of a brief report (250 to 300 words).

LESSON

3.8 What have the Torres Strait Islanders experienced during their fight for freedom?

LEARNING INTENTION

By the end of this lesson you should be able to describe some of the similarities and differences in the treatment of and fight for freedom by Torres Strait Islander and Aboriginal Peoples.

TUNE IN

SOURCE 1 depicts the flag of the Torres Strait Islands.

1. Discuss in what way/s a flag could be considered a historical source.
2. How is this flag similar, and different, to both the Australian flag and the Aboriginal flag?
3. Looking at this source, write down three questions that it raises for you, which you would need to research further in order to fully understand its significance.

SOURCE 1 The flag of the Torres Strait Islands



In this lesson we have used the terms Torres Strait Islander and Aboriginal to distinguish between the distinct histories and cultures of the two First Nations Peoples.

3.8.1 The Torres Strait Islander community today

Torres Strait Islander Peoples are a separate people in origin, histories and cultures from Aboriginal Peoples of Australia. Traditionally, they lived on over 100 islands of the Torres Strait, close to the larger island of New Guinea. The islands became part of the state of Queensland in 1879.

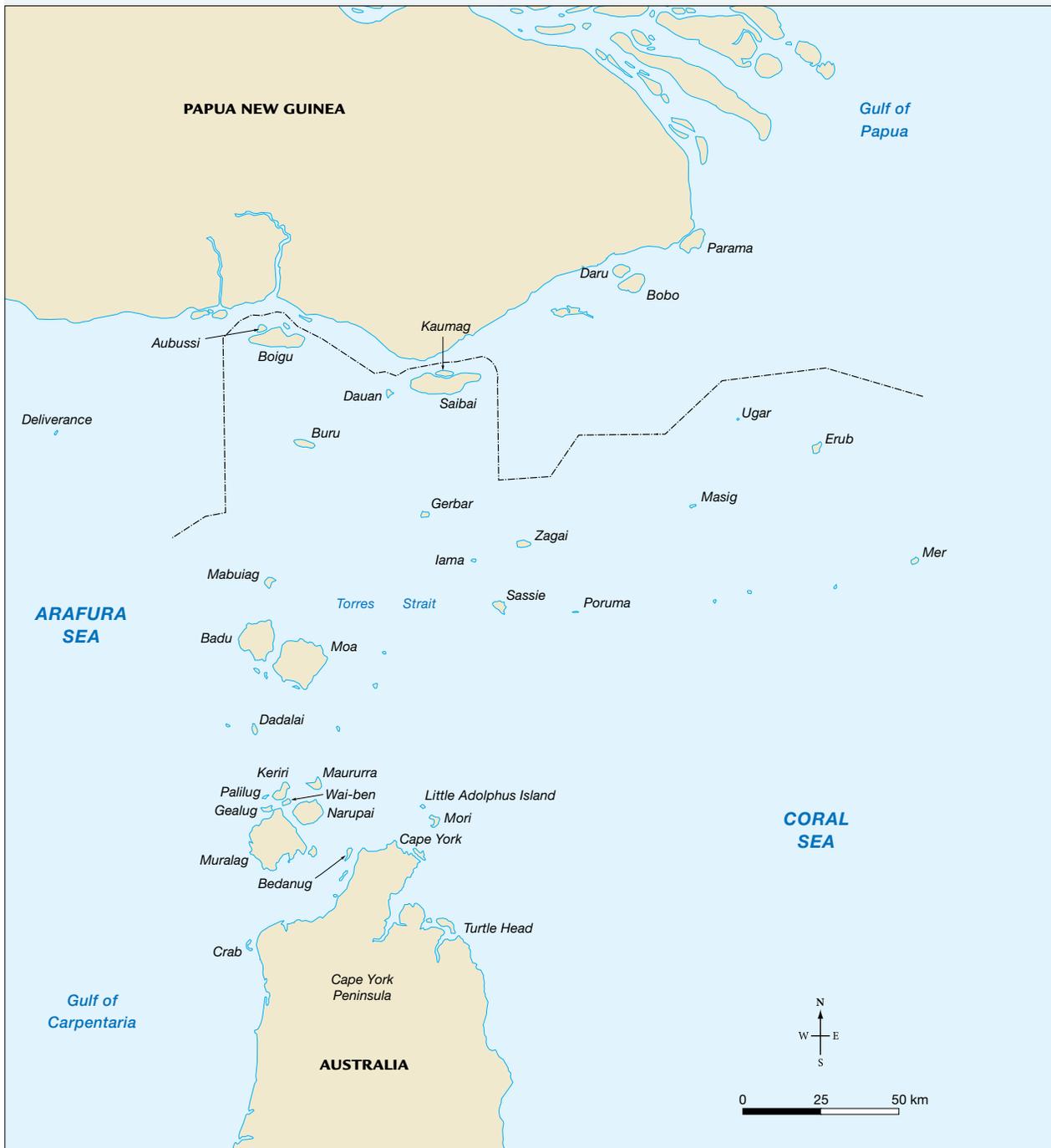
In the 2021 census, 812 728 people identified as being of Aboriginal and/or Torres Strait Islander origin. This represents 3.2 per cent of Australia's total population. Of these, 4.4 per cent reported being of both Aboriginal and Torres Strait Islander origin and 4.2 per cent Torres Strait Islander origin only, with 91.4 per cent identifying as Aboriginal. Thus, Torres Strait Islander Peoples can be regarded as a minority within a minority. Many people who identify as a Torres Strait Islander person live in mainland Australia, predominantly in Queensland.

SOURCE 1 shows the flag of the Torres Strait Islands. It portrays a Dhari, a white ceremonial headdress, which is a symbol of the Peoples who identify as Torres Strait Islander. The five-pointed star symbolises the five major island groups. The green stripes represent the land, the black stripes the people and the blue the sea. In 1995, the federal government proclaimed the flag as a 'Flag of Australia', giving it legal recognition. While many of the struggles for equal rights and freedoms faced by Aboriginal Australians historically and today are also relevant to Torres Strait Islander Peoples there are also specific issues that affect Torres Strait Islander Peoples' unique geographical and historical context.

3.8.2 Struggles for recognition and rights

From 1897, Torres Strait Islander Peoples were subject to the Queensland Aboriginals Protection Act and Restriction of the Sale of Opium Act. Reserves were established from 1912 and a curfew and pass system controlled the lives of the people.

SOURCE 2 A map showing the location of the Torres Strait Islands. Australia's border is shown by the dotted line. The administrative centre is Wai-ben (Thursday Island).



Source: Geoscience Australia

The *Torres Strait Islanders Act 1939* recognised people from the Torres Strait Islands as a separate people after a maritime strike that protested for Islanders' rights to control wages and their own affairs under the Protection Acts. However, the Department of Native Affairs established under the Queensland Department of Health and Home Affairs continued to control many aspects of island life.

World War II discrimination

During World War II, more than 700 Torres Strait Islander People served in the Torres Strait Light Infantry Battalion. Others served in support roles in the defence forces, although none were initially permitted to

advance beyond the rank of corporal. They were paid only one-third the European rate and were given no family allowance. Torres Strait Islander soldiers staged sit-down strikes in 1943 and 1944, resulting in army authorities raising their pay rate to two-thirds the European rate, but lowering what had been full **repatriation** benefits by a third. It was not until 1983 that the federal government repaid the full amount to those who had served.

In 2015, Australia's prime minister at the time, Tony Abbott, awarded medals to three surviving Torres Strait Islander war veterans (see **SOURCE 3**).

Gaining the vote

As was the case for Aboriginal Australians, Torres Strait Islander Peoples were not able to vote in federal elections until the passing of the Commonwealth Electoral Amendment Act in 1962. They were denied the right to vote in state elections irrespective of whether they lived on island reserves in the Torres Strait or on the Queensland mainland. On 17 December 1965, the state legislation was passed, extending voting rights to all Aboriginal and Torres Strait Islander Peoples resident in Queensland. The first state election in which they were able to vote was held on 28 May 1966.

National organisations

People from the Torres Strait Islands played an active role in national campaigns and organisations, particularly in the lead-up to the 1967 Referendum. The Federal Council for Aboriginal Advancement became the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) in 1964 as a result of the work of Torres Strait Islander people such as Dulcie Flowers and Elia Ware.

Elia Ware, from Moa, had served in the Torres Strait Light Infantry Battalion and became a foundation member of the Cairns Aborigines and Torres Strait Islanders Advancement League after moving there in the late 1950s. He was also active in the ongoing campaign to redress the discrimination against the Torres Strait Islander men who had served in the Light Infantry Battalion.

The Torres Strait Regional Authority

The Torres Strait Regional Authority (TSRA) was established on 1 July 1994 in response to local demands for greater autonomy. It is a Commonwealth statutory authority governed by the *Aboriginal and Torres Strait Islander Act 2005*. Torres Strait Islander Peoples felt that they needed a separate organisation to deal with issues specifically relevant to their cultures, **Ailan Kastom**, and their religion.

Today, the Authority has a Board consisting of 20 elected members who are all Torres Strait Islander or Aboriginal persons living in the region. They are elected every four years by their individual communities. The TSRA administers a Torres Strait

SOURCE 3 Former Prime Minister Tony Abbott awards a medal to Bamia Mast, a veteran of World War II service in the Torres Strait Light Infantry Battalion.



repatriation assistance given to ex-service men and women returning to a civilian way of life
Ailan kastom (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islander Peoples living in the Torres Strait area

SOURCE 4 An extract from the *Torres Strait Islanders Act 1939*, which recognised, in its definitions, the separate status of Torres Strait Islander Peoples.

- Definitions.** **3.** In this Act, unless the context otherwise indicates, the following terms have the meanings set against them respectively, that is to say :—
- Council.** “ Council ”—The island council constituted under this Act ;
- Director.** “ Director ”—The Director of Native Affairs appointed under †“ *The Aboriginals Preservation and Protection Act of 1939* ” and charged with the administration of this Act: the term also includes the Deputy Director of Native Affairs or any officer who may be appointed as Assistant Director of Native Affairs ;
- Islander.** “ Islander ”—Any person who is—
- (a) One of the native race of the Torres Strait islands,
 - (b) A descendant of the native race of the Torres Strait islands and is habitually associating with islanders as defined in paragraph (a) of this definition, or

TORRES STRAIT ISLANDERS.

17803

1939.

Torres Strait Islanders Act.

PART I.—
PRELIMINARY.

(c) A person other than an islander as defined in paragraph (a) or (b) of this definition who is living on a reserve with an islander as so defined as wife or husband or any such person other than an official or person authorised by the protector who habitually associates on a reserve with islanders as so defined ;

“ Minister ”—The Secretary for Health and Home Affairs or other Minister of the Crown charged for the time being with the administration of this Act ;

“ Prescribed ”—Prescribed by this Act ;

“ Protector ”—The Protector of Islanders: the term shall also include the Deputy Protector of Islanders ;

“ Regulations ”—Regulations made under this Act ;

“ Reserve ”—Any Torres Strait island or part of a Torres Strait island heretofore or hereafter granted in trust or reserved from sale or lease by the Governor in Council for the benefit of islanders under the provision of any law in force in Queensland relating to Crown lands ;

“ This Act ”—This Act and all Proclamations, Orders in Council, regulations and by-laws thereunder ;

“ Torres Strait island ”—Any island north of eleven degrees south latitude which is part of the State of Queensland.

Development Plan, which contributes to closing the gap between First Nations Australians in the Torres Strait region and non-Indigenous people in mainland Australia.



aud-0558

SOURCE 5 An extract from the *Aboriginal and Torres Strait Islander Act 2005*

142A Functions of TSRA

1. The TSRA has the following functions:

- to recognise and maintain the special and unique Ailan Kastom of Torres Strait Islanders living in the Torres Strait area;
- to formulate and implement programs for Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area;
- to monitor the effectiveness of programs for Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area, including programs conducted by other bodies;
- to develop policy proposals to meet national, State and regional needs and priorities of Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area;
- to assist, advise and co-operate with Torres Strait Islander and Aboriginal communities, organisations and individuals at national, State, Territory and regional levels;
- to advise the Minister on:
 - i. matters relating to Torres Strait Islander affairs, and Aboriginal affairs, in the Torres Strait area, including the administration of legislation;
 - ii. the co-ordination of the activities of other Commonwealth bodies that affect Torres Strait Islanders, or Aboriginal persons, living in the Torres Strait area;
- when requested by the Minister, to provide information or advice to the Minister on any matter specified by the Minister;
- to take such reasonable action as it considers necessary to protect Torres Strait Islander and Aboriginal cultural material and information relating to the Torres Strait area if the material or information is considered sacred or otherwise significant by Torres Strait Islanders or Aboriginal persons; ...

3.8 SKILL ACTIVITY: Questioning and researching

In this task, you are going to undertake some **research** into the current issues that are of importance to Torres Strait Islander Peoples, in order to answer the following question:

What similarities and differences do they have with the issues of importance to Aboriginal Australians that are identified within this lesson?

In your research, use a range of primary and secondary resources (at least three), ensuring that the majority are created by First Nations Australians and/or organisations.

Before beginning your research, come up with one hypothesis — that is, a statement that you believe may be true — and test this against what you find out from your research. Then, with a classmate or the wider class, **discuss** whether you were right or wrong in your assumptions.

3.8 Exercise

Learning pathways

■ LEVEL 1

1, 3, 7

■ LEVEL 2

2, 5, 6

■ LEVEL 3

4, 8

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Check your understanding

- Determine** whether the following statements are true or false.
 - Torres Strait Islander Peoples can be described as 'a minority within a minority' because according to the 2021 census, 3.2 per cent of Australia's population are categorised Aboriginal or Torres Strait Islander, and of that, only 4.2 per cent are Torres Strait Islander.
 - All Torres Strait Islanders live in the Torres Strait Islands.
- Identify** the outcome of the *Torres Strait Islanders Act 1939*.
- Torres Strait Islander Peoples gained the right to vote in federal elections in _____ after the Electoral Amendment Act, and in state elections on 17 December _____, after the Elections Amendment Act was passed.
- Identify** who Elia Ware was and **summarise** what his achievements were.

Apply your understanding

Using historical sources

- Study the map in **SOURCE 2**. **Describe** how this map shows how geography might have influenced the identities, histories and cultures of Torres Strait Islander Peoples.
- Examine SOURCE 3** and **describe** what is taking place. Why was this of historical significance to Torres Strait Islander Peoples?

Communicating

- According to the extract from the *Torres Strait Islanders Act 1939* (**SOURCE 4**), what was the definition of a Torres Strait Islander person? **Explain** why this definition was of legal and historical significance.
- Explain** Ailan Kastom. Then **consider**, how does **SOURCE 5** provide evidence for the recognition of Ailan Kastom in the Torres Strait Islands?

LESSON

3.9 Why was the Aboriginal Tent Embassy significant?

LEARNING INTENTION

By the end of this lesson you should be able to explain some of the issues in the fight for land rights and describe how these have intersected with the broader fight for recognition by First Nations Peoples of Australia. You should also be able to identify why the Aboriginal Tent Embassy became such a potent symbol of this fight.

TUNE IN

SOURCE 1 depicts four men occupying the Aboriginal Tent Embassy in 1972.

1. Look at **SOURCE 1**. What can you learn about the purpose of this protest from the men's signs?
2. How would you describe the contrast between the tent embassy (the umbrella you can see, and the tent in the background) compared to the buildings of Australia's parliament behind them?
3. **DISCUSS:** Would you be surprised to learn that there are still people at the tent embassy decades later?

SOURCE 1 The Aboriginal Tent Embassy in 1972



3.9.1 Yirrkala Bark Petitions

In the late eighteenth century, proof of sovereignty (exclusive rights) over land, under European law, required evidence of fencing, farming or settlement. Captain James Cook saw no such evidence when exploring the east coast of Australia and proclaimed the country *terra nullius*. Believing that the land belonged to no-one, he legally claimed it for the British Crown in 1770. It would be almost 200 years before this claim would be challenged in Australia's courts.

The **land rights** movement began in 1963 when the Yolngu people from Yirrkala (in the Northern Territory) sent a bark petition to federal parliament. Signed by 12 Elders, it protested the government's decision to allow a mining company to mine bauxite on their traditional lands.

Encouraged by the support they received for this action, the Yolngu lodged a challenge in the Northern Territory Supreme Court in 1968. Three years later, Justice Blackburn ruled that, while the Yolngu system of law and the people's longstanding association with the land were recognised, British law had replaced these after 1788.



tlvd-10743



aud-0559

SOURCE 2 The Yirrkala bark petition, sent to federal parliament in 1963. A transcript of the text is shown in **SOURCE 3**.



land rights the rights of First Nations Australians to possess land they traditionally owned and occupied

This decision angered many First Nations Australians, whose expectations had been raised by the outcome of the 1967 referendum. On Australia Day 1972, Prime Minister William McMahon proclaimed that ‘land rights would threaten the **tenure** of every Australian’.

SOURCE 3 Transcript of the text of the Yirrkala petition

TO THE HONOURABLE SPEAKER AND MEMBERS OF THE HOUSE OF REPRESENTATIVES IN PARLIAMENT ASSEMBLED.

The Humble Petition of the Undersigned aboriginal people of Yirrkala, being members of the Balamumu, Narrkala, Gapiny, Miliwurrwurr people and Djapu, Mangalili, Madarrpa, Magarrwanalmirri, Djambarrpuynu, Gumaitj, Marrakulu, Galpu, Dhaluangu, Wangurri, Warramirri, Naymil, Riritjingu, tribes respectfully showeth.

1. That nearly 500 people of the above tribes are residents of the land excised from the Aboriginal Reserve in Arnhem Land.
2. That the procedures of the excision of this land and the fate of the people on it were never explained to them beforehand, and were kept secret from them.
3. That when Welfare Officers and Government officials came to inform them of decisions taken without them and against them, they did not undertake to convey to the Government in Canberra the views and feelings of the Yirrkala Aboriginal people.
4. That the land in question has been hunting and food gathering land for the Yirrkala tribes from time immemorial: we were all born here.
5. That places sacred to the Yirrkala people, as well as vital to their livelihood are in the excised land, especially Melville Bay.
6. That the people of this area fear that their needs and interests will be completely ignored as they have been ignored in the past, and they fear that the fate which has overtaken the Larrakeah tribe will overtake them.
7. And they humbly pray that the Honourable the House of Representatives will appoint a Committee, accompanied by competent interpreters, to hear the views of the people of Yirrkala before permitting the excision of this land.
8. They humbly pray that no arrangements be entered into with any company which will destroy the livelihood and independence of the Yirrkala people.

And your petitioners as in duty bound will ever pray God to help you and us.

3.9.2 The Aboriginal Tent Embassy

On the day of Prime Minister McMahon’s announcement in 1972, First Nations Australian activists erected a beach umbrella on the lawn outside Parliament House. The umbrella was accompanied by a sign that read ‘Aboriginal **Embassy**’.

Soon the grounds were filled with tents and activists as First Nations Australians asserted their right to occupy their traditional lands and exercise their connection to Country. The Aboriginal Tent Embassy, as it became known, quickly drew media attention along with further support and controversy.

It was a visible demonstration of First Nations Australian desire to move beyond the policies of assimilation and integration, towards an official recognition of their right to determine their own futures. The Tent Embassy retains huge significance for First Nations Australians today and is still active in issues such as land rights and deaths in custody.

tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land

embassy the residence or place of official business of an ambassador, who represents a foreign country

SOURCE 4 An artist's impression of the Aboriginal Tent Embassy, 1972



- A The Embassy flew the Aboriginal flag, which had recently been designed by Luritja man and artist Harold Thomas.
- B While most of the 2000 supporters demonstrated peacefully, throughout 1972 some protesters scuffled with police, leading to a number of arrests.
- C In 1972, members of the national and international press began to take notice. Their coverage helped to make the Tent Embassy a symbol of the worldwide struggle for civil rights.
- D Placards were a constant reminder of what the group was fighting for.

3.9 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

1. **Discuss** the following questions with a classmate.
 - a. Why might the activists have chosen to call their camp an 'embassy'?
 - b. **Predict** how events might have turned out differently if they had not placed that sign above their tents.
2. Imagine the year is 1972. Using **SOURCE 4** and your own **research**, **create** a newspaper article explaining the purpose of the Aboriginal Tent Embassy and the public response to it. In your article, engage the reader by making them feel as if they're there with you. If possible, include quotes with leading figures within the movement that you have found in other sources to create a greater sense of realism and to allow the activists to speak in their 'own voices' where possible.

3.9 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 6, 7

■ LEVEL 3

5, 8, 9, 10

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- Receive immediate feedback
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Check your understanding

- Select** why Captain Cook believed Australia belonged to no-one, from the following options:
 - He didn't see any people as he sailed down the east coast.
 - There were no signs giving directions.
 - Captain Cook found no evidence of what he understood as settlement — no fencing, farming or buildings.
 - No-one had mapped the coast previously.
- Identify** why the Yolngu people wanted to control their own land.
 - This land was their traditional land.
 - This land was good crop land.
 - This land was in a perfect setting.
 - This land was their largest asset.
- By asserting the right to occupy their traditional lands, the Aboriginal Tent Embassy became a symbol of the First Nations Australians' desire to determine their own future and make their own decisions. True or false?
- Recall** what, according to Prime Minister McMahon, was the major reason for not granting the Yolngu people rights over their land.
- Explain** what was so controversial about the Aboriginal Tent Embassy.

Apply your understanding

Using historical sources

- Analyse** what the Yirrkala petition (see **SOURCES 2** and **3**) represents about the Yolngu people, and First Nations Australians more generally. In your answer, refer to what you know of the content of the document, as well as its physical form.

Historical perspectives and interpretations

- Study **SOURCE 4**.
 - Imagine that you are trying to **explain** what the tent embassy is and why it has been so controversial. **Determine** which people, places and things depicted in this image would be most helpful in allowing you to tell this story.
 - Would a photograph be more or less useful than this image in telling the story of the tent embassy? **Explain** your answer.

Communicating

- Create** a timeline titled 'The struggle for land rights' that begins in 1770 and ends in the present. Include all the important dates from this lesson on your timeline. Make sure to annotate them so you will remember why these dates are important.
- The Aboriginal Tent Embassy has been removed and rebuilt several times, but still exists on the lawns of Old Parliament House. Some people believe it is a cultural icon and should be preserved, while others view it as an eyesore and believe it should be removed. **Discuss** which perspective you agree with, and why. What other perspectives might be relevant to this discussion?
- The Aboriginal Tent Embassy flew the Aboriginal flag. **Discuss** what was so significant about flying this flag at the time. Does it still have the same significance today?

LESSON

3.10 How are land rights and protests crucial in the struggle for rights and freedoms?

LEARNING INTENTION

By the end of this lesson you should be able to explain how land rights are central to the struggle for rights and freedoms, and describe some of the major events related to land rights.

TUNE IN

In this photograph, captured by Australia's First Nations Australian press photographer, Mervyn Bishop, Prime Minister Gough Whitlam pours sand into the hands of Vincent Lingiari to mark the return of the Gurindji people's traditional lands.

1. Look at **SOURCE 1** and discuss:
 - a. In what way/s is it significant that this photograph was taken by Mervyn Bishop?
 - b. Knowing what you know of First Nations Australian history up until this point (in the mid-1970s), how significant do you think this event would have seemed to other First Nations Australians?
 - c. In what way/s might this act have been seen as threatening by other Australians?

SOURCE 1 Gough Whitlam and Vincent Lingiari



3.10.1 The Wave Hill walk-off

After the Yolngu people's unsuccessful bid to regain their land in 1963, it seemed to many that land rights might never be recognised by the government. Then in 1966, fed up with their poor treatment, a group of Gurindji, Mudburra and Warlpiri workers walked off the Wave Hill cattle station, owned by the British aristocrat Lord Vestey. This simple act of defiance, which began as a strike, would eventually become the first successful land rights case in Australia, setting the **precedent** for many others.

Since 1914 the Vestey family had owned the Wave Hill cattle station, which covered the traditional lands of the Gurindji people. Working conditions on the station were hard. First Nations Australian workers complained of low pay, disrespectful treatment by white workers and poor living conditions — claims that had been confirmed by official reports. Dissatisfaction with these conditions had already led to at least three strikes or protests on the property — in 1949, 1952 and 1955.

On 23 August 1966 about 200 First Nations Australian stockmen, domestic servants and their families walked off the property. Under the leadership of a Gurindji Elder named Vincent Lingiari, the group moved to Daguragu (known as Wattie Creek), an area also officially owned by Lord Vestey. Daguragu was chosen as a suitable place to camp, both because it was an area of cultural significance and because it provided reliable food sources and drinking water.

Vestey sent a member of the Anti-Slavery Society in London to visit Wave Hill and assess the situation. On recommendation, the Vestey company volunteered to surrender half the Wave Hill lease area. However, the government did not allow the transfer because First Nations Australian land rights were not recognised at that time. Instead, the government offered the workers a raise in wages and new houses that would be built at Wave Hill. The protesters refused, insisting that they should be given the same wages as white employees. As the 'Wave Hill mob' set up camp, it became clear that this would be a struggle not only for better working conditions, but for ownership of their traditional lands.

precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

From little things, big things grow

Within the First Nations Australian communities, word of the walk-off spread quickly. In 1966 and 1967 strikes and protests sprung up at stations across the Northern Territory, led in part by organisers of the Wave Hill protest.

Australian author Frank Hardy had left Sydney in 1967 to find the ‘real Australia’ — the Australia celebrated in the poetry of earlier writers such as Banjo Paterson. Instead, he found First Nations Australians being mistreated and living in what he referred to as an ‘unofficial apartheid’. After spending time with the organisers of the Wave Hill walk-off, he went back to the city, where he arranged press conferences and lobbied politicians in an attempt to bring the plight of the Gurindji people to their attention.



tlvd-10744

SOURCE 2 Protesters Vincent Lingiari (right) and Mick Rangiari (left) stand beside a sign made for them by the author Frank Hardy.



As the national press picked up the story, the broader Australian community began to support the action, some even making the journey to Wave Hill to offer their support to the strikers. Finally the Gurindji people were no longer alone in their cry to take back their land.

On 16 August 1975 Prime Minister Gough Whitlam ‘handed back’ 3300 square kilometres of the Gurindji people’s traditional lands, declaring, ‘I want to acknowledge that we Australians have still much to do to redress the injustice and oppression that has for so long been the lot of Black Australians’. As a symbolic gesture, he poured sand from the river bank at Daguragu into Vincent Lingiari’s hands. Vincent Lingiari responded, stating, ‘they took our Country away from us, now they have bought it back ceremonially’.

3.10.2 Moves towards land rights and native title

The most significant decision on land rights and native title came from the Torres Strait Islands. Throughout the 1970s, the Queensland Government, which administered the Torres Strait Islands, had indicated to Torres Strait Islander Peoples that although they occupied their traditional lands, they were not the legal owners of them.

The Mabo decision

In 1982 a group of people from Mer Island, in the eastern part of the Torres Strait, challenged the right of the government to prevent them from using their lands. They took their case to the Queensland Supreme Court. The group was led by Meriam man, Eddie Koiki Mabo. After the court ruled against them, the Meriam people appealed to the High Court of Australia. On 3 June 1992 the High Court made a historic ruling: the Meriam

SOURCE 3 Mer Island, the traditional land of the Meriam people, and subject of the Mabo case, was known as Murray Island to white settlers.



people of the Torres Strait *did* have **native title** over their traditional lands. The ‘Mabo decision’, as it became known, was important for all First Nations Peoples of Australia because it recognised under law that European settlement of Australia did not automatically wipe out native title. Furthermore, it overturned the idea of *terra nullius* (meaning land belonging to no-one), which the British had used to justify their claim over Australia. At the same time, it created some confusion as to how decisions on native title should be made.

Who was Eddie Mabo?

The man who led the Meriam Islanders to victory was born on Mer Island in 1936. He had no formal education beyond primary school but was rich and knowledgeable in a cultural sense, with detailed understanding of his people’s law and lore that helped drive the success of the case. He had become politically active in the 1970s, but his views on the importance of native title only became clear during a conference he attended at James Cook University in 1981. At this conference, titled Land Rights and the Future of Australian Race Relations, Mabo was exposed to some of the leading minds dealing with the complexities of native title, many of whom would become his supporters after he launched his landmark case in 1982. He would continue fighting for land rights until his death a decade later.

native title a ‘bundle of rights’ of First Nations Australians to possess land they traditionally owned and continue to occupy

SOURCE 4 In this ‘manifesto’, Eddie Mabo states some of his aims in launching a native title case against the Queensland Government in 1981.

My name is Edward Mabo, but my island name is Koiki. My family has occupied the land here for hundreds of years before Captain Cook was born. They are now trying to say I cannot own it. The present Queensland Government is a friendly enemy of the black people as they like to give you the bible and take away your land. We should stop calling them boss. We must be proud to live in our own palm leaf houses like our fathers before us.

DID YOU KNOW?

The Mabo decision meant that the High Court recognised that native title existed under First Nations Peoples of Australia's customary law that had existed in Australia prior to 1788.

Native title

The *Native Title Act 1993* was the federal government's way of clarifying the law relating to the Mabo case and providing the legal means to deal with future land rights claims. To succeed in a claim, First Nations Australians had to prove they have had a 'traditional connection' with the land since 1788, and that their interests had not been 'extinguished' (overridden) by the granting of other rights. According to the Act, those who believed they had a valid claim must apply to the Native Title Tribunal, which would work with First Nations Australian representative bodies, as well as land councils, mining companies and other interested parties, to negotiate claims under the direction of the Federal Court.

The Wik case

Since colonisation, the Australian government had granted leases to **pastoralists** so they could raise herds of cattle or sheep on large tracts of land. These leases meant that the pastoralists could use the land but they did not, in many cases, stop other people, many of them First Nations Australians, from using the land as well.

In *Wik Peoples vs Queensland*, the High Court ruled that a pastoral lease did not necessarily extinguish native title. Rather, native title rights could coexist with pastoral leases but, if First Nations Australian rights conflicted with pastoralists' activities, these pastoralists' rights would prevail. This was a major blow to the Wik people, and to other First Nations Australian groups seeking land rights. However, it was a coup for many politicians, who had been voted in by non-Indigenous Australians concerned that they might lose their land through native title claims.

SOURCE 5 Conservative politician Pauline Hanson was voted into the Queensland seat of Oxley in the 1996 federal election. She was one of the leading voices calling for land rights to be repealed following the Wik decision. In this excerpt from her first speech to Parliament in 1996, she focuses on what she saw as an unfair granting of land to people under native title.

... This nation is being divided into black and white, and the present system encourages this. I am fed up with being told, 'This is our land.' Well, where the hell do I go? I was born here, and so were my parents and children. I will work beside anyone and they will be my equal but I draw the line when told I must pay and continue paying for something that happened over 200 years ago. Like most Australians, I worked for my land; no-one gave it to me.

Prime Minister John Howard, declaring that 'the pendulum has swung too far the way of Aborigines in the argument', was ready to deliver a ten-point plan to alter the Native Title Act that would see a greater number of native title claims extinguished. Labor, the Greens and the Democrats argued that the plan needed to be softened. Both sides needed the support of Independent Senator Brian Harradine. Finally, after one of the longest debates federal parliament has ever seen, the senator threw his support behind Labor, the Greens and the Democrats. The *Native Title Amendment Act 1998* was passed, but with a number of conditions, including that it would be subject to the Racial Discrimination Act, Australia's protection against racist legislation. The legislation weakened First Nations Australians' rights to native title.

Beginning in 1998, the Native Title Tribunal was given responsibility for working with native title holders and other interested parties to negotiate Indigenous Land Use Agreements (ILUAs). These agreements would allow use of the land based on terms that suited both parties. From a slow start, with only six ILUAs registered up to 2000, by 2011 more than 500 had been put in place across the country.

pastoralist a person who runs sheep or cattle on a property

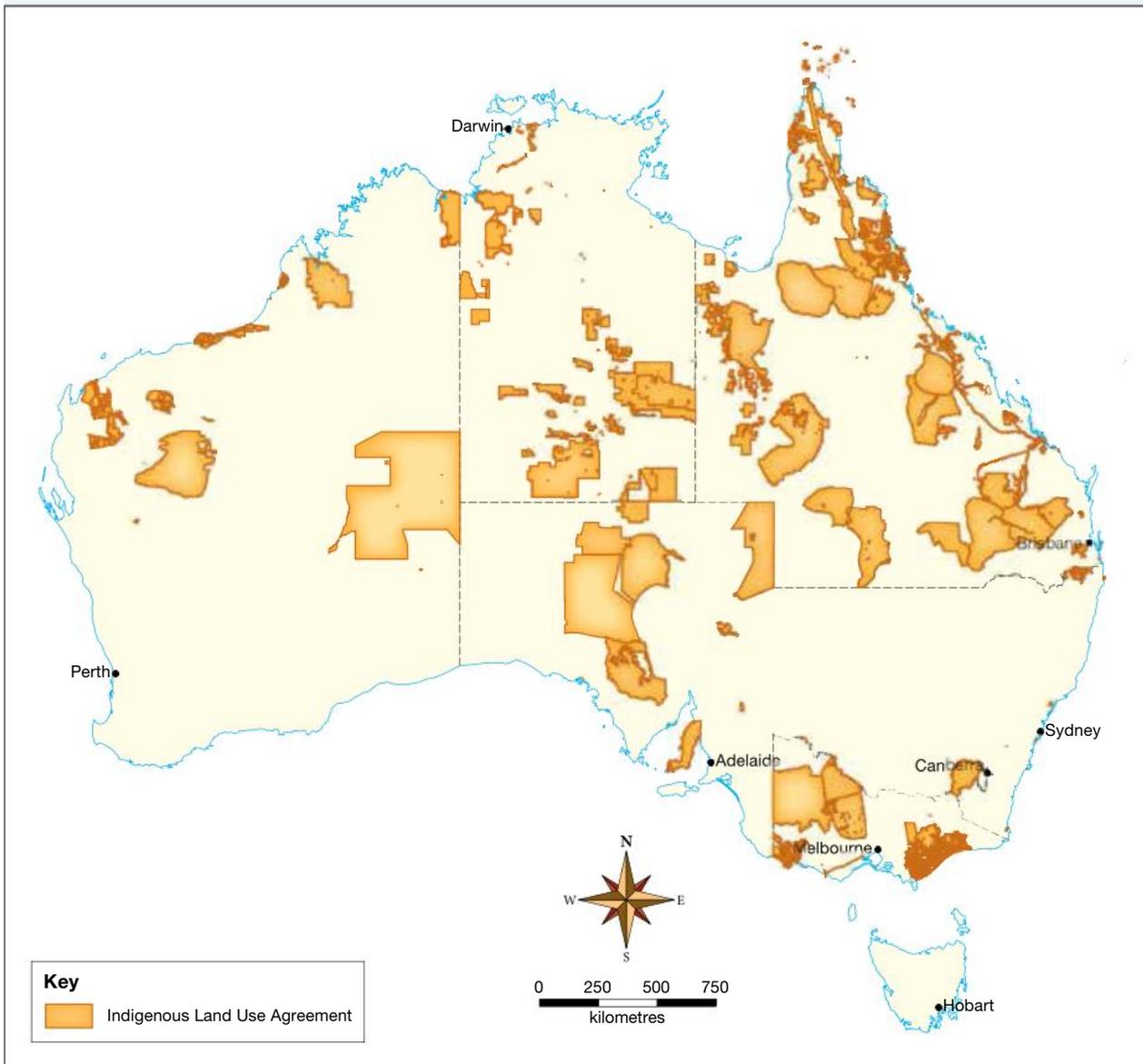
The distribution of these first agreements is shown in **SOURCE 6**. Since 2011, agreement numbers have increased significantly. In 2020, there were over 1300 registered agreements, covering almost one-third of the country.

DID YOU KNOW?

The Mabo case and its decision overturning *terra nullius* was significant as it affected all of Australia and set a precedent about how *terra nullius* would affect Australian law in the future. To date, around 15 per cent of Australia has been legally recognised as belonging to First Nations Peoples of Australia under native title claims.

int-9102

SOURCE 6 Distribution of Indigenous Land Use Agreements established from 1998 to 2020. Since 2011, the number of agreements has more than doubled, with over 2.5 million square kilometres of land and over 40 500 square kilometres of sea area registered under an agreement of some kind.



Source: Map by Spatial Vision, based on National Native Title Tribunal Indigenous Land Use Agreements map © Commonwealth of Australia 2008–2020.

3.10 SKILL ACTIVITY: Questioning and researching

Using what you have learned in this lesson about First Nations Australians' struggles for land rights, **investigate** either the Pilbara Strike or the Palm Island Strike.

In your **research**, find out:

1. What did the strike's leaders seek through striking?
2. What was the effect of the strike on the leaders and workers at the time, and on the broader Australian community?
3. In what way/s did union and labour groups, such as the Australian Council of Trade Unions (ACTU), support this strike?

3.10 Exercise

learnon

3.10 Exercise

Learning pathways

■ LEVEL 1
1, 3, 5

■ LEVEL 2
2, 6, 7

■ LEVEL 3
4, 8, 9

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Check your understanding

1. Why did the Gurindji people walk off the Wave Hill cattle station in 1966?
 - A. They had been offered higher paid employment elsewhere.
 - B. They were leaving for a holiday.
 - C. They offered to buy the station, but their offer had been refused.
 - D. They were on strike over unfair treatment, poor working conditions and low wages.
2. **SOURCE 1** shows a photograph of Vincent Lingiari with the then-prime minister Gough Whitlam. Who was Vincent Lingiari?
 - A. He was a lawyer for the Gurindji people.
 - B. He was a Gurindji elder.
 - C. He was a government representative.
 - D. He was the owner of the Wattle Hill cattle station.
3. **Determine** whether the following statements are true or false.
 - a. The government refused to allow the land transfer that the Vestey family offered because First Nations Australians' land rights were not recognised at that time.
 - b. In order to establish a valid Native Title claim, First Nations Australians had to demonstrate a continuous "traditional connection" with the land dating back to 1788.
4. **Explain** in what way it might be ironic that Eddie Mabo decided to launch his native title claim at a university named after the explorer James Cook.
5. **Identify** the importance of the *Native Title Act 1993*.

Apply your understanding

Using historical sources

6. **Analyse** what the two names of Mer/Murray Island in **SOURCE 3** symbolise.
7. **SOURCES 4** and **5** express contrasting views of First Nations Australians' struggle for native title. Based on these sources, **outline** the differences in how people viewed and understood land rights at the time.

Communicating

8. The Mabo case is considered a turning point in the struggle by First Nations Australians to secure land rights. **Investigate** its significance, particularly in relation to the idea of *terra nullius*, then **discuss** your findings.

Historical perspectives and interpretations

9. **Discuss** why it might be difficult for First Nations Australians to show they have a 'traditional connection' to the land. Think of the type of evidence usually required to prove a case in court. **Reflect on** why First Nations Australians might not have this type of evidence.

LESSON

3.11 Why is the journey to reconciliation complex?

LEARNING INTENTION

By the end of this lesson you should be able to describe some of the political, social and moral complexities of the journey to reconciliation.

TUNE IN

In **SOURCE 1**, Prime Minister Paul Keating delivers the Redfern Speech on 10 December 1992, to mark the beginning of the International Year of the World's Indigenous People. The speech was held in Redfern because this was an area of Sydney in which many First Nations Australians lived.



tlvd-10745

SOURCE 1 Prime Minister Paul Keating marking the beginning of the International Year of the World's Indigenous People.



1. What evidence in **SOURCE 1** indicates Prime Minister Paul Keating's commitment to the reconciliation process?
2. How do you imagine the residents of Redfern might have felt while watching this performance?
3. Based upon political speeches you have seen or that have been referred to in this text, discuss what role symbolism plays in speech writing. Is it more or less valuable than the words themselves?

3.11.1 Perspectives on the road to reconciliation

Reconciliation — the coming together of parties divided by difference — is rarely a single event; rather, it is based on the sum of many special moments that together heal the hurt. This is particularly so when the reconciliation involves two groups of citizens separated by a long history of injustice, misunderstanding and resentment, as has been the case for First Nations Peoples of Australia and those who came here after 1788.

In 1991, the federal parliament passed the Council for Reconciliation Act. As a result, the Council for Aboriginal Reconciliation was formed with representatives from First Nations Australian groups.

The Redfern Speech

Labor Prime Minister Paul Keating was known for his skill as a public speaker. In 1992, at the Australian launch of the International Year of the World's Indigenous People in Redfern, a Sydney suburb that was home to a large First Nations Australian community, he made one of the greatest speeches of his career.

In this speech, he spoke of the need for the nation to acknowledge the harm caused to First Nations Peoples of Australia through the policies of previous governments. He declared: ‘We took the traditional lands and smashed the traditional way of life.’ He said that there was nothing to fear or lose by recognising ‘historical truth’ and that social democracy should be extended to First Nations Australians. The Redfern Speech, as it was known, would be — for many — the first step in the long road to reconciliation between Australia’s First Nations Australians and other Australians.

Bringing Them Home

In 1995 Prime Minister Keating commissioned a report into Australia’s Stolen Generations. Titled *Bringing Them Home*, the Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families (1997) outlined the process by which children were taken from their families in the name of protection and government policies. These children would become known as the Stolen Generations (see lesson 3.4).

Through the voices of those who had experienced separation, and the organisations established to represent First Nations Peoples of Australia, the report painted a stark picture of the mistreatment of First Nations Australian children and their families by the Aborigines Welfare Board. The report also revealed the ongoing effects of forced removal on the Stolen Generations and their families. These included a higher incidence of depression, poverty and crime, and a lower level of education. A lack of role models had also made it difficult for many members of the Stolen Generations to raise their own families.

On the first anniversary of the day the report was tabled, 26 May was declared National Sorry Day. To this day, many of the 54 recommendations from the report are still outstanding.

Refusing to say sorry

While all state and territory governments and the churches publicly apologised to the Stolen Generations following the release of *Bringing Them Home*, the federal government — then led by Prime Minister John Howard — refused to apologise. This could, in part, be explained by the government’s fear that admitting **culpability** would lead to a landslide of claims for compensation. But it also reflected the reluctance of many Australians to accept **moral** responsibility for the acts of previous generations.

This view was shared by Howard, who claimed to support reconciliation but ‘not of the apologetic, shame-laden, guilt-ridden type’. He said that millions of Australians would never entertain the notion of apologising to First Nations Australians because they would refuse to accept responsibility for past events.

culpability state of guilt; being responsible or blameworthy
moral relating to right and wrong behaviour

aud-0560

SOURCE 2 Sir William Deane, a former High Court judge who had presided over the Mabo case, was appointed to the office of governor-general in 1996. In August the same year he made a passionate plea to the Australian people. It forms part of the introduction to the *Bringing Them Home* report.

It should, I think, be apparent to all well-meaning people that true reconciliation between the Australian nation and its Indigenous Peoples is not achievable in the absence of acknowledgement by the nation of the wrongfulness of the past dispossession, oppression and degradation of the Aboriginal Peoples. That is not to say that individual Australians who had no part in what was done in the past should feel or acknowledge personal guilt. It is simply to assert our identity as a nation and the basic fact that national shame, as well as national pride, can and should exist in relation to past acts and omissions, at least when done or made in the name of the community or with the authority of government ...

One key difference between those who were prepared to say sorry to First Nations Australians and those who were not was the way in which they viewed Australia's past. Some people believed that the arrival of white people in Australia symbolised the beginning of civilisation and progress in Australia (known as the 'three cheers' view of history), while others viewed it as the start of a brutal invasion (the 'black armband' view of history). In relation to the Stolen Generations, the former believed that the government had removed First Nations Australian children from their homes for their own good, while the latter often claimed that this was another attempt to **eradicate** First Nations Peoples of Australia and their cultures and languages.

aud-0561

SOURCE 3 John Howard presented his views on Australian history in parliament, under a motion on the topic of racial tolerance, on 30 October 1996. He would reiterate these views over the months that followed.

I profoundly reject ... what others have described, and I have adopted the description, as the black armband view of Australian history. I believe the balance sheet of Australian history is a very generous and benign one. I believe that, like any other nation, we have black marks upon our history but amongst the nations of the world we have a remarkably positive history. I think there is a yearning in the Australian community right across the political divide for its leaders to enunciate more pride and sense of achievement in what has gone before us. I think we have been too apologetic about our history in the past. I think we have been far too self-conscious about what this country has achieved and I believe it is tremendously important that we understand, particularly as we approach the centenary of the Federation of Australia, that the Australian achievement has been a heroic one, a courageous one and a humanitarian one.

Australia offers an apology

In 2007 the federal Labor Party gained power under the leadership of Kevin Rudd. In his acceptance speech, he vowed to be a 'prime minister for all Australians'. Immediately, plans were made to offer First Nations Australians a formal apology. The parliamentary year began with politicians being offered a 'Welcome to Country' ceremony, the first ever held at Parliament House. As the sounds of a didgeridoo echoed through the halls of Parliament House, Matilda House-Williams, a Ngambri Elder, welcomed both the prime minister and the Opposition leader to her traditional lands.

On 13 February 2008, in front of parliamentarians as well as members of the public, including members of the Stolen Generations, the prime minister acknowledged the harm caused to the First Nations People of Australia and the unfairness of past government policies. He pledged that Australia would never again allow such injustice to occur. Then he encouraged both sides of the house to work together to 'close the gap' between First Nations Australians and other Australians. The speech received a standing ovation, both from those within the parliament, and from the crowds watching the broadcast on large screens in every capital city. Rudd's speech was regarded by

SOURCE 4 Ngambri Elder Matilda House-Williams welcomes Prime Minister Rudd and Opposition leader Brendan Nelson to parliament.



SOURCE 5 Prime Minister Kevin Rudd's formal apology to members of the Stolen Generations in February 2008



eradicate wipe out, obliterate

many as a great step towards achieving reconciliation. Of the 360 words that made up his apology that day, however, the crowds had come to hear only one — ‘Sorry’.

Following the prime minister’s speech, Dr Brendan Nelson, the Opposition leader, reiterated his party’s position, stating, ‘Our generation does not own these actions, nor should it feel guilt for what was done in many, but certainly not all cases, with the best intentions’. In many of the nation’s capital cities, his words were drowned out by boos and hisses from the crowd.

First Nations Australian leader Pat Dodson, regarded by many as the father of reconciliation, described the apology as ‘a **seminal** moment in the nation’s history’. While many of Australia’s First Nations Peoples welcomed the apology, there were those who felt that the prime minister hadn’t gone far enough.

John Moriarty, a successful businessman who has held positions in Aboriginal Affairs departments at state and federal levels, said, ‘It doesn’t get down to the real crux of the issue, in my view, that people like me were taken away from their full-blooded mothers to breed out the culture. It doesn’t come to that. It doesn’t hit home with me.’

SOURCE 6 In Melbourne, angry crowd members turn their backs on the Opposition leader in silent protest at his refusal to say sorry.



seminal original and influential

aud-0562

SOURCE 7 Prime Minister Kevin Rudd’s formal apology to members of the Stolen Generations in February 2008. This speech is viewed as a key moment in the struggle for reconciliation.

Today we honour the Indigenous Peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations — this blemished chapter in our nation’s history.

The time has now come for the nation to turn a new page in Australia’s history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.

A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity.

A future where we embrace the possibility of new solutions to enduring problems where old approaches have failed.

A future based on mutual respect, mutual resolve and mutual responsibility.

A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.

While much is still to be done to achieve lasting reconciliation, gestures such as the federal government's willingness to say sorry symbolise Australians' growing appreciation of this country's checkered past and their acknowledgement of the rich culture of the First Nations Peoples of Australia.

 aud-0563

SOURCE 8 Tom Calma, Aboriginal and Torres Strait Islander Social Justice Commissioner at the Human Rights and Equal Opportunity Commission, responds to the apology on behalf of the National Sorry Day Committee and the Stolen Generations Alliance, the two national bodies representing the Stolen Generations and their families.

Let me tell you what this apology means to me. For many years, my family has been searching in vain to find information about my great-grandmother on my father's side, who was taken at the turn of the twentieth century.

Recently, Link Up in Darwin located some information in the Archives. In a document titled 'list of half-castes in the NT' dated 2 December 1899, a government official named George Thompson wrote the following about my great-grandmother:

Half caste May is a well grown girl, is living with her mother in the black's camp at Woolwonga, her mother will not part with her, she mixes up a great deal with the Chinamen ...

My great-grandmother's ordeal was not uncommon and nor was the chilling account — 'her mother will not part with her'.

This is not about black armbands and guilt. It never was.

It is about belonging.

SkillBuilders to support skill development

- 1.4 SkillBuilder: Sequencing events in chronological order

3.11 SKILL ACTIVITY: Using historical sources

Using all the sources in this lesson and the information given, **develop** a reconciliation chronology. You can represent it as creatively as you like, but make sure you provide dates and clear annotations for the major events on the journey towards reconciliation.

3.11 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6

■ LEVEL 3

7, 8

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS 

Check your understanding

1. Refer to **SOURCE 2**. **Identify** the significance of 26 May 1996.
 - A. It was the day the *Bringing Them Home* report was tabled and became National Sorry Day.
 - B. It was the first anniversary of the tabling of the *Bringing Them Home* report and became National Sorry Day.
 - C. It was the second anniversary of the tabling of the *Bringing Them Home* report and became National Sorry Day.
 - D. It was the first anniversary of the tabling of the *Bringing Them Home* report and became National Bringing Them Home Day.
2. What did the 1997 *Bringing Them Home* report reveal?
3. **State** why the federal government, led by John Howard, refused to apologise to the Stolen Generations.

Apply your understanding

Using historical sources

4. Read the excerpt from *Bringing Them Home* provided in **SOURCE 2**. **Consider** why it is important for Australia to acknowledge its past wrongdoings.
5. **Analyse** the apology (see **SOURCE 7**). Using one colour, write down the *people* Kevin Rudd apologises to. In another colour, write down the *actions* he apologises for. In a third colour, write down any words or phrases relating to the *reasons* behind the apology. And in a fourth colour, outline *recommendations* for moving forward.
Having completed this activity, **decide** whether, in your view, this represented a full apology, or whether there were other issues you believe Prime Minister Rudd should have addressed. **Explain** your opinion using some of the words you have highlighted.
6. Tom Calma's response to the apology (see **SOURCE 8**) was delivered on behalf of the Stolen Generations.
 - a. Who do you think his comments were aimed at?
 - b. Which lines were particularly significant? **Explain** your answers.

Communicating

7. Do you think Kevin Rudd's apology is the sort of thing Paul Keating had in mind when he gave his speech at Redfern more than a decade earlier? **Explain** your view.
8. Write a journal article expressing your own views about the reconciliation issue. Respond to the following prompts, **explaining** each of your answers in detail.
 - a. **Define** what reconciliation is.
 - b. **Identify** the challenges and successes of reconciliation so far.
 - c. **Discuss** the varying perspectives people hold about reconciliation.
 - d. **Evaluate** the significance of Kevin Rudd's apology speech.

LESSON

3.12 Why is the fight for equity still going?

LEARNING INTENTION

By the end of this lesson you should be able to explain the ways in which life for First Nations Australians has improved, and identify why action is still needed.

TUNE IN

Protest is an important part of Australia's political discourse, allowing people to express how they feel about official policies. Analysing photographs and other documents from protests is one way of gaining insight into the way people felt, and issues that moved them, at a particular time and in a particular place.

SOURCE 1 Protesters marching for land rights



1. Look at **SOURCE 1**. Based upon what you can see, when (approximately) and where did this march take place?
2. What types of people attended this protest? What does this suggest about how the issues at the heart of the protest affected Australians from different 'walks of life'?
3. Discuss the central figure — the woman holding the megaphone. What characteristic/s would it take to successfully lead a protest march?

3.12.1 The Northern Territory National Emergency Response

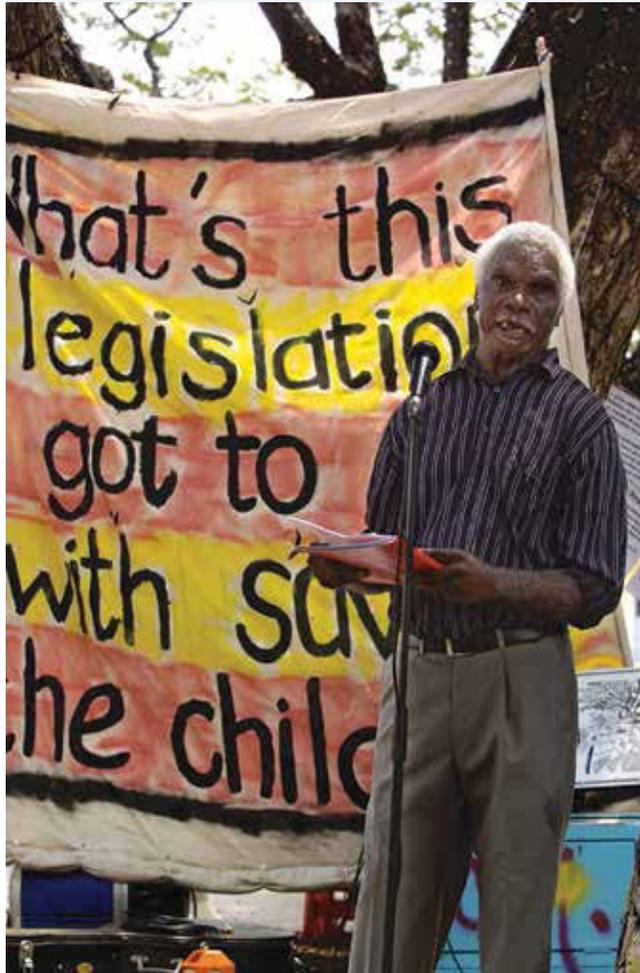
First Nations Peoples of Australia lost much of what was theirs from the arrival of European colonisers in 1788. Over the next 150 or so years, they experienced injustice, even racist hostility, from those who had taken their land, removed them from their Country, cultures and languages, and denied them their civil and human rights. While federal government policies such as Closing the Gap aim to redress many inequities, legislation such as the Northern Territory Emergency Response in 2007 intervened in First Nations Australians' lives and placed restrictions on their rights and freedoms.

On 15 June 2007 the Board of Inquiry into the Protection of Aboriginal Children from Sexual Abuse released a report titled *Little Children Are Sacred*, which highlighted the extent of the disadvantage experienced by First Nations Australian children and adolescents, and indicated that child sexual abuse was rampant in many remote First Nations Australian communities. The Howard government responded by suspending the Racial Discrimination Act in relation to these communities and announcing emergency measures designed to protect Indigenous children. The Northern Territory Emergency Response (NTER) included sending soldiers and police into the Northern Territory, banning alcohol and restricting the ways in which community members could spend their social welfare payments (a practice known as income management). The 'intervention', as it came to be known, was supported by the Australian Labor Party but caused controversy within the wider Australian community. Supporters claimed that such strict measures were required to protect children within remote communities while others claimed that it was a racist policy and another invasion of First Nations Australians' lands.

The complexities of this issue highlight many of the difficulties that still accompany decisions made by the Australian government in relation to First Nations Australians' rights.

Opinions on the worth of the intervention remain divided. As shown in **SOURCE 3**, many Elders and other Australians abhorred the lack of consultation with First Nations Australians, especially those directly affected.

SOURCE 2 The government's intervention in the Northern Territory: a necessary step to protect children or racial discrimination? This photograph, taken in 2007, shows Bagot (Darwin) council chairman James Gaykamangu speaking against the policy at the National Day of Action.



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SOURCE 3 A statement by Elders to the people of Australia on 7 February 2011

TO THE PEOPLE OF AUSTRALIA 7 FEBRUARY 2011

We are the people of the land. The land is our mother. For more than 40 000 years we have been caring for this land. We are its natural farmers.

Now, after so many years of dispossession, we find once again we are being thrust towards a new dispossession. Our pain and our fear are real. Our people are again being shamed.

Under the intervention we lost our rights as human beings, as Australians citizens, as the First People of the Land. We feel very deeply the threat to our languages, our culture and our heritage. Through harsh changes we have had removed from us all control over our communities and our lives. Our lands have been compulsorily taken from us. We have been left with nothing.

The legislation under which we now live does not comply with international law. It is discriminatory. We are no longer equal to other Australians. We are no longer equal to you.

As people in our own land, we are shocked by the failure of democratic processes, of the failure to consult with us and of the total disregard for us as human beings. We demand the return of our rights, our freedom to live our traditional lives, support to develop our economic enterprises to develop jobs and to work towards a better future for all our peoples.

So extreme have been the actions against our people that we must appeal to all people of Australia to walk with us in true equality. Speak out and help to put an end to the nightmare that Northern Territory Aboriginal people are experiencing on a daily basis.

Some First Nations Australian commentators and activists gave their conditional support to the policy, citing its benefits for women and children against a ‘wrong-headed Aboriginal male ideology’. In 2011, after more than three years of the intervention, Central Australian Elder Bess Price told ABC television:

I am for the intervention because I’ve seen progress. I’ve seen women who now have voices. They can speak for themselves and they are standing up for their rights. Children are being fed and young people more or less know how to manage their lives. That’s what’s happened since the intervention.

Cape York leader Noel Pearson said:

I’m in agreement with the emphasis on grog and policing. I’m in agreement with attaching conditions to welfare payments. But the difference between the proposals that we’ve put forward to the government and the proposals announced by Minister Brough ... a difference in that we would be concerned that those people who are acting responsibly in relation to the payments they receive, should continue to exercise their freedoms and their decisions ... we should only target cases of responsibility failure.

In terms of human rights, Australian organisations such as Australians for Native Title and Reconciliation (ANTaR) criticised the suspension of the Racial Discrimination Act, arguing the protection of children could have been achieved without its suspension. Despite some amendments made in 2010, concerns remained about the implementation of ‘special measures’ taken by the government to ‘protect’ communities at the heart of the intervention. A delegation of Northern Territory First Nations Australian leaders met with the United Nations High Commissioner for Human Rights in 2011 to express their view on the discrimination that had ensued under the implementation of the intervention, and found a sympathetic ear. Despite this, the Rudd and Gillard governments continued much of the work done in the Howard government years when they introduced the *Stronger Futures in the Northern Territory Act 2012*. This Act was designed to maintain tight controls over First Nations Australians’ use of alcohol and money. Like its predecessor, it has been criticised for not taking into account the principles of the Declaration on the Rights of **Indigenous Peoples**, particularly the principle of self-determination. The Stronger Futures Act expired in 2022.

3.12.2 Closing the gap

In March 2008, the Australian government and Opposition signed the Close the Gap Statement of Intent, committing to closing the health and life expectancy gap between First Nations Australians and other Australians by 2030. The 2019 Closing the Gap report, like those before it, revealed a mixed bag in terms of progress towards the targets set in 2008. While gains had been made in the life expectancy for both men and women over this period, the goal of ‘closing the gap’ between First Nations Australians and other Australians was not on track, with First Nations Australians living in remote and very remote parts of the country showing the poorest health outcomes.

In March 2019, the Council of Australian Governments (GOAG) entered into a formal partnership with the Aboriginal and Torres Strait Islander Peak Organisations and agreed to form the Joint Council on Closing the Gap. It is hoped that this council will be able to more effectively develop solutions for closing the gap by better understanding the needs of First Nations Australian communities.

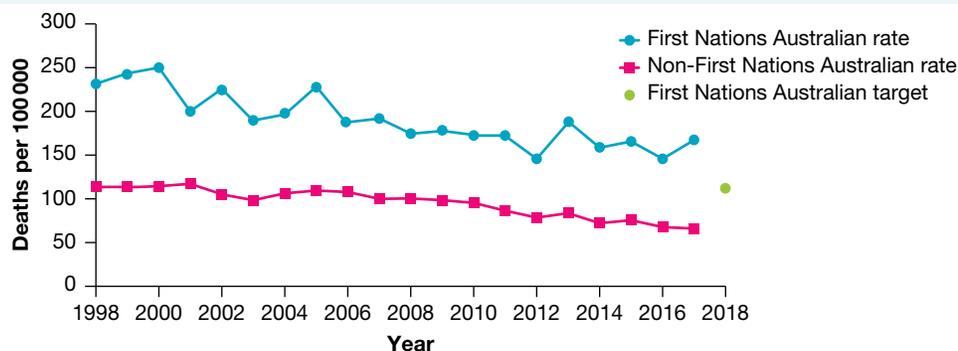
Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land

SOURCE 4 Extract from Close the Gap statement 2008

Our challenge for the future is to embrace a new partnership between Indigenous and non-Indigenous Australians. The core of this partnership for the future is closing the gap between Indigenous and non-Indigenous Australians on life expectancy, educational achievement and employment opportunities. This new partnership on closing the gap will set concrete targets for the future: within a decade, to halve the widening gap in literacy, numeracy and employment outcomes and opportunities for Indigenous children; within a decade, to halve the appalling gap in infant mortality rates between Indigenous and non-Indigenous children; and within a generation, to close the equally appalling 17-year life gap between Indigenous and non-Indigenous when it comes to overall life expectancy.

Life expectancy and child mortality

The target to close the gap in life expectancy between First Nations Australians and other Australians by 2030 is not on track. Life expectancy for First Nations Australian men born between 2015 and 2017 is estimated to be 71.6 years, 8.6 years less than non-Indigenous men. For First Nations Australian women, life expectancy is 75.6, 7.8 years less than non-Indigenous women. On a positive note, mortality rates from chronic and circulatory diseases have declined significantly in the First Nations Australian population since 1998, but cancer mortality rates are rising; between 2006 and 2017, there was a 25 per cent increase in cancer death rates for First Nations Australian patients, with deaths from cancer exceeding those for circulatory diseases within this population for the first time in 2017.

SOURCE 5 Child mortality rates by First Nations Australian status: NSW, Qld, WA, SA and the NT combined, 1998–2017. This graph shows the decline in infant mortality since 1998.

Source: ABS and AIHW analysis of National Mortality Database

The target to halve the gap in the infant mortality rate among the First Nations Australian population by 2018 was not achieved. While the rate of infant mortality within this population has declined by 10 per cent since 2008, it has declined at a slower rate than within the non-Indigenous population. However, as a result of health campaigns, immunisation rates for First Nations Australian children by the age of five have continued to rise, and in 2018 were higher than rates of immunisation of non-Indigenous children.

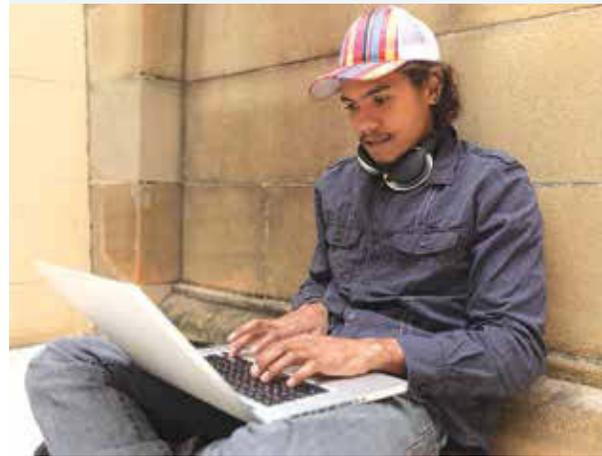
Education and employment

Progress is mixed in the key target areas of education and employment. The share of children at or above minimum standards in reading at Years 3 and 5, and in numeracy at Years 7 and 9, has improved and the gap has narrowed between 2008 and 2017, although the target of halving the gap was not met. Attendance at school is also lower than expected, with the attendance of First Nations Australian students in Year 10 at 73 per cent, compared with 90 per cent attendance for non-Indigenous students at the same year level. However, an increasing proportion of First Nations Australian students are completing Year 12 or its equivalent across all states and territories, up by 15 per cent in major cities to 74 per cent in 2016, with the largest gains seen in remote and very remote areas. In very remote areas, First Nations Australians' rate of attainment increased

from just 23 per cent in 2006 to 43 per cent in 2016. The overall retention rate was 59.8 per cent, compared with 85.5 per cent for non-Indigenous Australians. In 2017, this increased again to 62.4 per cent for First Nations Australians compared with 86 per cent for the other Australian population. This success in completion rates means that the target to halve the gap by 2020 is on track.

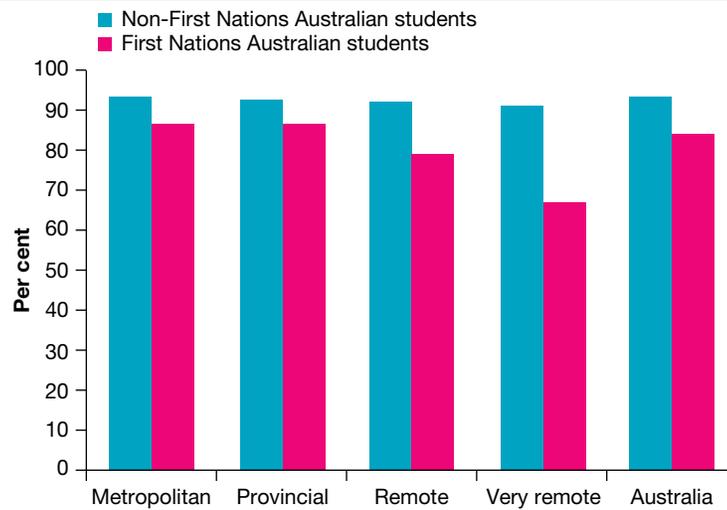
However, the target to halve the gap in employment by 2018 was not met, with the employment rate showing no improvement, and the gap between First Nations Australians and other Australians widening by 1.5 per cent between 2008 and 2018.

SOURCE 6 An increasing proportion of First Nations Australian students are completing Year 12 or its equivalent across all states and territories.



int-6713

SOURCE 7 Graph showing student attendance rates of First Nations Australians compared to other Australians

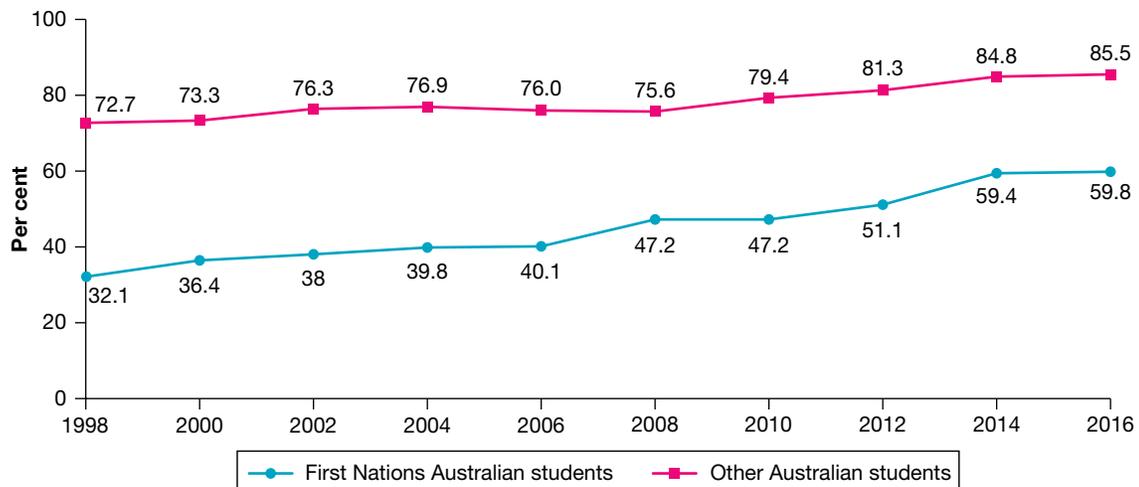


Source: Australian Curriculum, Assessment and Reporting Authority.



int-6714

SOURCE 8 Graph of retention rates of First Nations Australian students for Year 7 to Year 12



Source: ABS Schools, 2018.

3.12.3 Responding to inequity

It can be demonstrated from the Closing the Gap reports since 2008 that quality of life for First Nations Australians lags behind that of other Australians. The interrelated elements of health, education and employment have an impact on the cultural, physical and social wellbeing of First Nations Australians and thus their rights and freedoms. The federal and state governments of Australia must work in partnership with First Nations Australian bodies and other organisations and communities to effect change.

The federal government cites its Indigenous Advancement Strategy, its Better Start to Life approach, its Remote School Attendance Strategy and its Community Development Program as positive strategies and programs for improvement. Other government-funded schemes and not-for-profit organisations can all play a role.

SOURCE 9 The Australian government's Visiting Optometrist Scheme (VOS) works in remote communities in the Northern Territory performing eye checks. While First Nations Australian children are five times less likely to have eye problems than other children, by the time they reach adulthood, First Nations Australians are six times more likely to have vision problems than other Australians.



SOURCE 10 Programs such as the NT School Nutrition Program, seen in action here at Papunya School in the Northern Territory, aim to improve both the nutritional health and the school attendance rate of children.



3.12 SKILL ACTIVITY: Questioning and researching, Communicating

Using the information in this lesson, **Select** one aspect of First Nations Australians' lives that has not changed as much as the others. Then use further **research** to explore this issue. Locate sources created by First Nations Australians that address this issue, and offer 3 to 5 suggestions, based upon this evidence, for improving it over the next decade. Your suggestions should acknowledge any problems that are regularly cited in solving the issue, and should attempt to address these.

3.12 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4, 5

■ LEVEL 2

3, 6, 7

■ LEVEL 3

8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

- The Howard government's intervention in the Northern Territory occurred in June 2007. What was the initial trigger for the intervention?
 - The findings of the report *Little Children are Sacred*
 - The findings of the report *Children are Little*
 - The findings of the report *Little Children are Vulnerable*
 - The findings of the report *Little Children are Scared*
- Identify** the existing legislation that had to be suspended in order for the intervention to proceed.
 - Racial Inequality Act
 - Racial Equality Act
 - Anti-Racial Discrimination Act
 - Racial Discrimination Act
- What interrelated elements have an impact on the cultural, physical and social wellbeing of First Nations Australians?
 - Health
 - Education
 - Wealth
 - Employment
- Determine** whether the following statements are true or false.
 - The life expectancy of First Nations Australians is lower than that of other Australians.
 - The target to halve the infant mortality rate of First Nations Australian infants by 2018 was met.
 - The proportion of Australia's First Nations Australian students completing Year 12 is decreasing.
- State** when the Close the Gap Statement of Intent was signed and what commitment it made.

Apply your understanding

Communicating

- Identify** the arguments in **SOURCE 3** against the intervention.

Using historical sources

- Study **SOURCE 4**. **Explain** which parties were involved in the Close the Gap Statement of Intent, and why this is significant.
- Which states of Australia are not captured in the data in **SOURCE 5**? **Describe** how this might affect its validity in terms of the representative nature of its data.

Communicating

- Identify** the trend visible in the graph shown in **SOURCE 8**.
- The images in **SOURCES 9** and **10** show different aspects of health inequity that relate to First Nations Australians.
 - Communicate** what these aspects are.
 - Consider** what impact these images might have on other people who view them.
 - Discuss** what impact they have on you.

LESSON

3.13 How are Indigenous Peoples recognised around the world?

LEARNING INTENTION

By the end of this lesson you should be able to identify how the achievements of the First Nations Peoples of Australia relate to changes in recognition for Indigenous Peoples around the world.

TUNE IN

The fight for recognition for Indigenous Peoples is going on around the world. On 19 April 2010, at the ninth session of the United Nations' Permanent Forum on Indigenous Issues, the New Zealand government announced its support for the Declaration of the Rights of Indigenous Peoples and received a chorus of cheers from 2000 Indigenous delegates in response. The announcement was followed by a traditional Maori song of thanks.

SOURCE 1 Indigenous Peoples singing together



1. Look at **SOURCE 1**. In what way/s does this image reflect a respect for the past?
2. Discuss which different types of people are depicted in this photograph. How might their singing together be seen as a positive symbol?

3.13.1 First Nations Peoples of Australia in the twenty-first century

The struggle for the First Peoples of Australia is far from over. Major inequities still exist between First Nations Australians and other Australians, and the nation continues to debate fundamental issues, from land rights to the treatment of First Nations Australians in the criminal justice system. Despite successes, there are still barriers that impact how and where First Nations Australians today participate in society and their struggle for equality is ongoing. In recent years, however, there have been major improvements in the recognition of the

rights of First Nations and Indigenous Peoples, both in Australia and in the rest of the world. This is thanks to the work of First Nations Australian Elders and activists, past and present, whose words and actions continue to influence policymakers.

Australia's First Nations population is projected to increase by more than one-third to reach between 907 800 and 945 600 people by 2026, according to the Australian Bureau of Statistics. Projected figures are based on assumed higher than average levels of fertility and improvements in life expectancy. This represents a 2.2 per cent projected growth per year, compared to a projected annual growth rate of 1.6 per cent for the total Australian population over the same period.

Like the total Australian population, the First Nations Australian population is ageing. The proportion of First Nations Australian children aged 0–14 years is projected to decline from 36 per cent of the population in 2011 to between 31 per cent and 33 per cent in 2026, while the proportion of persons aged 65 years and over is projected to increase from 3 per cent to between 6 per cent and 7 per cent. These projections will need to be taken into account in future government policies.

What does it mean to be a First Nations Australian today?

The definition of First Nations Australian has changed over time. Older definitions underpinned by racist eugenic thinking referred to skin colour or the amount of Aboriginal blood a person was said to have. Today, a person is entitled to be identified as First Nations Australian if they:

- are of Aboriginal or Torres Strait Islander descent; and
- identify themselves as being of Aboriginal or Torres Strait Islander origin; and
- are accepted as such by the community with which they associate.



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SOURCE 2 Author Nicole Watson describes what it was like to grow up as a light-skinned First Nations Australian

I belong to the Birri Gubba People of central Queensland, even though I live in Sydney. I have blonde hair and blue eyes; characteristics that are irrelevant to my identity as an Aboriginal person. I never chose that identity. Rather, it was a bequest from the people who reared me — my strong-willed European Australian mother and my fiery Aboriginal father ...

... Throughout my teens, more than one observer casually raised the apparent clash between my light features and my Aboriginal identity. Such comments always drew a flash of pain on my father's face. As an adult, I can only imagine how horrible it must have been for Dad to hear the paternity of his child being questioned so audaciously. I still marvel at the incredible privilege that lurked behind those obtuse comments.

When strangers question my identity, they question the adults who grew me. They question the choices that were made for me and perhaps, even the love that my family gave to me, and continue to give. As painful as such interrogations have been, they will never shake my identity. I know who I am. But I do wonder what motivates the likes of Andrew Bolt [a journalist who was found guilty of discrimination for criticising people who appear Caucasian but identify primarily as Indigenous]. What dark insecurities fester in his psyche that he has a desperate need to assault the humanity of strangers?

Between 1991 and 2001 the number of people who identified as Aboriginal or Torres Strait Islander (or both) on the national census rose dramatically — from 351 000 to 517 000. This increase then was due, it is believed, to census officers' increased access to First Nations Australian communities and to the greater levels of acceptance for people to identify as First Nations Australian. In the latest 2021 census, around 812 000 people identified as Aboriginal and/or Torres Strait Islander.

DID YOU KNOW?

According to legal historian John McCorquodale, since the time of white settlement, governments have used 67 classifications, definitions or descriptions to decide who is First Nations Australian.

3.13.2 The rights of Indigenous Peoples

In the twenty-first century the United Nations has taken a more active interest in supporting the rights and freedoms of Indigenous Peoples around the world. Of particular importance are agreements such as the International Covenant on Civil and Political Rights (ICCPR) and the Committee on the Elimination of Racial Discrimination (CERD), which has made it very clear that a ‘hands-off’ approach to Indigenous rights is no longer enough. In some cases, CERD has used an ‘Urgent Action Procedure’ to pressure countries, including New Zealand and the United States, to recognise and respect the land rights of their First Nations Peoples.

The most decisive action taken by the United Nations in relation to Indigenous Peoples was the creation of the Declaration of the Rights of Indigenous Peoples in 2007 (see **SOURCE 3**).

The right to self-determination

Importantly, the Declaration of the Rights of Indigenous Peoples officially recognised **self-determination** as a basic right for Indigenous Peoples. Signatories agreed to allow their Indigenous communities to govern themselves and take charge of their own economic, social and cultural matters.

self-determination the freedom for a people to determine their own course of action



aud-0567



tlvd-10746

SOURCE 3 Articles 1–5 of the Declaration of the Rights of Indigenous Peoples, 2007

Article 1

Indigenous Peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.

Article 2

Indigenous Peoples and individuals are free and equal to all other Peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their Indigenous origin or identity.

Article 3

Indigenous Peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4

Indigenous Peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

Article 5

Indigenous Peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Only four UN countries voted against the Declaration in 2007. They were the United States, Canada, New Zealand and Australia. Mal Brough, Australia’s federal Indigenous Affairs Minister at the time, explained:

We haven’t wiped our hands of it, but as it currently stands at the moment, it would provide rights to a group of people which would be to the exclusion of others ... The best way of putting it is, it’s outside what we as Australians believe to be fair.

It would take a change in government before Australia, under the leadership of Kevin Rudd, would sign the Declaration in 2009. This would finally give the First Nations Peoples of Australia the opportunity to determine their own future.

SOURCE 4 Some of the things Indigenous people believe are essential for a national organisation that represents them

‘... the National Representative Body should primarily act as an **advocacy** and negotiation body, arguing independently from a considered and well researched base, for the domestic implementation of the Declaration on the Rights of Indigenous Peoples and other relevant and binding human rights provisions ...’ (Public Submission 2)

‘The outcomes must be our own and we cannot feel like our funding will be cut if we stand up and speak out against a government policy or program.’ (Public Submission 8)

‘Any national body should collaborate effectively with the Indigenous Dialogue — the Dialogue should be the key vehicle to facilitate constitutional reform and that this process be carried out under the principles of the UN Declaration such as free, prior and informed consent ...’ (Public Submission 77)

‘We need a balance of young people as representatives on our peak body also. It’s always easy to presume we know best for our kids, but don’t take the time to ask. I would like to see a balance of 50/50 men and women represented.’ (Public Submission 16)

Our future in our hands

Building on the promise of the Declaration of the Rights of Indigenous Peoples, the Australian government supported the establishment of a National Congress of Australia’s First Peoples. While this Congress is not the first organisation designed to represent the interests of First Nations Australians, it differs in some key ways. Based on a model proposed in the *Our Future in Our Hands* report (2009), the Congress is made up of First Nations Australians with equal numbers of men and women, and representation from young people and members of both urban and rural communities. It is a private, not-for-profit company, meaning it does not rely on government funding.

Tom Calma, who chaired the committee charged with designing the Congress, explained, ‘It is time for Aboriginal and Torres Strait Islander people to take control and set the agenda’. Establishment of the Congress was praised by national First Nations Australian leaders, as well as international organisations such as the United Nations and Amnesty International.

3.13.3 The next steps — recognition in the Constitution

The Australian government has given a commitment to work towards the recognition of First Nations Australians. In the Australian Constitution. This recognition is about acknowledging that First Nations Australian culture was flourishing on this continent many thousands of years before Europeans arrived, and continues today.

The journey to constitutional change

An expert panel, which included First Nations Australians and community leaders, constitutional experts and parliamentarians, consulted extensively across Australia, reporting their recommendations to the prime minister in January 2012. In 2015, a Referendum Council was established to lead a national discussion on how this might be achieved. Consultations were undertaken with both First Nations Australians and other groups to ensure community engagement. Partners in the campaign included diverse groups in Australian society such as the Australian Broadcasting Commission, the Commonwealth Bank, BHP, Uniting Church of Australia, Amnesty International, and Carlton and Richmond Football Clubs.

Uluru Statement from the Heart

In May 2017, on the 50th anniversary of the 1967 Referendum, representatives of First Nations Australians from around the country met in central Australia. In a meeting lasting four days, from 23 to 26 May 2017, more than 250 First Nations Australian leaders met at the foot of Uluru.

advocacy active support

This group, known as the First Nations National Constitutional Convention, emerged with what they called the ‘Uluru Statement from the Heart’. The statement called for a First Nations Australian voice to be enshrined in the nation’s constitution. They also wanted to establish a ‘**Makarrata** Commission’, whose task would be to supervise important discussions between government and First Nations Australians. These discussions would not be about paying lip service to the wishes of the First Nations Peoples of Australia; they must be about ‘meaning-making’, and ‘truth-telling’. In June 2017, the Reconciliation Council completed its report.

In 2019, fourteen of Australia’s leading organisations, including BHP, Curtin University, Herbert Smith Freehills, IAG, KPMG, Lendlease, National Rugby League, PwC Australia, PwC’s Indigenous Consulting, Qantas, Richmond Football Club, Rio Tinto, Swinburne University of Technology and Woodside, prepared a Response to the Uluru Statement. In this response, they pledged their support for a referendum on enshrining a First Nations Australian voice within the Constitution.

Federal government committees and advisory groups have since been established, but the rise of the COVID-19 pandemic halted work in early 2020. At the time of writing, the final form of the referendums that would be needed to add this recognition to the Constitution and a date for it to be put to the Australian people has not been finalised.

In 2021, Prime Minister Scott Morrison claimed that there was no mainstream support for such a move, and insisted that ‘... it is not the government’s policy’. When the Australian Labor Party was elected in 2022, they vowed to implement the Uluru Statement in full — in ‘Voice, Treaty and Truth’. They also officially announced plans to establish an Indigenous Voice to Parliament, requiring a change to the Constitution through a referendum.

Makarrata a word from the language of the Yolngu people of Arnhem Land, referring to the process of conflict resolution, peacemaking and justice

SOURCE 5 The Uluru Statement from the Heart





aud-0569

SOURCE 6 A summary of the recommendations made by the expert panel in their report of 2012

- **Remove Section 25** — which says the States can ban people from voting based on their race;
- **Remove section 51** (xxvi) — which can be used to pass laws that discriminate against people based on their race;
- **Insert** a new section 51A — to recognise Aboriginal and Torres Strait Islander Peoples and to preserve the Australian Government’s ability to pass laws for the benefit of Aboriginal and Torres Strait Islander Peoples;
- **Insert** a new section 116A, banning racial discrimination by government; and
- **Insert** a new section 127A, recognising Aboriginal and Torres Strait Islander languages were this country’s first tongues, while confirming that English is Australia’s national language.



aud-0589

SOURCE 7 A quote from Noel Pearson, member of the expert panel and a Bagaarmugu and Guggu Yalani man. He is a key advocate for constitutional recognition.

The original Constitution of 1901 established a negative citizenship of the country’s original Peoples. The reforms undertaken in 1967, which resulted in the counting of Indigenous Australians in the national census and the extension of the races power to Indigenous Australians, can be viewed as providing a neutral citizenship for the original Australians. What is still needed is a positive recognition of our status as the country’s Indigenous Peoples, and yet sharing a common citizenship with all other Australians.

3.13 SKILL ACTIVITY: Questioning and reseaching

Using the people mentioned in this lesson as an inspiration, **investigate** a First Nations Australian or another Australian who contributed to the rights and freedoms of First Nations Australians.

Examples include: Neville Bonner, William Cooper, Fred Maynard (AAPA), Jack Patten, Sir Douglas Nicholls, Lady Gladys Nicholls, Vincent Lingiari, Charles Perkins, Shirley Smith, Gladys Elphick, Essie Coffee, Joyce Clague, Daisy Bindi, Gary Foley, Michael Anderson, Eddie Koiki Mabo and Lowitja O’Donoghue.

In your **research**, answer the following:

- How important were they at the time?
- What makes this person’s accomplishments so impressive?
- What impact did they have at the time?
- What lasting impact have they had?
- Is the work they achieved still relevant today?
- What struggles did they overcome on their way to achieving success, and how did they do so?

To support your claims, use quotes from the person you have selected.

3.13 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 8

■ LEVEL 2

5, 6, 7

■ LEVEL 3

9, 10, 11

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Check your understanding

1. The projected population of First Nations Australians by 2026 is _____ people. The likely causes of this increase are _____.
2. For a person to be considered a First Nations Australian, they have to meet three criteria. What are these?
 - A. They are of Aboriginal or Torres Strait Islander descent.
 - B. They identify themselves as being of Aboriginal or Torres Strait Islander origin.
 - C. They are known by more than 10 Aboriginal or Torres Strait Islander persons.
 - D. They are accepted as such by the community with which they associate.
3. Who created the Declaration of the Rights of Indigenous Peoples 2007 and what is its purpose?
4. Did Australia eventually sign the Declaration of the Rights of Indigenous Peoples? If so, who was responsible for this?
5. **Explain** why the National Congress of Australia's First Peoples was created.

Apply your understanding

Historical perspectives and interpretations

6. In **SOURCE 2**, author Nicole Watson reflects upon the experience of being a light-skinned First Nations Australian.
 - a. **Identify** the ways in which this experience was difficult for her and for her parents.
 - b. **Explain** why you think she chose to begin this piece with the words, 'I belong to the Birri Gubba People of central Queensland, even though I live in Sydney'.

Using historical sources

7. **Evaluate** what points in **SOURCE 3** could have given people like Mal Brough enough concern to cause him to be against signing the Declaration.
8. After reading **SOURCE 4**, **summarise** the ideas that First Nations Australians wanted to come out of the creation of a body that represents them as a people.

Communicating

9. The meaning of the word Makarrata is 'coming together after a struggle'. What struggle do you think this statement was designed to address? **Determine** what sort of 'meaning-making' and 'truth-telling' would have to happen, on the part of the government, to allow a dialogue about the sovereignty of First Nations Australians to be productive?
10. Write a 250-word report that **explores** the significance of Australia's signing the Declaration of the Rights of Indigenous Peoples and **demonstrate** how the Declaration relates to the rights and freedoms strived for by at least one First Nations activist, such as Charles Perkins (lesson 3.6), Faith Bandler or Eddie Mabo.
11. **Decide** on a rank for each of the sources presented in this lesson, in order of what you consider to be their historical significance in the struggle of First Nations Australians for rights and freedoms in the twenty-first century.

LESSON

3.14 How have women influenced Australian politics?

LEARNING INTENTION

By the end of this lesson you should be able to describe women's influence on Australian politics from the late 1800s until today.

TUNE IN

Vida Goldstein was one of the earliest candidates for public office in Australia. She made it clear that she was willing to forgo marrying and having children to focus on improving the lives of the women around her.

1. Does it surprise you that somebody might have to choose between their career aspirations and having children?
2. What does it say about Vida Goldstein's commitment to her cause?
3. Why is it important for women to hold public office? Discuss with a small group.

SOURCE 1 An image of Vida Goldstein



3.14.1 Women in politics: The suffragettes

Suffrage means 'the right to vote in an election'. Voting is the way that a person, in a democratic society such as Australia, has their say on the issues that affect them. When a whole group, such as women or First Nations Australians, is not allowed to vote, they do not have a voice — at least, not officially. Since the late 1800s, disenfranchised Australians have fought to ensure that they, too, could contribute to the political process, by voting and by running for political office. The first to establish an organised movement were women. They were known as 'suffragettes' and would later be recognised as the first 'wave' of a new movement for women's rights and equality, or feminism.

In 1884, the Victorian Women's Suffrage Society was founded 'to obtain the same political privileges for women as now possessed by male voters'. Australia's suffragettes joined their counterparts in New Zealand, England, America and Ireland, as well as other places, in fighting for the right to vote and to run for office. That same year, the South Australian Parliament passed the Constitutional Amendment (Adult Suffrage) Bill, meaning that women would be permitted to vote in the state's elections, which they did for the first time one year later. Significantly, this bill also allowed First Nations Australian women to vote.

In 1891, Victoria's suffragettes presented what would become known as the 'monster petition' to the state parliament. This petition is approximately 260 metres long and takes three people three hours to unroll. It contains 30 000 signatures from all around Victoria, collected by the suffragettes as they went door-to-door to gain support for their cause. Despite gaining the support of so many Victorians, the petition would ultimately be denied.

Despite the resistance to Victoria's suffragettes, things were slowly changing. In 1893, New Zealand would become the first country to allow women to vote in federal elections. In 1895, women were permitted to vote in South Australia's state election for the first time. Just a few years later, in 1902, Australian women (with the exception of First Nations Australian women) finally gained the right to vote in the federal election, and to stand for federal parliament.

What began as a fight for the right to vote by Australia's first suffragettes in 1884 would eventually lead generations of women to choose a career in politics.

SOURCE 2 Thousands of women, including some of the state's most prominent, signed the 'monster petition', immortalising their support for women's right to vote.



3.14.2 Stereotypical depictions of women's rights activists

Since the beginning of the women's rights movement in the late 1800s, those who disagree with the activists have sought to depict them — in articles and cartoons — as unhinged. Like all stereotypes, this is unhelpful and inaccurate.

One of the first women to run for Australian parliament was Vida Goldstein. She had gained her first taste of political activism when she helped her mother collect signatures for the monster petition of 1891. Inspired by this ultimately unsuccessful but symbolically important campaign, she had become a suffragette, and quickly rose through the ranks, becoming the official representative for Australia and New Zealand at the international suffrage convention in America.

Vida Goldstein was attractive and articulate. Because of this, she gained the admiration not only of the general public but of many journalists. By complimenting her, they often perpetuated sexist stereotypes about other women fighting for women's rights.

3.14.3 Women in government

The first woman to be voted into an Australian parliament was Edith Cowan. She was elected to the Western Australian parliament in 1921, on the strength of her tireless social work, particularly on behalf of women and children. In her maiden speech, she stated: 'Many people think ... that it was not the wisest thing to do to send a woman into Parliament ... [yet] the views of both sides [men and women] are more than ever needed in Parliament today.'

In 1943, Dame Enid Lyons became the first woman to be elected to the House of Representatives. Dame Enid had been married to the former Prime Minister Joseph Lyons, and decided to run for public office following his death. In her campaign to become a minister of Parliament, she used public radio to speak directly to audiences in their homes. This demonstrated an acute understanding of how the media could be used to convey a political



tlvd-10747

SOURCE 3 Published lecture by Vida Goldstein

WOMEN IN PARLIAMENT.

LECTURE BY MISS VIDA GOLDSTEIN.

It was a pity that the inclement weather last week deterred many persons from listening to the experiences, as a parliamentary candidate, of Miss Vida Goldstein—the only lady in Australia who ever stood for Parliament. She told them in St. George's Hall, before a rather sparse audience, relating in particular her career of a few weeks during the last Federal elections as a Victorian candidate for the Senate. Most people are aware of the fate that befell Miss Goldstein, but few in this State had seen the young lady in person. As she stepped on to the platform last week what erroneous, yet time-honoured conceptions had been formed of a "champion of women's rights" were instantaneously dispelled. Our fair visitor is not, to quote expressions used by herself, a pattern of the pictorially presented "shrieking sisterhood," or of the "wild woman from the woods." Instead, she is extremely pleasing in appearance, has a graceful platform manner, and speaks with a delightfully clear enunciation. While those present last week did not, as did some of her audiences in Victoria, "come to curse and remain to pray," it could hardly be said that, like the electors of the southern State, they had pictured in their minds "a gaunt, hollow-eyed, short-haired, short-skirted creature, who stamps up and down the platform waving a huge cotton umbrella, and shouting about women's rights and wrongs—chiefly wrongs." They spent a pleasant evening, amused and interested in turns by a pleasant narrator.

Miss Goldstein related how she first saw in a newspaper, while travelling by train, the decision of the Women's National Political Association of Victoria to invite her to stand for the Senate. Before the journey had ended she had made up her mind to accept the invitation. Then followed a stirring few weeks. No less than 24 meetings had to be addressed, and much ground covered. Everywhere her audiences packed the halls, as many as 1,500 persons being addressed on one occasion. Although warned that the contrary would happen, on no single occasion was Miss Goldstein subjected to insult, and everywhere she met with the

sult, and everywhere she met with the fairest and most courteous of treatment. When the numbers went up she found that she had no less than 51,497 votes. Miss Goldstein was proud of the achievement, although she failed to get a place. "I believe that most of the informal votes cast were for me, and I am certain that if I had had a few weeks longer I would have won. As it was I beat two ex-Ministers of the Crown." "Human needs drawn to the magnet," is how Miss Goldstein described her audiences, but the fact that there were so many so drawn did not turn her head. She was all the time glorying in the fact that she was being enabled to appeal to such immense concourses in the cause of womanhood suffrage. Miss Goldstein is unswerving in her admiration for the cause she espouses. She rejoices exceedingly that women can vote at the Federal elections, but to her the consummation to be desired is the entry into Parliament of women. The economic instincts of women, she contends, would make for the disappearance of selfish, wasteful, and extravagant Governments. Politics in Australia are bad enough, she avers, and women could not do worse, so why not let them take a hand at the helm? "You know, you men," continued the lecturer, archly, "always get things into a mess, and you will have to appeal to women eventually to straighten up matters. It is not good for men to be alone. Let there be two heads beside the hearth, two heads in the tangled business of the world, and two heads in the liberal offices of life." A number of persons in the audience applauded the sentiment. All women did not desire to enter Parliament, Miss Goldstein explained. Some would prefer the peace, comfort, and protection of the home. But there were individuals who thought that the home ties were not so binding as to prevent them from entering the councils of the nation, and working in the interests of the people. For these she pleaded, "They say a woman is not fitted for Parliament," exclaimed the speaker. "She is fit to be cook, laundress, and needlewoman, in addition to her other duties; she is fit to do a man's work for a child's pay; and why is she not fit to go into Parliament, I ask?"

During the evening a number of limelight views were shown of leaders in the suffrage movement in America and Australia, and of skits on the campaign in Victoria. Mr. R. H. Hall

message and was another way in which Dame Enid was ahead of her time. Dame Enid was re-elected to the House in two subsequent elections and would become the first female member of Cabinet when she was appointed as Vice President of the Executive Council in 1949. Despite her successes, she lamented the fact that she was never given a ministerial office.

The honour of being the first woman to hold such an office would go to Susan Ryan. Hailing from the ACT, she was elected to the Senate in 1975, representing the Labor Party. Her slogan played upon the stereotypical saying that 'A woman's place is in the home', by proudly declaring 'A woman's place is in the Senate'. As a member of the Hawke government, in 1983 she would become Minister for Education and Youth Affairs. She was also instrumental in helping to develop many pieces of legislation that sought to protect women's rights, including the *Sex Discrimination Act 1984* and the *Public Service Reform Act 1984*. Even after leaving politics, she remained committed to protecting the rights of others, including as federal Age Discrimination Commissioner.

Australia's first female Prime Minister

In 2010, thanks in large part to the efforts of the trailblazing female Australian politicians before her, the Labor Party's Julia Gillard became Australia's first elected female Prime Minister. She was sworn into the role on 14 September 2010 after a hard-fought election campaign. Her election to the highest office in Australia capped a political career of almost 30 years.

SOURCE 4 Julia Gillard is sworn in as Australia's first elected female Prime Minister in a ceremony presided over by the country's first female Governor-General, Quentin Bryce.



Sexism permeated much of the news media coverage in the lead-up to the Australian election of 2010. Rather than covering the historic nature of her election, much of the media focused on the Prime Minister's fashion and hair style, as well as her decision not to have children. She would continue to face sexism from outside and inside the chamber until she resigned from office in 2013.



aud-0571

SOURCE 5 By appearing in the July 2010 issue of *The Australian Women's Weekly*, Prime Minister Julia Gillard has the opportunity to talk to two million readers.

On the nightly news, she is cool and composed. Yet as Bryce Corbett discovers, you only have to put our new PM in stilettos and delve a little into her personal life to find the woman behind the politician.

Julia Gillard is running late. The Royal Australian Air Force jet that will be flying her from Sydney to Darwin this evening is sitting on the tarmac, its crew patiently waiting to receive their new prime minister. When, eventually, Australia's most famous redhead bursts onto the plane and bustles her way into the main cabin, her entrance is preceded with a flurry of apologies.

'I'm sorry! I'm sorry! I'm so sorry to have kept you all waiting!' she effuses to the uniformed crew, none of whom seem to know what to say to a prime minister begging their forgiveness.

She is dressed in a smart black pantsuit with an elegant string of pearls around her neck. The hair — that famous, voluminous mop — seems to want to break free of the styling to which it has been subjected for this day's round of official engagements. Fresh from announcing a new asylum-seeker policy and only days after brokering a mining tax resolution, she has emissions trading, an election date announcement and a furious stint of campaigning looming on her to-do list.

'Let's see. Right now, I've got an interview with you,' Julia says, officiously, pointing at me. 'Then we've got some work to do,' she adds, nodding at her staff. 'Let's get this plane in the air.'

A watershed moment

In the 2022 federal election, more women contested seats than ever before, making up 40 per cent of all candidates. This led to the highest-ever number of women being elected to the House of Representatives in what advocates called a 'watershed' moment for Australian politics. Significantly, many of these women were elected as independent candidates, and displaced well-established male candidates.

SOURCE 6 In one of the most significant battles of the 2022 federal election campaign, independent candidate for Kooyong Monique Ryan was voted in over the Federal Treasurer Josh Frydenberg, who had widely been tipped to take over leadership of his party.



3.14 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

Investigate one of Australia's pioneering female politicians.

Select one of the women mentioned in this lesson, or another woman who would be considered a pioneer of Australian politics. She might be a historical figure or a person who is still active. Using your library and/or the internet, locate at least three sources, and answer these questions:

- Who have you chosen, and why?
- Which party did she represent?
- What issues did she fight for?
- How successful was she as a politician?
- What lessons does she offer to today's female politicians?

Try to use quotes from the woman herself in support of your claims. Share your findings with the rest of your class.

3.14 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

6, 7, 9

■ LEVEL 3

5, 8, 10

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Check your understanding

- Identify** when Australian women (excluding First Nations Australian women) were granted the vote in federal elections.
 - 1893
 - 1895
 - 1901
 - 1902
- Determine** whether the following statements are true or false.
 - 50 000 people signed the 'monster petition'.
 - In 1894, South Australia passed a bill allowing women, including First Nations Australian women, to vote in state elections.
 - Vida Goldstein was the first woman to run for Australian parliament, and she successfully won a seat.
- Identify** the role technology played in the election of Dame Enid Lyons.
 - She used social media to connect with voters.
 - She used radio to connect with voters.
 - It didn't; there was no technology in that time.
 - She used surveys to profile her voters.
- Explain** in what way/s **SOURCE 4** was a historic moment.
- Analyse** how the rise of the independent female candidates in 2022 might be seen as an extension of the work done by previous female politicians such as the suffragettes.

Apply your understanding

Communicating

- Determine** whether the power of the monster petition was real, symbolic or both. **Explain**.

Historical perspectives and interpretations

- Examine** the language in **SOURCES 3** and **5**. How would you **describe** the attitude of the reporter to each female politician? **Identify** the similarities and differences you can see in the way that the reporter describes their subject (Goldstein or Gillard).

Communicating

- Evaluate** which societal expectations have traditionally been placed on female politicians that have not been placed on male politicians. **Elaborate** on what this says about the values of Australian society.
- The parliament of 2022 is the most inclusive of women so far, and yet it follows a number of years of declining political participation by women. Using the internet or your local library, research organisations set up to support future female politicians. **Describe** the sort of support that they offer. **Identify** how a young woman who is interested in politics can gain their support.
- Do you feel positive about the future for women in Australian politics? Why/why not? **Explain** in 250 words, using evidence from this lesson and from your own **research**.

LESSON

3.15 How has the status of Australian women changed?

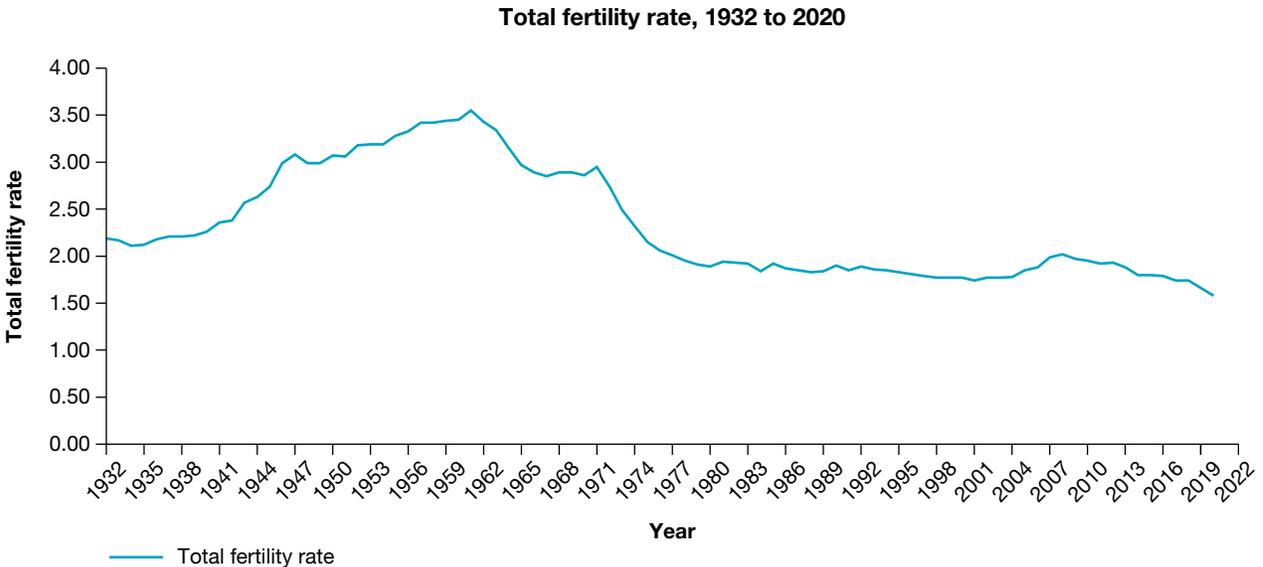
LEARNING INTENTION

By the end of this lesson you should be able to identify and explain the demands for rights and freedoms made by women throughout the twentieth century.

TUNE IN

Fertility rates soared during the post-war period and plunged during the 1970s to reach historic lows, far below replacement level (the number of babies that need to be born in order to replace the current population), by the end of the twentieth century.

SOURCE 1 Fertility chart, Australia 1932–2020



1. Do you think the data for **SOURCE 1** is reliable? Why/why not?
2. According to **SOURCE 1**, in what year was the highest number of children born in Australia? How many children did this equate to, per woman?
3. **DISCUSS: SOURCE 1** tells a story about the fertility rate between 1932 and 2020. What questions are left unanswered? What sort of statistical data could you collect to explain these 'gaps' in your information?

The twentieth century and the first quarter of the twenty-first century have been a time of great change for many groups as they seek appropriate recognition and the protection of their rights, both in Australia and around the world. One of these groups is women. Once thought of as second-class citizens, Australia's women have repeatedly stood up against oppression to improve their lives and the lives of those around them. The battles they have fought have been broadly based on the idea that women and men should be equal. However, a few key themes have emerged. These include the right for women to participate in the democratic process, the right to be paid an equal amount for equal work, the right to access health services, and the right to feel safe from domestic and family violence.

3.15.1 Women's roles begin to change

In 1949, French author Simone de Beauvoir wrote *The Second Sex*, a book that set out to challenge many of the negative assumptions made about what it meant to be a woman. She insisted that women were not merely the 'second sex', and deserved the respect of men. The release of *The Second Sex*, and its subsequent translation into English in 1953, made her a household name internationally and began a conversation about the rights of women that would underscore the work of other important female authors in the decades to come.

aud-0572

SOURCE 2 *The Second Sex* set out to challenge many of the negative assumptions made about what it meant to be a woman.

... But if I wish to define myself, I must first of all say: 'I am a woman'; on this truth must be based all further discussion. A man never begins by presenting himself as an individual of a certain sex; it goes without saying that he is a man. The terms *masculine* and *feminine* are used symmetrically only as a matter of form, as on legal papers. In actuality the relation of the two sexes is not quite like that of two electrical poles, for man represents both the positive and the neutral, as is indicated by the common use of *man* to designate human beings in general; whereas woman represents only the negative, defined by limiting criteria, without reciprocity ... A man is in the right in being a man; it is the woman who is in the wrong.

In 1965, women were not permitted to drink in the same bars as men. Instead, they were forced to drink and socialise with other women in women's-only lounges attached to the same establishments.

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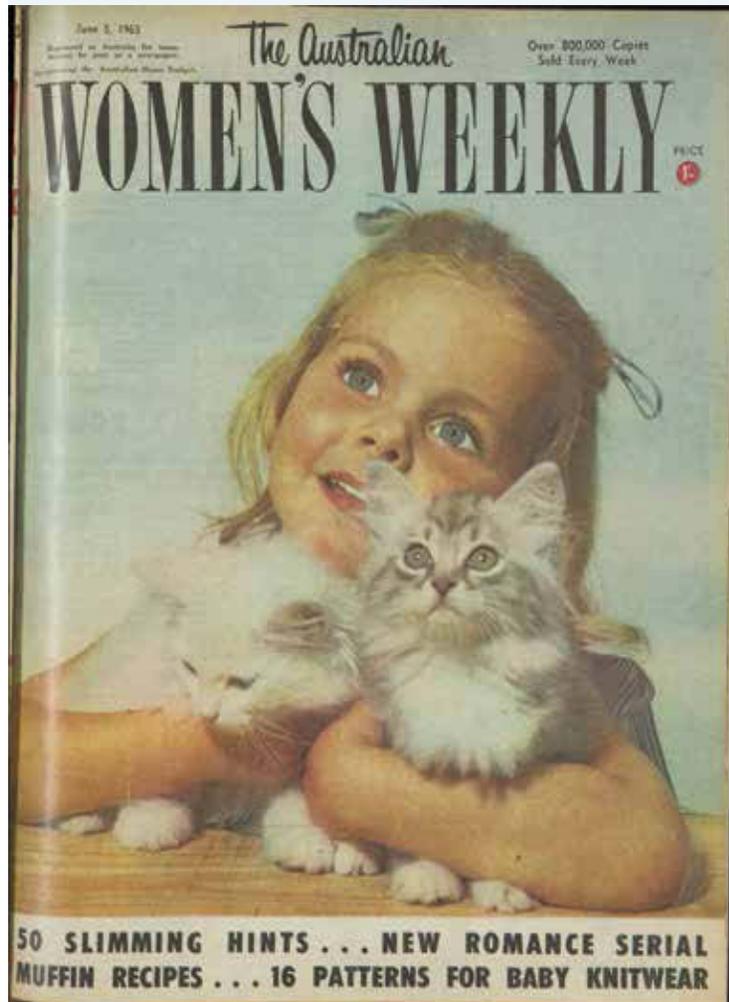
SOURCE 3 In Australia during the early 1960s, popular women's magazines still catered to a particular type of woman. Many Australian women, whose interests no longer aligned with those modelled by these magazines, were ready to embrace a different sort of future.

This may not seem like a big issue in comparison to other issues of the day, but governments had always seen women drinking in pubs and bars as a threat to 'decency'.

Queensland women's rights activists Merle Thornton and Rosalie Bogner chained themselves to the bar at the Regatta Hotel in Brisbane in protest. This caused a flurry of news coverage and made both women household names. It also gave them a platform to protest this and other issues relevant to second-wave feminists.

In an opinion piece for the *Sunday Truth*, the women pointed out that this form of discrimination meant that women in business missed out on after-work drinks or the opportunity to retire to the bar during a conference, which were important networking opportunities in Australia in the 1960s.

Their protest would help lead to a repeal of section 59A of the Queensland Liquor Act five years later.



During this era, while some women still wanted to work in the home, an increasing number were entering tertiary education and putting off having a family. By 1970, one in three Australian University students was female. Universities became a breeding ground for discussion about women's rights. Australian feminist Germaine Greer released *The Female Eunuch* in 1970. Her book voiced the frustration felt by many of these women. In a free-flowing style, Greer wrote about a wide range of topics including the body, love, sex and revolution, using quotes from women's magazines of the day as a counterpoint to her arguments.

The Female Eunuch went on to become an international bestseller, while Germaine Greer became Australia's first 'celebrity feminist', a role that she seemed to have been destined for. As Carmen Callil, founder of the pro-feminist Virago Press, once said, 'Germaine would have been a star if she'd published the book herself or bellowed it aloud through a megaphone.' *The Female Eunuch* practically became required reading for any Australian woman who wanted to join the women's rights movement.

SOURCE 4 Merle Thornton and Rosalie Bogner chain themselves to the Regatta Bar in protest



SOURCE 5 An extract from *The Female Eunuch* by Germaine Greer. This book is rumoured to have caused many arguments between husbands and wives at the dinner table.

The working girl who marries, works for a period after her marriage and retires to breed, is hardly equipped for the isolation of the nuclear household. Regardless of whether she enjoyed the menial work of typing or selling or waitressing or clerking, she at least had freedom of movement to a degree. Her horizon shrinks to the house, the shopping centre and the telly. Her child is too much cared for, too diligently regarded during the day and, when her husband returns from work, soon banished from the adult world to his bed, so that Daddy can relax.

In 1972, women around Australia attended the Sydney International Women's Day March in a show of national and international solidarity. This march, organised *by women for women*, would become an annual tradition, allowing women to gather in force to protest the issues that were most important to them.

SOURCE 6 In this image, a woman protests against the sex-role concept, or the idea that the way a person lives and acts should be determined by the sex they were born into.



3.15.2 Changes in the workplace

During the Second World War, many women had stepped into positions vacated by men, in factories and on shipyards, while others had joined the Women's Land Army. When the war was over, and the men returned to work, these women were expected to return home where they would go back to looking after the children. Some women complied, but many had discovered a newfound sense of pride in their work and did not want to return to their old lives.

At this time, there were strict laws in place, particularly in the public service, about the sort of work that women could and could not do. This was particularly the case for married women. When a female teacher got married, for example, she was forced to resign. Thanks to the tireless efforts of women's rights activists,

SOURCE 7 Zelda D'Aprano's act of civil disobedience was to chain herself to the front of the Commonwealth Building in 1969.



this changed in 1966, when a law was passed making it possible for women working in the federal public service, including teaching, to retain their jobs after getting married.

In 1969, Zelda D'Aprano, a clerk for the Victorian meat workers' union, chained herself to the Commonwealth Building in Melbourne's Treasury Place, in an act of civil disobedience designed to protest the fact that women were paid less than men for doing the same work. She described the process that led up to her act of rebellion: 'In front of us were all the men from Trades Hall, on the other side were all the men from the employers and sitting up there were all the commissioners. All these men arguing about how much women were worth and here we were all being silent. It was so demeaning, begging at the bosses' table.' Zelda D'Aprano's action contributed to publicising the issue, and the meat workers' industry agreed to meet the demands of the protesters.

In 1972, the Women's Electoral Lobby (WEL) was formed to ensure that women's rights, responsibilities, contributions and needs are of equal value to men's. In 1984, the Sex Discrimination Act was finally passed. This was a landmark moment, but it was not the end of the fight for equal rights at work. Still in use today, this Act, which must be regularly updated, protects workers '... from unfair treatment on the basis of their sex, sexual orientation, gender identity, intersex status, marital or relationship status, pregnancy and breastfeeding. It also protects workers with family responsibilities and makes sexual harassment against the law.'

3.15.3 The final battleground: a woman's body

One of the most fundamental rights a person has is what they do with their own body. Throughout the twentieth century, women's bodies became a subject of great discussion and angst, not only for women themselves, but for the largely male-dominated realms of politics, the media and the clergy. Never was this more evident than in matters of fertility and reproduction.

One of the most difficult decisions women and families had had to make in the decades preceding the 1960s was whether to keep, or terminate, a pregnancy. Abortion was illegal, meaning that the doctor who performed the procedure, and the woman who underwent it, could both be prosecuted. This did not stop women from seeking out abortions, however, due to a range of factors that meant that a woman was either unwilling or unable to carry a baby to term. Getting an abortion at this time often meant undergoing an extremely risky procedure performed by somebody without official qualifications, which had the potential to cause complications and even death for the patient.

In 1969, the Menhennitt ruling in Victoria would establish that a woman could get an abortion if her physical and mental wellbeing were in serious danger. This ruling opened the door for more progressive abortion laws in the years that followed. Today, we consider it a fundamental right that a woman can choose whether to keep or terminate a pregnancy. This is in line with the vast majority of western democracies.

As far back as 1961, the contraceptive pill had become available to married Australian women, although it attracted a 27.5 per cent luxury goods tax. The pill made it possible for these women to plan any pregnancies, and to choose the size of their family.

SOURCE 8 A packet of 'Sequens' contraceptive pill by Eli Lilly Australia Pty Ltd, circa 1963



In 1972, following a pressure campaign by the Women’s Electoral Lobby among others, Gough Whitlam’s Labor government abolished the luxury tax and made the contraceptive pill widely available in Australia. This move would send shockwaves through society. Finally, women — whether they were married or not — had the capacity to control when they got pregnant or whether they got pregnant at all. In the decades to come, this would mean that more women were able to enter the workforce, raising their visibility.

3.15 SKILLS ACTIVITY: Historical perspectives and interpretations

One way to learn about continuity and change is to **examine** the covers of popular magazines from a particular period of time.

1. Using the **Trove** weblink in your online Resources, choose a magazine aimed at women such as *The Australian Woman’s Day*. Then choose a month in the year 1960 and the same month from 1970.
 - a. **Create** a comparison table like the one below.
 - b. View every magazine cover published that month.
 - c. Beneath each column, record any topic or issue either mentioned explicitly or hinted at in the magazine cover.

Magazine name (month, 1960)	Magazine name (month, 1970)

2. Now that you have marked down what you have found, collate your findings. What were the most common topics and issues depicted in each era? What were the least common? What does this suggest about how the woman being targeted by the market had or had not changed in this period?
3. **Compare** your findings with those of a classmate.

on Resources

 **Weblink** Trove

3.15 Exercise

learnon

3.15 Exercise

Learning pathways

■ **LEVEL 1**
1, 2, 3, 6

■ **LEVEL 2**
4, 5, 8, 9

■ **LEVEL 3**
7, 10

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Check your understanding

1. **State** why *The Female Eunuch* caused so much debate when it was released in 1970.
2. Why did Zelda D’Aprano chain herself to the Commonwealth Building?
 - A. To protest the fact that women were paid more than men for doing the same work
 - B. To protest the fact that women were paid less than men for doing the same work
 - C. To protest the fact that women were not allowed to speak at Trades Hall
 - D. To protest the fact that men were paid less than women for doing the same work

3. **Identify** the types of discrimination the women depicted in **SOURCES 4** and **7** were fighting against. **Select** all options that apply.
 - A. Men were paid less than women for doing the same work.
 - B. Women were paid less than men for doing the same work.
 - C. Women were not permitted to drink in the same bars as men.
 - D. Women were not allowed into pubs at all.
4. **Identify** why the Women's Electoral Lobby was founded.
5. **Identify** if these protests achieved their aims.

Apply your understanding

Historical perspectives and interpretations

6. Based on **SOURCE 6**, **identify** the issue/s that preoccupied Australian women marching in the 1972 International Women's Day March.
7. **Explain** why the contraceptive pill was seen by some men and women as a threat to the status quo (the way things were). Looking at **SOURCE 1**, were their concerns well-founded?

Using historical sources

8. In **SOURCE 5**, who has a better life: the wife or the husband? **Explain. Justify** your opinion.
9. **Describe** the similarities and differences between the beliefs of Simone de Beauvoir and Germaine Greer in **SOURCES 2** and **5**.
10. **Decide** which is a more effective means of generating change: writing a book or participating in acts of civil disobedience like the ones depicted in **SOURCES 4** and **7**. **Explain** your answer in a paragraph of 200 words.

LESSON

3.16 How far have we come for the women's rights movement?

LEARNING INTENTION

By the end of this lesson you should be able to identify the aspects of women's lives that have improved, and those that still need attention.

TUNE IN

In 2021, 110 000 people took to the streets in a series of protests around Australia organised by March4Justice, a grassroots organisation. They called upon state and federal governments to end gendered violence.

SOURCE 1 A protester and their passionate placard



1. What evidence of women's solidarity do you see in this picture?
2. How might the issue on the poster (sexual consent) relate to gender-based violence?
3. Do you believe that Might the greater anonymity of wearing masks during the COVID-19 pandemic have allowed some women to access the protest who might otherwise not have attended? Discuss in small groups and then with your class.

3.16.1 The women's rights movement today

How far have we come?

Because of advances in politics, education and employment, the claim is sometimes made that the women's rights movement has succeeded in what it aimed to achieve, but this is too simplistic.

After representing just one in three people at university at the beginning of the 1970s, today women make up more than 55 per cent of university students. They are also more likely to complete their studies than their male counterparts. However, after leaving university, female graduates can expect to earn approximately 27 per cent less than male graduates (a slight improvement from the 30 per cent pay gap a decade earlier). They are less likely to be promoted to a senior position, or to sit on the board of a major company. As can be seen in the treatment of Prime Minister Gillard and other women in positions of power, there is a lot of work still to be done to ensure that women gain the respect they deserve in the workplace.

Sexism in the news media

One of the ways that we, as a population, learn about what it means to be Australian is via the news media, including television, newspapers, radio and the internet. Because of this, who speaks on these media outlets, and what they say, really matters. So just how representative is our news media when it comes to promoting the views of women?

According to the 2021 'Women for Media — Take the Next Steps' report, while female representation in media is improving, there is a lot of work yet to be done. The report was generated by analysing over 50 000 online stories in May 2021, as well as nearly 4000 stories on page one of the print editions and home pages of various publications.

This report found that what women and men write about is gendered. Women write 53 per cent of articles on health and 44 per cent of articles on arts and entertainment, while men write 65 per cent of articles on politics and 87 per cent of articles on sport. There is also a significant difference in the importance placed on the expert opinions of women, with women quoted in articles only 31 per cent of the time. In some of the most important stories at this time, including stories about COVID-19 and the Federal Budget, women were quoted only 25 per cent of the time. Women continue to be under-represented on the boards of major media companies, including at the Australian Broadcasting Corporation.



aud-0573

SOURCE 2 Excerpt from transcript included in the Senate inquiry into media diversity in Australia

In 2020, the Australian Senate established a formal inquiry into media diversity in Australia. One of the people they interviewed for their inquiry was Anna Rogers, who reported on her time working for News Corp.

'When I was employed by the *Sunday Mail* in 2011 to do social photos, I was told by the acting picture editor that they did not want any photos of "pigs in lipstick". I found this was extremely derogatory to women, but to keep my job I had to apply this test, which meant that women who were overweight or over 35 did not get a run in the paper ...

Even the selection of which court stories to cover is now based on applying the subscriber-page-view model at News Corp. Former colleagues have told me that they are told to ignore the charges and instead look out for attractive women appearing in court. They check their social media following and lift their photos off Facebook. If the women are attractive and have more than 1000 followers, then it is much more likely that they will run the story online and it will get more page views.'

source: Ms Anna Rogers, Private capacity, Committee Hansard, 12 March 2021, p. 7.

3.16.2 The international struggle for women's rights continues

Girls and women in developing nations still face many of the same challenges that Australian women faced decades ago, including limited access to health, education and employment services, exclusion and discrimination, a lack of empowerment, and maternal health issues. Women may also be trafficked for prostitution or forced to work in unsafe conditions.

During wartime, women may be targeted for rape, causing them ongoing physical and psychological harm, while the death of a husband can plunge a widow into a spiral of poverty.

Australian women have been committed to fighting for the rights of women internationally since the early days of the United Nations. Today, Australian women are active in governmental and non-governmental organisations that assist women around the world in standing up for their rights. These organisations include Amnesty International, Oxfam and Vision Australia. The Melbourne-based International Women's Development Agency (IWDA) seeks to improve the lives of women in developing communities by listening to what they need to take the lead.

SOURCE 3 Australian women are active in organisations around the world that support women in standing up for their rights, including Amnesty International.



3.16.3 The right to feel safe

In 2015, the Australian government called violence against women a national crisis. Today, it is still unacceptably high. Our Watch, a non-government organisation (NGO) dedicated to preventing violence against women and children, points out that violence against women can take many forms, including 'domestic violence, family violence, intimate partner violence, coercive control, workplace sexual harassment, street harassment and sexual assault'.

SOURCE 4 In 2018, a crowd of up to 10 000 people gathered in Princes Park to hold a candlelight vigil in memory of Eurydice Dixon, who was murdered while walking home after a comedy show.



Data collected by the Australian Bureau of Statistics shows that one in three women has been a victim of physical assault, and one in five women has been a victim of sexual assault, in their lifetime. Other data shows that one in two women has experienced sexual harassment in their lifetime. Young women experience higher rates of physical and sexual violence than older women. First Nations Australian women are at particular risk of physical violence, with one in five reporting having experienced physical violence within the last 12 months.

The most extreme form of this violence is, of course, when a woman is killed. Approximately one woman is murdered each week in Australia. Usually, the perpetrator is somebody the woman knows, such as an intimate partner; sometimes it is not. In 2018, a young comedian named Eurydice Dixon was raped and murdered after attending a gig. She was crossing Princes Park in Melbourne when she was attacked and killed by a man. This act shocked the people of Melbourne and ignited debate from within the wider community about how much responsibility women should have to take for their own safety.

 aud-0574

SOURCE 5 In this opinion piece for womensagenda.com.au, the Victorian Minister for Women Natalie Hutchins makes it clear where the responsibility for Eurydice Dixon's murder lies.

As a woman, I am tired.

My sisters are tired.

We are tired of seeing another one of us die at the hands of a partner each week.

We are tired of hearing men tell us the problem isn't gendered.

We are tired of making sure our phones are charged all the time in case something happens to us.

We are tired of clenching our keys in our hands as we walk to our cars in case someone attacks us.

We are tired of turning all the lights on in the house when no one is home and checking in the cupboards and under the bed to see if someone might be there ready to attack us.

As a feminist, I am angry.

My sisters are angry.

We are angry as we, again, march in the streets for justice — wondering if perpetrators are actually listening to us or not. We are sick of being told to stay in well-lit places, with lots of people to avoid being sexually assaulted. Or raped. Or murdered.

As a Minister, I am certain.

I am certain that we can beat this culture of sexism.

Nationally, the responsibility for responding to family and child abuse is shared between the federal government and state and territory governments. However, most of the responsibility for these areas is taken by the states and territories.

At the time of writing, the Attorneys-General and the Family Violence Working Group had drafted national principles on dealing with a recently-recognised form of gender-based violence: coercive control. Coercive control is a type of violence perpetrated by a partner, usually in an intimate relationship, 'to assert emotional, psychological, physical and/or financial control over victim-survivors'.

This demonstrates one of the ways that the law can respond to changes in behaviour, including in relation to violence against women and children.

3.16 SKILLS ACTIVITY: Using historical sources

Use three reputable sources, either from your local library or the internet, to **research** what we mean by feminism today. Then answer the following in your own words:

- What does it mean to be a feminist in today's world?
- What sorts of issues are of most importance to feminists?
- Does being a feminist require a person to be active (such as by protesting)?
- How is this similar to, and different from, what it meant to be a feminist in the days of the suffragettes or in the 1960s and 70s?
- Finally, how do you think a woman from one of those eras would feel about how far we have come as a society in relation to the rights of women? What makes you say this?

3.16 Exercise

learnon

3.16 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 9

■ LEVEL 3

6, 7, 8

These questions are even better in jacPLUS!

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- Access sample responses
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Check your understanding

1. **Identify** two areas in which Australian women have made significant achievements over the past few decades.
 - A. Equal pay
 - B. Politics
 - C. Representation in the media
 - D. The right to feel safe
2. **Name** two areas in which the rights of Australian women could improve.
3. A key aim of the women's rights movement is to empower women. In what two ways are the women pictured in **SOURCES 1** and **3** demonstrating empowerment?
 - A. Protesting inequality
 - B. Accepting the status quo
 - C. Letting others decide
 - D. Speaking up for action
4. Determine whether the following statements are true or false.
 - a. Fifty per cent of Australian women are sexually harassed during their lifetime.
 - b. Female graduates earn approximately 27 per cent more than male graduates, indicating a significant improvement in the pay gap between men and women.
 - c. Violence against women is primarily perpetrated by people known to them, as opposed to by a stranger.
5. In your own words, **explain** Minister Hutchins' frustration after the death of Eurydice Dixon.

Apply your understanding

Using historical sources

6. Study **SOURCE 2** and answer the following questions.
 - a. **Identify** the ways Anna Rogers suggests that News Corp's behaviour was inappropriate or wrong.
 - b. **Decide** if you believe the actions she was asked to perform were sexist.
 - c. If all news organisations followed the lead of News Corp, **predict** how the information the public relies upon might be affected.
 - d. If Anna Rogers had not come forward with this evidence, do you think that the Australian public would ever have known about these practices?
 - e. **Propose** what you would like to see the government and/or companies do to make sure that practices like these do not continue.

Communicating

7. **Determine** how close Australia is to achieving gender equality. Use examples from this lesson and (if you feel comfortable) from your own life to **justify** your perspective. Write 200 words on this topic.
8. What would Australia look like if it was truly equitable for both sexes? **Discuss** in 200 words.
9. Are women's rights an issue for women, or an issue for all Australians? **Explain**, using examples from this lesson to support your perspective.

LESSON

3.17 INQUIRY: Comparing perspectives

LEARNING INTENTION

By the end of this lesson you should be able to use a range of sources to form a well-reasoned opinion.

Background

In this inquiry, you will **investigate** how we can present the two perspectives of Australian history, using sources, that would inform someone who doesn't know anything about Australian history. To formulate your argument, you should refer to **SOURCE 1**, as well as two to four other sources that you can find within this topic. These sources may belong to politicians, journalists or activists, and could include writing or visuals, such as a painting.



SOURCE 1 David Keig's poem *The Stolen Generation*

They took me from my mother
But I didn't even know
I was just a few months old
And she knew not where I'd go
She was a big black woman
I don't know about my dad
Its now I have my grandchildren
That I'm starting to feel sad
I have blue eyes and had blonde hair
But it's now greying gradually
I couldn't say I was an Abo
Or they' take the brush to me
Scrub away your blackness
Said the nuns in the Church school
Religion's here to save you
But you must obey our rules
Rule one – you just be grateful
You're in white society
Rule two – you must be silent
And accept humility
I scrubbed and scrubbed my body
Till I couldn't scrub no more
The scrubbing didn't make me white
Just made my skin red raw
I was made to feel ashamed you see
Of being just what I am
And those bastards in the priest
house Were even crueller than
Those who'd broke a family
And split us up at birth
That's why they should say sorry
For all that they are worth.
David Keig

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

First, read David Keig's poem *The Stolen Generation* (**SOURCE 1**)

Then **discuss** the following:

- What is David Keig's main argument?
- What evidence (if any) does he use to support his claims?

Write your **inquiry question**.

Step 2: Using historical sources

Research your question. Use the sources in this chapter, and/or search newspaper websites such as Trove or those available from your school, local, or State/Territory library, to discover other sources. They might be primary sources, like **SOURCE 1**, or they could be secondary sources, including commentary on the issue of the Stolen Generation, the Black Armband View of history, or the Three Cheers View of history.

Step 3: Historical perspectives and interpretations

Analyse who produced each source, and **identify** their perspective, and what evidence (if any) they have provided in support of their claims.

What are the strengths and weaknesses of each source? You can use these views as part of your response.

Step 4: Communicating

What is the answer to your inquiry question? Present your findings in a format of your choosing. Support your answer with examples from your **research, analysis and evaluation.**

SOURCE 2 A sign from the Black Lives Matter Protest in Sydney, NSW March 2020.



Complete your self-assessment using the **Inquiry rubric** or access the 3.17 exercise set to complete it online.

on Resources

 **Digital document** Inquiry rubric (doc-39830)

LESSON

3.18 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



Watch teacher-led videos



Practise questions with immediate feedback

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3.18.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

3.2 What do sources tell us about rights and freedoms?

- Historical sources such as political speeches can be used to investigate a historical issue; however, we must always remember that a speech is written to reflect a particular point of view and to have a particular effect on the listener.

3.3 How did the First Nations Australian protest movement begin?

- During the nineteenth and most of the twentieth centuries, First Nations Australians struggled to gain rights.
- From the early twentieth century First Nations Australian protest movements became more organised with the first Aboriginal political organisations formed in the 1920s.
- The AAPA was formed by Fred Maynard to campaign for the right for First Nations Australian self-determination.
- By 1937 the Aborigines Progressive Association was formed with the intention of pushing for full citizenship and parliamentary representation. It set 26 January 1938 as the Day of Mourning protest to focus concerns about the treatment of First Nations Australians and to set the agenda for change for the future through a ten-point plan. This was successfully received by the prime minister, although it would be a long time before the points were turned into action.

3.4 What did the members of the Stolen Generations experience?

- During the 1800s the government believed that the First Nations Peoples of Australia needed to be 'protected' and the policies of this time reflected this attitude.
- The *Aborigines Protection Act 1909* gave legal control of First Nations Australians to the Boards of Protection around the country, including legal guardianship over the children.
- This policy became one of assimilation, where the government believed that the best way for First Nations Australians to assimilate, or become more like other Australians, was to remove children, sometimes forcibly, from their families and raise them in institutions or foster families. This practice continued from 1910 to 1970 and adversely affected a large number of First Nations Australians now called the Stolen Generations.

3.5 Who were the major figures in the world's civil rights movement?

- The United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR) in 1948, outlining the rights and freedoms that should be enjoyed by all people. Civil libertarian and president of the United Nations General Assembly, Australian Dr Herbert Vere Evatt, was instrumental in contributing to the UDHR.
- This declaration established the international call for universal civil rights.
- The Civil Rights Movement of the 1950s and 1960s in the United States was a program of protest against racist policies that denied African-Americans their civil rights.
- First Nations Australians found much in this movement to support and inspire them, especially non-violent methods of protest.
- Significant individuals such as Martin Luther King provided a role model for First Nations Australian activists.
- Campaigns such as the Freedom Rides in the 1960s in the United States were adopted by people fighting for civil rights in Australia.

3.6 What impact did the Freedom Ride have in Australia?

- In 1965 Charles Perkins led a Freedom Ride with SAFA in rural New South Wales where issues of racial discrimination had been identified.
- The media coverage of this event stimulated national and international pressure for reform, as well as launching Perkins and his colleagues as significant civil rights campaigners.

3.7 What was the significance of the 1967 referendum?

- In 1962, due to continued pressure from civil rights campaigners and a growing awareness from the general population, a parliamentary amendment to the Electoral Act allowed First Nations Australians to vote, although it was three more years before Queensland put this into practice.
- The final area for constitutional discrimination was that First Nations Australians were still not counted in the national census and the only way to make constitutional change was to hold a referendum. In 1967 a referendum was held and there was overwhelming support for First Nations Australians to be counted in the census.

3.8 What have the Torres Strait Islanders experienced during their fight for freedom?

- Torres Strait Islander Peoples were recognised as a separate people after the *Torres Strait Islanders Act 1939*.
- Like Aboriginal Peoples, Torres Strait Islander Peoples were not able to vote in federal elections until the passing of the *Electoral Amendment Act 1962* and not able to vote in state elections until 17 December 1965, when the Elections Amendment Act was passed, extending voting rights to all First Nations Australians resident in Queensland.
- Discrimination in rates of pay for Torres Strait Islanders who had served in World War II was finally redressed in 1983.
- The Torres Strait Regional Authority, established in 1994, deals with issues of special relevance to Torres Strait Islander culture and heritage, as well as the administration of a Torres Strait Development Plan.

3.9 Why was the Aboriginal Tent Embassy significant?

- In 1963 the Yolngu people from Yirrkala in the Northern Territory sent a bark petition to the federal parliament, starting the land rights movement which fought for the rights of to possess the traditional lands they had owned and occupied.
- Initially the Yolngu people received support for their claim protesting the government's decision to allow a mining company to mine on their traditional lands; however, a few years later they had their challenge turned down, a decision supported by the then-prime minister. This angered many First Nations Australians.
- First Nations Australian activists set up an umbrella outside parliament house in Canberra, with a sign labelling it the 'Aboriginal Embassy'.
- It was soon followed by a number of tents and came to represent First Nations Australians' desire to have the rights to determine their own futures.

3.10 How are land rights and protests crucial in the struggle for rights and freedoms?

- Despite the lack of success by the Yolngu people, a group of Gurindji workers from the Wave Hill cattle station went on strike to protest their working and living conditions. Led by Vincent Lingari, a Gurindji Elder, they pushed for the return of the land to their ownership.
- This picked up public support and in 1975, Prime Minister Gough Whitlam handed back 3300 km² of the Gurindji's Peoples traditional lands.
- In 1982 a group of Mer Island people from the Torres Strait, led by Eddie Koiki Mabo, challenged the right of the government to prevent islanders from using their own lands. In 1992, the Australian High Court made a historic ruling that the Meriam people of the Torres Strait did have native title. This 'Mabo decision' was extremely significant for all First Nations Koiki Australians because it recognised that European settlement did not automatically wipe out native title.
- The *Native Title Act 1993* clarified any confusion following this. It was later challenged by the Wik case and the subsequent attempt by Prime Minister John Howard to alter the Native Title Act, but this was only passed with the proviso that it is subject to the Racial Discrimination Act.

3.11 Why is the journey to reconciliation complex?

- In 1992 Prime Minister Paul Keating gave what is known as the 'Redfern Speech' launching the International Year of the World's Indigenous People in Redfern, Sydney. He pledged to recognise the harm caused to First Nations Australians by previous governments and to extend them social democracy.
- In 1995 Keating commissioned a report into the Stolen Generations called *Bringing Them Home* (1997), which outlined the damage done to individuals, families and communities because of the so-called protection policies.
- Despite the creation of National Sorry Day, 26 May, and the apologies of the state governments and churches, the federal government, led by John Howard at that time, refused to apologise.
- It was not until 2008 that the federal Labor Party Prime Minister Kevin Rudd made a formal apology in Parliament House in Canberra, acknowledging the harm caused to First Nations Australians because of past governments' policies and pledged for Australia to ensure that such injustices would not happen again.

3.12 Why is the fight for equity still going?

- The struggle for equity continues for First Nations Australians.
- In 2007 the Howard government suspended the Racial Discrimination Act in the Northern Territory in response to a report indicating that child sexual abuse was rampant in many remote communities. Alcohol was banned from these communities and the spending of welfare cheques was restricted and heavily controlled.
- The 'intervention' received mixed support, with some saying that it was a racist policy and others saying that it was needed.
- Other studies and reports, such as *Closing the Gap*, show that First Nations Australians are still far behind other Australians in lifestyle issues, such as life expectancy, drug and alcohol abuse, infant mortality and imprisonment rates. There have been some improvements but they are still behind the hoped-for outcomes. Education and employment data show similar gaps.
- While there have been some improvements, such as increased high school retention rates, these are still significantly behind those of other Australians. The government is still working to address these longstanding inequities in First Nations Australians.

3.13 How are Indigenous Peoples recognised around the world?

- The number of First Nations Australians is increasing due to higher than average fertility rates and improvements in life expectancy.
- In 2007 the United Nations created the Declaration of the Rights of Indigenous Peoples, which embodies the rights and freedoms fought for by Indigenous Peoples throughout the world in the twentieth century. Significantly it recognises the right to self-determination. Initially Australia refused to sign this Declaration but eventually signed in 2009.
- Currently the Australian government is working towards a referendum on changing the Constitution to recognise that First Nations Australian cultures were flourishing on this continent many thousands of years before Europeans arrived and that culture continues today, as opposed to *terra nullius*. This will be another step forward in the struggle for the rights and freedoms for First Nations Australians.

3.14 How have women influenced Australian politics?

- Many of the first female Australian activists dedicated themselves to enfranchising women, giving them the right to vote and to stand in elections.
- Female activists, from the first feminists, to those who would rally behind causes from the 1960s onwards, would be portrayed in the media in sexist and stereotypical ways.
- The number of Australian female politicians is currently on the rise, while First Nations Australian women continue to speak out for their communities in the political realm.

3.15 How has the status of Australian women changed?

- Throughout the twentieth century, the status of Australian women changed greatly, as more women worked outside the home, continued their studies at tertiary level, read widely, and challenged long-held views about what were and were not appropriate roles for women.
- Books written by authors such as Simone de Beauvoir and Australian Germaine Greer were important in articulating the dissatisfaction that many women felt with their lives at this time.
- One of the greatest battles that women had to face during the twentieth century was for control over their own bodies, including the rights to use contraception and to seek abortion.

3.16 How far have we come for the women's rights movement?

- While the lives of many Australian women and girls look very different today than they would have in the 1950s, there is still more to be done to achieve equality.
- Women continue to be portrayed in a sexist manner within the media. This can include the types of stories that are covered, the way they are covered and even the choice of whose story to tell (or not tell).
- Sexism is still a part of everyday life for many Australian women. In some cases, this leads to violence, including sexual assault and femicide.

3.17 INQUIRY: Comparing perspectives

- Works of art and personal writing, including poetry, can provide insight into the experiences of different people and the way that they view these experiences.
- It is important to balance the depiction of history contained within these sorts of personal sources by looking at a range of other sources.
- By consulting a range of sources, we can make a determination about which view/s of history we agree with most, although these findings will never be definitive and could never be applied to everybody who lived at a particular time.

3.18.2 Key terms

advocacy active support

Ailan kastom (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islander Peoples living in the Torres Strait area

alienate to cause someone to feel isolated or separated

assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture

bipartisan supported by the two major political parties

census an official, usually periodic, count of a population

culpability state of guilt; being responsible or blameworthy

embassy the residence or place of official business of an ambassador, who represents a foreign country

eradicate wipe out, obliterate

First Nations Peoples of Australia (or First Nations Australians) an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait Islander communities

folly foolishness; lack of good sense

iconic important or enduring

inalienable belonging to a thing by its nature; not able to be taken away

Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land

integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately; a policy that recognised the value of First Nations Australian cultures and the right to retain their languages and customs and maintain their own distinctive communities

land rights the rights of First Nations Australians to possess land they traditionally owned and occupied

Makarrata a word from the language of the Yolngu people of Arnhem Land, referring to the process of conflict resolution, peacemaking and justice

moral relating to right and wrong behaviour

native title a 'bundle of rights' of First Nations Australians to possess land they traditionally owned and continue to occupy

pastoralist a person who runs sheep or cattle on a property

precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

referendum a ballot in which people decide on an important political issue

repatriation assistance given to ex-service men and women returning to a civilian way of life

self-determination the freedom for a people to determine their own course of action

seminal original and influential

tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land

terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown

treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.

unconstitutional not in accord with the principles set forth in the Constitution

unfettered unrestricted

3.18.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

How was Australian society affected by global events such as the US civil rights movement and the Universal Declaration of Human Rights?

What are the significant events in the movement for the civil rights of First Nations Peoples of Australia?

1. Now that you have completed this topic, what is your view on the questions? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry questions, outlining your views.

on Resources

 **eWorkbooks** Customisable worksheets for this topic (ewbk-11488)
Reflection (ewbk-11765)
Crossword (ewbk-11766)

 **Interactivity** Rights and freedoms crossword (int-7663)

3.18 Review exercise

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Multiple choice

1. Which of the following is correct regarding the 1962 amendment to the Electoral Act?
 - A. It allowed First Nations Australians to be counted in the census.
 - B. It allowed First Nations Australians to enrol to vote if they wished.
 - C. It allowed First Nations Australians to vote straight away.
 - D. It allowed First Nations Australians in Queensland the rights of every other state.
2. What was the reason that the government claimed that First Nations Australian children were taken from their parents?
 - A. Because their parents could not look after them properly
 - B. To give the children a better life
 - C. To punish the children for being bad
 - D. To help the children better fit into Australian society

3. Consider the following two statements about reconciliation.
- Paul Keating's Redfern speech refused to recognise the harm caused to First Nations Australians by previous governments.
 - John Howard and his government refused to make an official apology to the Stolen Generations and families.
- Statement (i) is true and statement (ii) is false.
 - Statement (i) is false and statement (ii) is true.
 - Both statements are true.
 - Both statements are false.
4. What was the goal of the Freedom Ride of 1965?
- A study tour of race relations
 - To address the discriminatory laws in country New South Wales
 - To introduce some First Nations Australians to other country Australians
 - To help Charles Perkins make a big name for himself

Read **SOURCE 1**, an extract from Jack McGinness's speech to the Trade Union Congress 1951 on discriminatory laws in the Northern Territory, and answer the questions that follow.



aud-0575

SOURCE 1 Jack McGinness's speech to the Trade Union Congress, 1951 on discriminatory laws in the Northern Territory

My Union felt the best way in which this particular question could be presented to you for your support would be the personal attendance of a part-Aborigine, unaccompanied by any other delegate, so that you could readily see there was no justification for the withholding from us of what should be our inalienable right, the right to live as ordinary people, without segregation from the rest of the community. We are educated at the same schools, take our part in every sporting and industrial sphere on an equal footing with other peoples of the Territory, but because the pigmentation of our skin is dark, and we have original Australians as part of our ancestry, we are classed as something that is tainted and must be kept apart. What reason or justification is there for such an attitude on the part of the Government of this country?

I will be speaking about how the Aboriginal Ordinance affects me personally, but this effect applies to all others in the same category as myself. Possibly some of you know that because we are of Aboriginal extraction we are subject to, or come under, the Aboriginal Ordinance, which states 'That an aboriginal or half-caste cannot remain in a town or prohibited area between the hours of 6 pm and 8 am each day without a written permit issued by the Director of Native Affairs'. It rests with that individual whether you are entitled to a permit or not.

5. Which of the following is *not* the purpose of Jack McGinness's speech?
- To request equal rights
 - To point out injustices
 - To request a permit to be out during the hours of 6 pm to 8 am
 - To discuss his personal perspective
6. Which policy most accurately reflects the attitudes behind the Aboriginal Ordinance Act?
- Assimilation
 - Protection
 - Self-determination
 - Integration
7. Why would **SOURCE 1** be regarded as a primary source on First Nations Australians' rights and freedoms?
- Jack McGinness identifies as an Aboriginal person.
 - It is from the time period studied.
 - It is about the Aboriginal Ordinance Act.
 - It is a speech.

8. Which of the following statements about the Aboriginal Tent Embassy is false?
- A. The Prime Minister at the time was Paul Keating.
 - B. It started with the 1963 Yirrkala bark petition.
 - C. The first Aboriginal tent embassy was an umbrella outside Parliament House.
 - D. The Tent Embassy still exists today.
9. The earliest feminists were united by one issue:
- A. Protecting children
 - B. The right for women to vote
 - C. Equal pay for equal work
 - D. Protecting the environment
10. A feminist:
- A. fights for equality between men and women.
 - B. is active rather than passive in the face of injustice.
 - C. can identify as female, male, gender non-binary or trans.
 - D. All of the above

Short answer

Communicating

11. Michael Long, a proud Anmatyerre, Maranunggu and Tiwi man, played AFL for the Essendon football team between 1989 and 2001, and is also known for his stand against racism in the AFL, helping create the football league's anti-racism code of ethics. After his retirement, in 2001 he marched from Melbourne to Canberra in the Long Walk to highlight the inequities faced by First Nations Australians, receiving wide support from both First Nations Australian communities and other communities. Despite the success of his efforts, AFL players like Adam Goodes have had to continue the fight against racism.

How could you find out more about the Long Walk? **Construct** some questions you could use in your inquiry.

Using historical sources

12. As part of the Freedom Ride of 1965, the riders stopped at Moree, NSW where they made a significant impact (see **SOURCE 2**). Charles Perkins, who was one of the leaders of the Freedom Ride, wrote about the events at the Moree swimming pool where they stood up to laws discriminating against First Nations Australians.
- a. What was the purpose of the Freedom Ride's visit to Moree?
 - b. What, according to Perkins, was the biggest point of discrimination in Moree?
 - c. **Describe** how they addressed it.



aud-0576

SOURCE 2 Showdown at Moree

The next day [17 February] we began to fully investigate what was going on in Moree. We found out the Council had discriminatory laws against Aborigines who were not allowed to go inside the Council chambers, nor use the toilets. A number of hotels were not serving Aborigines.

The biggest point of discrimination was the local swimming pool. Aboriginal adults were not allowed to swim there at all. Aboriginal children were let in on a Wednesday afternoon during school hours between one and three. But then, after the school hours finished, the whistle blew and all the Aboriginal kids had to get out and only the white kids were allowed to stay. The swimming pool was the one point we thought we would hit at first ...

When we got down to the pool I said. 'I want a ticket for myself and these ten Aboriginal kids behind me. Here's the money.'

'Sorry, darkies not allowed in.' replied the baths manager. The manager was a real tough looking bloke too. He frightened me.

We decided to block up the gate: 'Nobody gets through unless we get through with all the Aboriginal kids!' And the crowd came, hundreds of them. They were pressing about twenty deep around the gate.

Then the police arrived ...

The mayor ordered the police to have us removed from the gate entrance. They took hold of my arm and the struggle started. There was a lot of pushing and shoving and spitting. Rotten tomatoes, fruit and eggs began to fly, then the stones were coming over and bottles too ...

The crowd got ugly then. One of our students ... was punched to the ground by one of the tough boys who did not like what we were doing.

The mob from the hotel across the road decided that they were going to show these university students and niggers and black so-and-so's whose town this was. They came over and did most of the kicking, throwing and punching, and the spitting ... The situation looked very bad. The police then said. 'Right, we'll let them in.'

They let the kids in for a swim and we went in with them. We had broken the ban! Everybody came in! We saw the kids into the pool first and we had a swim with them. The Aboriginal kids had broken the ban for the first time in the history of Moree ...

It was a wonderful moment.

Source: Charles Perkins 1975, *A Bastard like Me*, Ure Smith, Sydney, pp. 87–91.

13. **SOURCE 2** is an anecdote in that it relies on Charles Perkins's memories and it shows only his point of view. How could historians substantiate his account of the Moree pool incident?
14. a. In what ways does **SOURCE 2** support or challenge the view that civil rights resistance strategies have been used effectively in Australia for at least the past 50 years?
b. In what ways can Charles Perkins be said to have led the way for people like Michael Long?
15. Using the timeline and the information provided in this topic, **select** what you think are the top five events that have had the most significance in First Nations Australians' and/or women's struggle for their rights and freedoms and place them in order from one being the most significant to five being the least. After doing this, write an extended paragraph, **explaining** your choices.

SOURCE 3 In this excerpt from one of her most famous speeches, Prime Minister Julia Gillard addresses the Leader of the Opposition, Tony Abbott, about what she perceived as his sexist behaviour before, and during, his career in politics

Thank you very much Deputy Speaker and I rise to oppose the motion moved by the Leader of the Opposition. And in so doing I say to the Leader of the Opposition I will not be lectured about sexism and misogyny by this man. I will not. And the Government will not be lectured about sexism and misogyny by this man. Not now, not ever.

The Leader of the Opposition says that people who hold sexist views and who are misogynists are not appropriate for high office. Well I hope the Leader of the Opposition has got a piece of paper and he is writing out his resignation. Because if he wants to know what misogyny looks like in modern Australia, he doesn't need a motion in the House of Representatives, he needs a mirror. That's what he needs.

16. a. **Identify** the ways Prime Minister Gillard could be said to be ‘voicing’ the experience of the other Australian women you have read about in this chapter, who fought for their rights.
- b. **Predict** how you imagine previous feminist activists, such as Vida Goldstein or Zelda D’Aprano, would have reacted if they had seen and heard the Prime Minister give this speech.

Communicating

17. Is this speech a reliable or unreliable source about the extent of sexism in politics at the time? **Explain**.
18. A young woman — a friend of yours — wants to become an activist for women’s rights in the present day. **Re-examine** this topic to **consider** what types of activism have been most effective. Then **develop** a strategy for her that suggests a) what issue/s she would be best to focus on and b) what actions she might take to have a positive and lasting impact.

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4 Migration experiences

LESSON SEQUENCE

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LESSON

4.1 Overview

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Why do people from all over the world leave their homes to live in Australia and how has this changed Australian society?

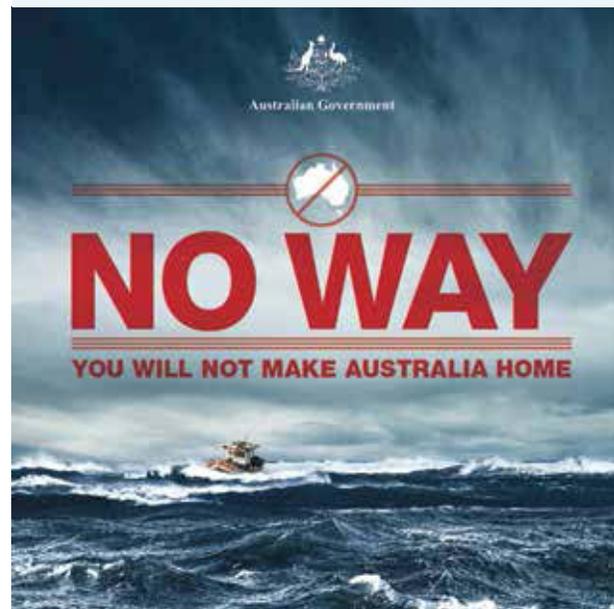
4.1.1 Introduction

The resettlement of refugees and displaced persons is one of the most pressing problems facing the world today. Forced migration from Ukraine, Syria, Afghanistan and other war-torn countries has created a dire situation for the immigrants themselves and a dilemma for the countries in which they seek asylum.

Over its history, Australia has been faced with a similar dilemma: to offer a home to refugees or to 'secure its borders' against them. The very nature of seeking asylum can be incredibly dangerous. Refugees may risk the very thing they are trying to prolong: their lives. Unfortunately, our recent history has many stories of people paying the ultimate price in their quest for asylum.

Forced migration, however, is only one aspect of the history of migration that Australia has experienced. Not all immigrants to these shores have been seeking asylum — indeed, the vast majority of immigrants to Australia since World War II have been invited, and their industry and presence have enriched Australia both economically and culturally.

SOURCE 1 The Australian government uses advertising to try to deter people smugglers.



Resources



eWorkbook

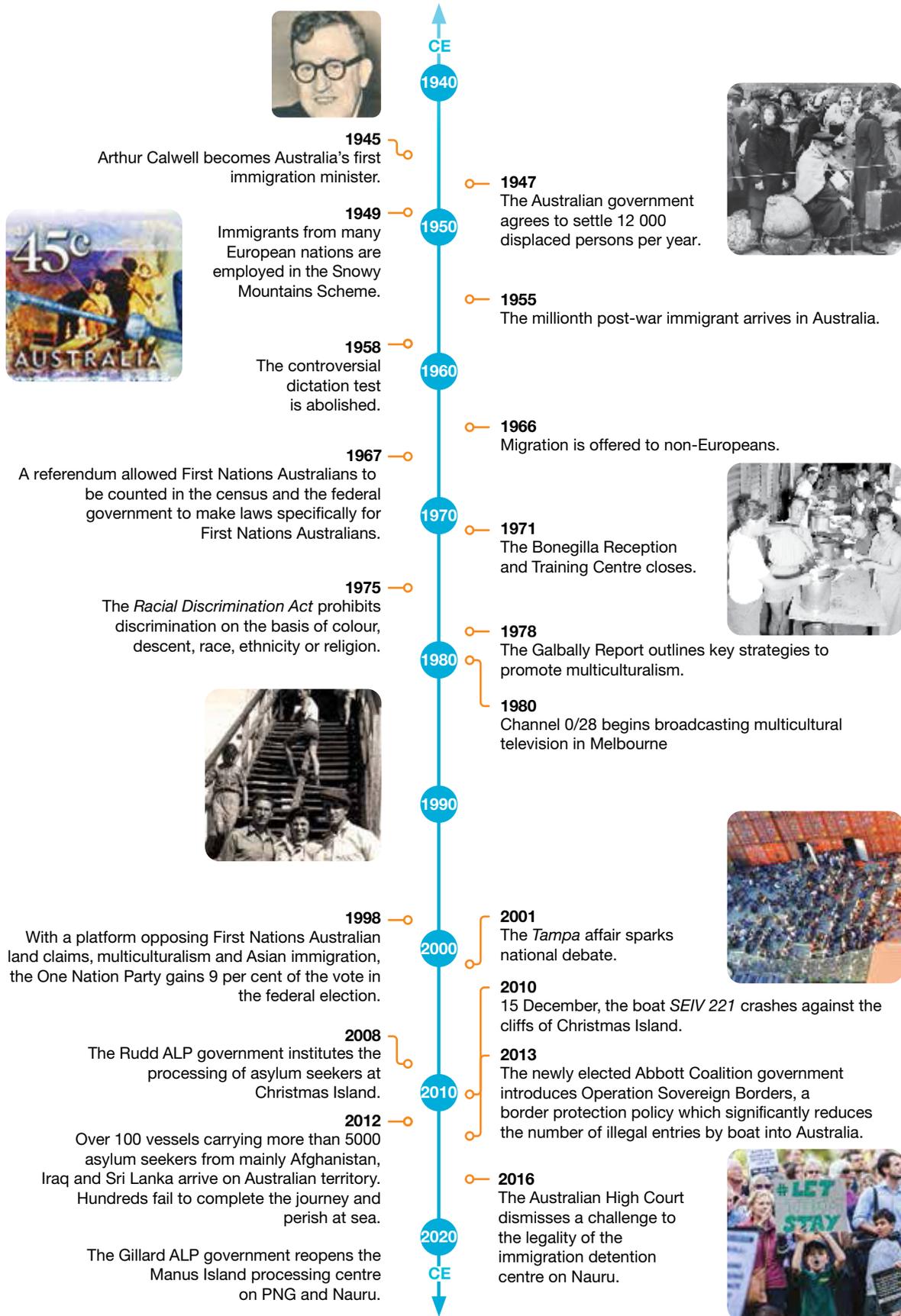
Customisable worksheets for this topic (ewbk-11490)



Video eLesson

Migration experiences (eles-2602)

SOURCE 2 A timeline of significant events in the history of migration to Australia since World War II



LESSON

4.2 What do sources tell us about migration experiences?

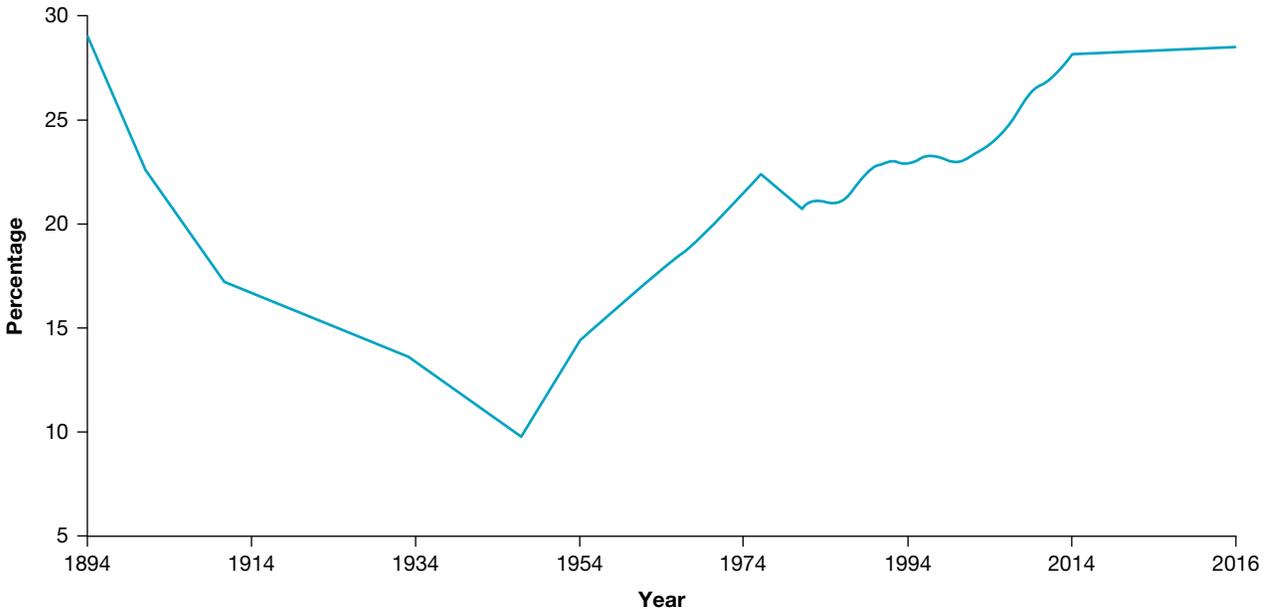
LEARNING INTENTION

By the end of this lesson you should be able to use statistics and graphs to gain insight into society's preoccupations and values.

TUNE IN

One way to view history is through the lens of a **statistician**, whose job it is to look at trends in the facts and figures that explain how society changes over time. In order to make judgements based on this data, it is essential to make sure that it is reliable by getting it from an official source. Throughout the twentieth century the Australian Bureau of Statistics collected data on migration to, from and within Australia. This data, such as in **SOURCE 1**, shows clear trends, including rises and falls in the numbers of immigrants, and changes in the country of origin of immigrants and the types of work immigrants do once they have made Australia their home.

SOURCE 1 This graph shows the proportion of Australia's population born overseas in the years 1894 to 2016. As you can see, from a low of 10 per cent in 1947, this percentage steadily increased, reaching 28.5 per cent in June 2016, the highest point in 120 years.



1. Where are you most likely to read statistical data?
2. What information can you learn from using statistics and graphs?
3. What can statistical data tell us about migration experiences?

Immigration has been a constant of Australia's history, particularly since Europeans arrived in 1788. There are rich sources of information about Australia's immigration history in museums and libraries, including photographs, individual migrant experiences captured in stories, interviews and artistic works, as well as statistical data (as discussed in the Tune in).

statistician a compiler of statistical data

Migrants' stories

As migration to Australia increased following World War II, social workers and policy-makers became increasingly interested in hearing migrants' stories. Some of these stories were collected in official documents and underpinned the government's decisions on how to promote better housing, working conditions, health and education among migrants. Today, the migrant experience is depicted in exhibitions held at locations around the country, including the National Maritime Museum (Sydney), and the Immigration Museum (Melbourne). The Albury Library Museum contains a permanent exhibition space, 'The Bonegilla Story', which focuses on the experiences of migrants who passed through the Bonegilla Reception and Training Centre. Migrants' stories have also formed the basis for recent autobiographies, including *The Happiest Refugee* by Anh Do and *Growing Up Asian in Australia* by Alice Pung. These stories provide primary source evidence of the migrant experience and add 'flesh' to the bare bones of statistical data.



aud-0577

SOURCE 2 Mariam Veiszadeh, a refugee from Afghanistan, and now a lawyer and Muslim community advocate, discusses the benefits and challenges of her experiences in immigrating to Australia

I was born in Kabul, Afghanistan during the Soviet War in 1984. I, like every other human being living on this Earth, didn't exercise any choice in where, or the circumstances in which I would be born.

Due to the Soviet war my family had to flee Afghanistan in 1988. Our journey took us from Kabul to India, to the Czech Republic, followed by Germany and then finally we were granted asylum in Australia in 1991 under the Refugee and Special Humanitarian program.

I was enrolled in school both in India and Germany, each time making new friends and learning a completely new language. Upon arrival in Australia I was immediately enrolled into English as Second Language (ESL) classes.

Now when I reflect on my humble beginnings, it is still unbelievable to think that I arrived in Australia as a shy 7-year-old who couldn't speak a word of English. I will be forever grateful to Australia for the educational opportunities I have been given and for allowing my family and I, to call Australia our 'home'.

I am often saddened though by the conduct of some of our politicians and media personalities who seem to be peddling people's prejudices rather than challenging them. Multiculturalism is here to stay and not just in the form of Chinese dumplings and Turkish kebabs so let's all work towards ensuring that the Australia that we all call home, doesn't just seek to tolerate diversity, but rather, celebrates it.

Photographs

Another useful source that can assist in revealing the experience of migrants is photographs. The benefits of photographs are twofold. Firstly, they can provide an obvious snapshot of the living or social conditions experienced by migrants. They may reveal facts about affluence, age and gender distribution, among other things. **SOURCE 3** shows Yugoslav, Polish and Latvian displaced persons at Bonegilla, a migrant centre established in 1947. In the costume of their homelands, they contrast with the corrugated iron structures behind them. Closed in 1971, Bonegilla now is the site of a migration museum.

The second benefit of using photographs as sources is that they can balance, augment or even counter other sources of evidence. Often migrants' stories contain personal bias. Generally, they are success stories, and the author of the story wants to impress the listener with their tale of hardships overcome. **Oral history**, as this is known, is a complete history as far as the author is concerned, but historians are often wary of the bias that can be present in oral history. Photographs can complement or challenge the version provided.

SOURCE 3 Yugoslav, Polish and Latvian displaced persons in 1949 at the Bonegilla Migrant Reception and Training Centre



Oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life

4.2 SKILL ACTIVITY: Questioning and researching

Now that you know how to analyse statistical data, it is your task to locate other meaningful statistics and **create** a graph of your own that helps to tell part of Australia's migration story.

- Using **SOURCE 1** as inspiration, access the **Australian Bureau of Statistics: Immigration** weblink in your online Resources.
Locate data that shows information about:
 - immigration in the three to five years preceding 2020
 - immigration since 2020.
- In your analysis, find the country of origin of migrants entering the country, and the way/s in which they arrived. Plot this data on a graph type of your choice (whichever you think will best display your findings). Then:
 - Describe** what the data shows about who entered Australia during this period.
 - Analyse** how migration changed before and after the COVID-19 pandemic began.
 - Identify** why this was the right type of graph to depict the data you gathered. (**Justify** your choice of graph.)

on Resources

 **Weblink** Australian Bureau of Statistics: Immigration

4.2 Exercise

learn on

4.2 Exercise

Learning pathways

■ **LEVEL 1**
1, 2, 3

■ **LEVEL 2**
4, 5

■ **LEVEL 3**
6

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Check your understanding

- What can statistics, such as those in **SOURCE 1**, tell you about immigration?
 - Australia's immigrant population was at its height towards the end of the nineteenth century and in the current period.
 - Migration to Australia dipped significantly before and then rose sharply after World War II.
 - European-born Australians still make up the most significant part of Australia's overseas-born population.
 - All of the above
- What type of information do statistics tend to leave out?
 - Facts
 - Figures
 - Oral history
 - Data
- List** other types of sources you would consult to gain a fuller understanding of migration experiences.

Apply your understanding

Using historical sources

- Identify** what trends a statistician might draw from **SOURCE 1**.
- Consider SOURCE 2**, in which Mariam Veiszadeh, a refugee from Afghanistan, and now a lawyer and Muslim community advocate, discusses the benefits and challenges of her experiences in immigrating to Australia.
 - Why do you think the author begins her story with the statement that she didn't 'exercise any choice in where, or the circumstances in which I would be born'?
 - Identify** what you think the author means by the statement that some people are 'peddling people's prejudices rather than challenging them'.
- Analyse** what might be the strengths and weaknesses of **SOURCE 2** as a historical source. **Identify** what other sorts of evidence you would look for if you wanted to confirm the statements made by Mariam Veiszadeh.

LESSON

4.3 What were the effects of Australia's changing immigration policy?

LEARNING INTENTION

By the end of this lesson you should be able to understand the impacts of the highly-restrictive 'White Australia' policy, including when and why it began and ended.

TUNE IN

One of the earliest laws passed by the Australian government in the first year of its existence as a Federation was the **White Australia policy**. There was, unfortunately, large acceptance of this racist policy, so much so that there was a market for the White Australia Game seen in **SOURCE 1**.

SOURCE 1 In the White Australia Game (1914), players are encouraged to 'get the coloured men out and the white men in'.



1. What is the purpose of a boardgame? Who usually plays it?
2. What are the most offensive aspects of this game to us as Australians in the twenty-first century?
3. Who was the White Australia Game designed for? How can you tell?
4. What sort of message did this boardgame send to Australia's First Nations Peoples in 1914?

Australia has faced numerous 'waves' of migration throughout its history, and the biggest waves are those that have occurred in the twentieth century. Refer to topic 5 and lesson 5.9 for a detailed account on how that migration has impacted Australia at various junctures through the last century.

White Australia policy an Australian government policy from the early 1900s that restricted immigration to Australia to white migrants



IMMIGRATION RESTRICTION.

No. 17 of 1901.

An Act to place certain restrictions on Immigration and to provide for the removal from the Commonwealth of prohibited Immigrants.

[Assented to 23rd December, 1901.]

BE it enacted by the King's Most Excellent Majesty the Senate and the House of Representatives of the Commonwealth of Australia as follows :—

Short title.

1. This Act may be cited as the *Immigration Restriction Act 1901*.

Definition.

2. In this Act, unless the contrary intention appears,—

“ Officer ” means any officer appointed under this Act, or any Officer of Customs ;

“ The Minister ” means the Minister for External Affairs.

Prohibited immigrants.
See Natal Act 1897, No. 1, s. 3.
W.A. 1897, No. 13, s. 2.
N.S.W. 1898, No. 3, s. 3.

3. The immigration into the Commonwealth of the persons described in any of the following paragraphs of this section (hereinafter called “ prohibited immigrants ”) is prohibited, namely :—

(a) Any person who when asked to do so by an officer fails to write out at dictation and sign in the presence of the officer a passage of fifty words in length in an European language directed by the officer ;

(b) any person likely in the opinion of the Minister or of an officer to become a charge upon the public or upon any public or charitable institution ;

(c) any idiot or insane person ;

(d) any person suffering from an infectious or contagious disease of a loathsome or dangerous character ;

(e) any person who has within three years been convicted of an offence, not being a mere political offence, and has been sentenced to imprisonment for one year or longer therefor, and has not received a pardon ;

(f) any prostitute or person living on the prostitution of others ;

(g) any persons under a contract or agreement to perform manual labour within the Commonwealth : Provided that this paragraph shall not apply to workmen exempted by the Minister for special skill required in Australia or to persons under contract or agreement to serve as part of the crew of a vessel engaged in the coasting trade in Australian waters if the rates of wages specified therein are not lower than the rates ruling in the Commonwealth.

4.3.1 The White Australia policy

Government policy has always been the major factor in determining who was allowed to settle in Australia. In the first half of the twentieth century, the White Australia policy — a discriminatory set of laws designed to keep non-whites out of Australia — was in full force and enjoyed widespread support.

In the mid-nineteenth century, immigrants from Asia and the Pacific Islands had been expelled from Australia in response to white Australians' fear that industrious immigrants would take their jobs by accepting a lower standard of living and working for less money. These actions were reinforced by the *Immigration Restriction Act 1901*, which gave immigration officers greater discretion when deciding whether or not to allow a person entry into the country. One means by which this was done was the dictation test. The dictation test was designed to test whether a potential immigrant was literate. The examiner could ensure that the candidate would fail by testing the immigrant in a language with which he or she was unfamiliar.

DID YOU KNOW?

The dictation test was removed from the *Immigration Restriction Act* in 1958. In the six decades since its introduction, it was used barely 2000 times.

4.3.2 Populate or perish

Immediately after World War II, there was much to be done. Labor Prime Minister Ben Chifley wanted to expand Australia's industrial capacity and needed workers with specialist skills to complete major construction works, such as the ambitious Snowy Mountains Scheme, which would usher Australia into a new age. More workers would also mean that the country could become more competitive as an exporter, offering primary goods, manufactured goods and elaborately transformed manufactured goods within the global market. This would be particularly important as Australia shifted its focus away from its traditional trade partners of the United Kingdom and Europe towards the Asia-Pacific.

Even though the war was over, there was a strong fear of the rise of **communism** in Asia, and many people were concerned that Australia's population of seven million was not large enough to resist this threat. These people believed that the way to protect Australia from invasion was to increase the population, a view that had originally been raised by former Prime Minister Billy Hughes in the mid 1930s. Hughes's slogan was 'populate or perish'. One of the greatest supporters of this view was Arthur Calwell, who became the first minister of immigration in 1945.

As immigration minister, it was Arthur Calwell's job to sell a message of hope to potential migrants in Europe. In 1945, he announced to parliament that he would 'embark on an adequate publicity campaign in Britain and in other centres of potential immigration on the European continent'. Calwell ran a publicity campaign using publications, newsreels and radio to paint a picture of Australia's natural beauty and economic wealth to potential migrants abroad. Despite seeking to increase migration to Australia immediately following the war, the government was still reluctant to open the borders to people who were not of **Anglo-Celtic** or European descent. They claimed that it would be more difficult for non-white immigrants to adapt to the Australian way of life and they would be less easily accepted by the Australian people. To support this argument, they pointed to the examples of the United States, South Africa and England, where racial tension, as well as poverty and prejudice, were causing escalating conflict.

communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people

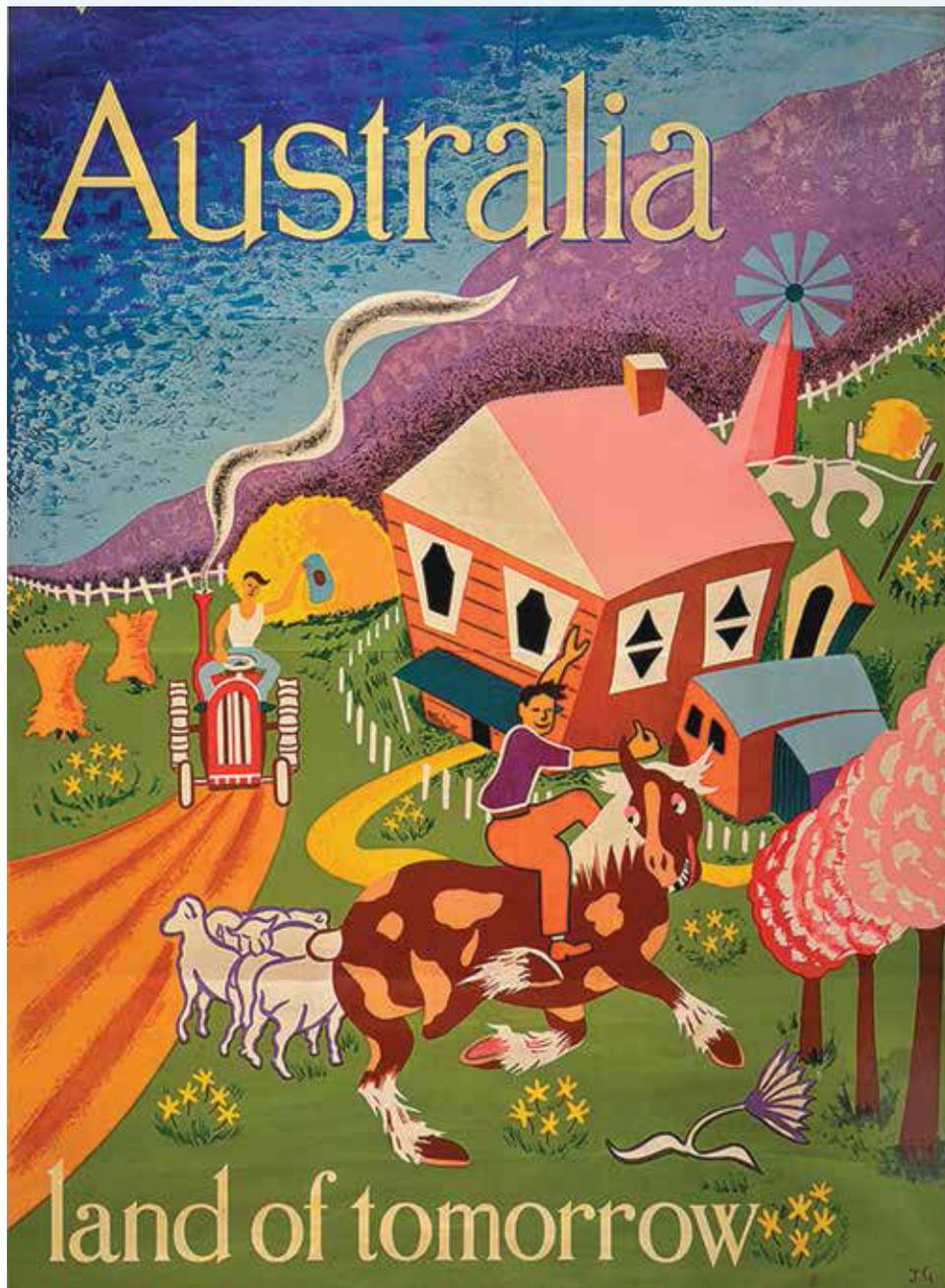
Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales

DISCUSS

Do you think the government's claim that Australia must populate or perish was realistic? Why or why not?

tivd-10750

SOURCE 3 This poster, designed in 1948, was hung in many migration camps throughout Europe.



aud-0578

SOURCE 4 This extract from one of Calwell's speeches reflects the concerns of many people at the time about Australia's low population.

If Australians have learned one lesson from the Pacific War . . . it is surely that we cannot continue to hold our island continent for ourselves and our descendants unless we greatly increase our numbers . . . Our first requirement is additional population. We need it for reasons of defence and for the fullest expansion of our economy. We can increase our seven million by an increased birth rate and by a policy of planned immigration with the limits of our existing legislation. Immigration is, at best, only the counterpart of the most important phase of population building, natural increase.

4.3.3 Australia's response to 'populate or perish'

Public opinion was divided when it came to the merits of the 'populate or perish' strategy. Most people agreed that Australia needed a larger population in order to protect itself in case of war. However, there was strong anti-migrant sentiment within much of the community. Some feared that a large migrant intake would put Australian jobs at risk. Others worried that migrants would not be able to accept the Australian way of life and would distort or spoil Australian cultural values. Despite these concerns, immigration was set to rise, but it would be done in such a way that — at least for a while — Australia's population could increase at unprecedented levels while accepting only those people deemed most acceptable.



aud-0579

SOURCE 5 In this article from the *Cairns Post* (14 August 1950), the author expresses his support for the government's proposed immigration program.

Our vast, abundantly rich, but empty and undeveloped spaces, constitute an alluring temptation and a standing invitation to our nearby numerous, land hungry and needy neighbours and a correspondingly grave menace to our national existence . . . Sufficient population and effective development are the only effective means by which we can make a worthy contribution to the needs of mankind, establish our legal and moral right to the permanent control of Australia, and provide the necessary deterrent to any would-be aggressors. 'Populate or perish,' therefore, is a stark reality grimly and urgently staring at us.

Refugees

Some of the first people to benefit from Australia's loosening of its immigration laws were European refugees. When the war ended, more than 20 million Europeans had been displaced. Many could not return home for fear of persecution due to race, religion, membership of a social group or political belief. In the late 1940s, the Australian government accepted many Baltic refugees from Latvia, Estonia and Lithuania. After signing the United Nations' Convention Relating to the Status of Refugees in 1951, Australia accepted many more migrants on humanitarian grounds, resettling 170 000 refugees by 1954. Between 1956 and 1968, refugees from Hungary and Czechoslovakia were resettled in Australia as they fled from communism. This meant a large supply of immigrants as Australia sought to increase its population.

SOURCE 6 Many residents in Europe's displaced persons camps dreamed of making a better life for themselves in a far-off place.



4.3 SKILL ACTIVITY: Questioning and researching

The infamous dictation test earned Australia international condemnation. **Research** the story of Egon Kisch or Mabel Freer, two immigrants who successfully fought against the test.

In your research:

- **Describe** their background.
- **Identify** why, specifically, they objected to the dictation test.
- **Outline** the response from the government and the Australian public.

4.3 Exercise

learnon

4.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

1. For what reasons was the White Australia policy adopted in the nineteenth century in Australia?
 - A. Due to fear that people from Asia and the Pacific Islands would take jobs and accept lower pay than white Australians.
 - B. Due to fear that white Australians would take jobs and accept lower pay than people from Asia and the Pacific Islands.
 - C. Due to fear that people from European countries would take jobs and accept lower pay than Australians.
 - D. Due to fear that Australians would take jobs and accept lower pay than Europeans.
2. Complete the following sentence:
The dictation test was used to keep non- _____ people out of Australia.
3. What advantages did Ben Chifley see in increasing Australia's workforce?
 - A. To slow down and diversify Australia's economy
 - B. To build and diversify Australia's economy
 - C. To soften Australia's economy
 - D. To build and diversify Australia's youth sector
4. **Describe** how the Chifley government justified its selective immigration policy, which favoured white Europeans.
5. **Identify** the concerns expressed by Australians who were opposed to immigration in this period.

Apply your understanding

Historical perspectives and interpretations

6. Despite the concerns of those opposing it, **state** the outcome of Calwell's immigration policy.
7. **Explain** in what ways refugees benefited from Australia's post-World War II immigration policy.

Communicating

8. **Create** a response to the statement, 'The White Australia Game is just a bit of fun. It couldn't hurt anyone'.

Using historical sources

9. **Describe** what impression you think **SOURCE 3** was designed to give Europeans of life in Australia. What makes you say this? Refer to colour, characters and setting in your answer.
10. In **SOURCE 4**, Arthur Calwell gave two reasons to explain why Australia needed a larger population after World War II. **Explain** what they were.

LESSON

4.4 What opportunities and challenges were experienced by immigrants to Australia?

LEARNING INTENTION

By the end of this lesson you should be able to identify how the less restrictive immigration policies after World War II allowed millions of new migrants to travel to Australia, and the opportunities and challenges they faced upon arrival. You should also be able to identify the different waves of immigration of the twentieth century.

TUNE IN

SOURCE 1 illustrates a group of European migrant workers who participated in the construction of the Snowy Mountains Scheme, Australia's largest post-war building project.

SOURCE 1 This photograph, taken in 1960, shows European migrant workers employed to work on the Snowy Mountains Scheme.



1. What physical attributes do these workers appear to have in common?
2. What does their physical appearance tell you about the nature of the work undertaken on the Snowy Mountain Scheme?
3. Can you think of any other great public works that still have benefits for Australians decades after their completion? Where did this labour come from?

4.4.1 Assisted migration

In the post-war period the government aimed to increase the population by attracting 70 000 migrants per year.

Those who chose to make the journey to Australia faced an ocean voyage that would take around one month. For some this meant travelling in a ship such as the *Fairsea*, which had been converted from a troop carrier. It was an uncomfortable journey, with cramped bunk spaces and a constant reek of disinfectant. For others, on purpose-built passenger ships like the *Orcades*, the voyage was much more comfortable, with a range of cabin choices, on-board shops, a swimming pool and even a hair salon.

4.4.2 Child migration scheme 1922–67

A number of schemes aimed at finding homes for orphaned children existed in Australia in the middle part of the twentieth century. These schemes, in most cases devised with the best of intentions, sent over 7000 orphans from the United Kingdom to Australia, where they were adopted or sent to children's homes and orphanages.

The schemes were at their height in the post-World War II period of 1947–53, during which some 3200 orphans were transported to Australia. Many of these children endured significant hardship, some reporting neglect and abuse that has only recently been documented and officially condemned.

4.4.3 Conditions for migrants on arrival

When Australia began accepting large numbers of immigrants after the war, the lack of housing meant that they had to be provided temporary accommodation. Unless they could stay with family who were already in Australia, they would be taken to a transit camp, holding centre, workers' hostel, or reception and training centre, where they would be housed for around six weeks.

The longest running post-war migrant reception centre was at Bonegilla in northern Victoria. Established by the Department of Immigration in 1947 in a former military barracks, Bonegilla Reception and Training Centre had its own hospital, three churches, a primary school and the capacity to house more than 7000 people at any one time. Between 1947 and 1951 around half of the 170 000 displaced persons who migrated to Australia came through the centre.

SOURCE 2 While some immigrants made the journey to Australia on comfortable passenger ships designed for the purpose, many faced more austere and cramped conditions as shown below in this model of a typical cabin.



SOURCE 3 Immigrants serve a meal at Bonegilla



On arriving at Bonegilla, men were sent to the men's barracks, and women and children to the women's barracks. These were simple huts that were scorching in summer and freezing in winter. Showers and meals were communal, and the residents had to use pit toilets. Each resident was given their own blankets, cutlery and crockery. Soon after arrival, their English skills were tested and they were enrolled in a language class. To find work, they undertook a job interview.

In the morning residents were woken by the sound of a bugle; during the day they attended English-language classes and lessons on Australian culture, and a 'lights-out' policy was enforced each night. Immigrants who were not British citizens had to apply for an alien registration certificate. Their 'alien' status limited their political rights and access to social security, and permitted them to apply for specific jobs only. Immigrants remained 'aliens' until they gained Australian citizenship.

The centre's functional but basic living conditions and longer-than-expected waits for employment led to a feeling of disenchantment among some of the residents. After three migrants committed suicide at the facility in 1952, a riot broke out. This was the first of two riots at the centre, the second of which broke out in 1961.

SOURCE 4 Greek immigrants to Australia attend English language lessons at the Bonegilla Reception and Training Centre in northern Victoria



4.4.4 Hardships faced by New Australians

Part of the role of a reception centre was to prepare new Australians for the world outside the camp. That meant familiarising them not only with formal written and spoken English, but also with the food, culture, customs and attitudes of the Australian people they would encounter. Many Australians were wary of the high intake of migrants during the post-war years. They were afraid that migrants would take their jobs and would be unable to accept the Australian way of life. Because of this, they were sometimes racist towards new Australians, or attempted to exclude them from everyday life.

SOURCE 5 These perspectives from Italian immigrants who arrived in Western Australia during the post-war years reflect the tension between white Australians and new arrivals.

Giovanni arrived in Fremantle in March 1952, when he was 25. He remembers the discrimination he faced because of his heritage:

In that period, Italians were not well-regarded because of the war. People believed or thought that Italians were fierce . . . cruel.

Maria travelled to Australia in 1955, when she was 14. While her father fixed the railway line in Calingiri, Maria and her younger sister attended the local primary school. Sometimes, Maria would accompany her mother to the supermarket, where she experienced discrimination first-hand:

We used to go to the supermarket with my Mum and . . . [people] would say, 'Talk in English, don't talk in Italian, go back to your own country'.

Resisting assimilation

As a result of the discrimination and lack of understanding shown to them, many immigrants settled in suburbs alongside their country folk. Here, they could practise their religion, speak their language, practise the trades for which they had originally been trained, play and support the sports that interested them, and socialise with members of their community. These neighbourhoods were pockets of resistance against the policy of assimilation.

4.4.5 The migrant work experience

An important aspect of the assisted migration scheme was that immigrants would be placed into work shortly after arrival. After arriving in Australia, non-British immigrants' professional qualifications were generally not recognised, and most immigrants were placed in the rapidly expanding areas of manufacturing and construction, where conditions were often difficult. Many faced prejudice from Australian co-workers and employers. This experience was very different from the rosy picture that had been painted by those who had encouraged new migrants to Australia.

The majority of non-English speaking (NES) women who migrated to Australia in the years after 1947 found work in factories, with newer immigrants getting work in 'dirtier' industries such as meat and boot industries, some food processing and cold storage; while women who had been in the country longer were able to move on to clothing, food and electrical industries. Difficulties understanding the language, limited job prospects and a lack of familiarity with their rights meant that many migrant women had to accept discriminatory treatment by their bosses, and difficult or even dangerous working conditions.

Life was more promising for those who gained work on large-scale projects, such as the Snowy Mountains Scheme, mentioned at the start of this topic, which paid relatively high wages and allowed workers' families to live nearby. Because they were so heavily reliant upon immigrant labour, these projects often allowed immigrants from different nationalities to maintain a semblance of their own culture.

New Australians boost the economy

For Australia, this was a time of great economic growth. There were clear economic benefits in having a larger population — a greater number of workers meant more people to pay tax and to buy products such as houses, cars and washing machines. A larger workforce also allowed the country to become a greater exporter of merchandise, including primary goods (such as meat, wood and cereal grains) and manufactured goods.

Migrant or refugee

Not all new Australians were able to emigrate to Australia in the same way. The 1970s brought a new wave, and this was literally on the waves of our surrounding oceans, as ‘boat people’ from south-east Asia landed on our shores. This new wave was caused by people fleeing the Vietnam War in the late 1970s. By 1984, there were 2 million refugees from Indochina, and Australia had accepted around 90 000 to its shores. Their impact was highly important in boosting the Australian economy, and their stories are covered in topic 5, section 5.9.3.

Since then there have been multiple waves of immigration to Australia, reflecting push factors (such as war, and economic or social upheaval) and pull factors (such as democracy, and economic and educational opportunities). This has seen a range of different cultural and religious groups arrive since World War II, including from:

- Europe in the 1950s–1960s
- different parts of Asia in the 1970s–2000s
- the Middle East in the 1980s–1990s
- India in the 1990s–2000s
- Africa in the 2000s.

Australia’s official immigration policies since the 1970s have been largely administered with two main concerns in mind. The first concern is to admit migrants who fill a gap in our employment market; that is, skilled migrants who can perform jobs that are needed. The second concern is to establish closer relationships in our geographic region. This latter concern has meant that people from Asian countries are beginning to make up the largest group of immigrants to Australia.

SOURCE 6 Migrants leaving Italy, bound for Australia



4.4 SKILL ACTIVITY: Questioning and researching

Choose a group that represents a ‘wave’ of migration to Australia in the twentieth century.

1. Using the internet, **identify** which countries this migrant group mainly came from
2. **Locate** key data; for example, main time period of arrival and the number of migrants.
3. **Describe** the reasons for the wave of migration.
4. **Identify** if they were push or pull factors.

on Resources

 **Weblink** Snowy Mountains Scheme

4.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7

■ LEVEL 3

8, 9, 10

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Check your understanding

- What was the assisted migration scheme?
 - Cheap tickets for families to visit Australia
 - Cheap one-way tickets to Australia with children travelling free
 - Assistance for people with disabilities to come to Australia
 - Cheap one-way tickets to Australia for children with working adults travelling free
- What was the purpose of migrant reception centres such as Bonegilla?
 - To ensure people felt welcome and comfortable in Australia
 - To provide temporary accommodation and basic English language and Australian living skills
 - To keep migrants segregated from the broader Australian community
 - To provide permanent accommodation and basic English language and Australian living skills
- How did migrant reception centres attempt to assimilate immigrants?
 - Including migrant groups in social functions held in Australian communities
 - English classes and lessons in Australian culture, beliefs and attitudes
 - Ensuring new arrivals in Australia were made to feel accepted and valued
 - Giving lessons to Australians about the migrants' cultures
- Describe** how the promise of work in Australia differed from the reality for many immigrants.
- Explain** the benefits that Australia reaped from the assisted immigration program.

Apply your understanding

Using historical sources

- Consider **SOURCE 2**.
 - What does the model of a typical cabin suggest about the journey from the United Kingdom to Australia?
 - How does the image differ from the information provided in the lesson about assisted migrants who travelled on the *Orcades*?
- Study **SOURCE 3**.
 - State** the aspects of life at Bonegilla that the photographer wishes to emphasise.
 - Do you think this picture is staged or natural? **Justify** your opinion.
- Using evidence from **SOURCES 4** and **5**, **explain** why it was so hard for many newly arrived immigrants to adjust to life in Australia.

Communicating

- Write a paragraph **discussing** in what ways the Snowy Mountains Scheme can be seen as an important nation-building project.

Historical perspectives and interpretations

- From what you have learned in this lesson, in what ways did the migrant experience differ for European men and women at this time? **Evaluate** whether immigrants give or gain more from the act of immigration.

LESSON

4.5 How has Australia's immigration policy evolved?

LEARNING INTENTION

By the end of this lesson you should be able to identify how the understanding of the 'role' of immigrants has changed over time, from assimilation to **integration** to multiculturalism, and how this has affected both the experience of migration and the perception of migrants within Australia.

TUNE IN

Australia's immigration policy has swung back and forth from Europe over the last century; from wanting only Europeans, to embracing immigrants from all corners of the world. In 2013, Australia was invited to compete in the Eurovision Song Contest and we have supplied an entrant every year since. Does this suggest that our connection to Europe is evolving again?

SOURCE 1 Australia's Kate Miller-Heidke performing at Eurovision in 2019



Discuss in small groups, what is the *paradox* (an apparent contradiction) of Australians competing in the Eurovision Song Contest?

4.5.1 Multiculturalism in Australia

Until 1966, immigrants coming to Australia were expected to **assimilate** — that is, to behave like the Australians already living here. From 1966 to 1973, the government encouraged immigrants to integrate, meaning that they would have to live like Anglo Australians in public, but could follow their own cultural practices at home. From the mid 1970s on, the policy on immigrants shifted towards **multiculturalism** — respect and equality for everybody regardless of their cultural background. However, even as the majority of Australians began to support a shift towards a new, more inclusive Australia, others within the community, the media and politics would oppose it.

integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately

assimilate the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture

multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, as long as they do not break the law; respect for, and appreciation of, cultural diversity

DID YOU KNOW?

By the 1970s, more than one-third of Australians were born overseas or were children of parents born overseas.

Within multicultural Australian society, immigrants were still required to respect Australia's laws and become part of the Australian community, while being encouraged to value and maintain the traditions and customs of their countries of origin. Laws such as the *Racial Discrimination Act 1975* made it illegal to discriminate against others on the basis of their race, colour, descent, or national or ethnic origin. In 1977, the Fraser government commissioned a report by Frank Galbally, a Melbourne QC who had defended Bonegilla 'rioters' in the mid 1960s. In his report, Galbally made a number of recommendations to give immigrants a 'fair go'.

These included ensuring that:

- immigrants had equal access to services as did other members of society
- everyone was entitled to maintain their own culture while understanding others'
- while immigrants' needs should eventually be met by mainstream programs and services, in the short term they would require more targeted service provision
- services should assist immigrants to become self-reliant as quickly as possible.

This report led to a number of improvements in migrant services, including creating more ethnic schools, English language tuition and translation services, and migrant resource centres. In 1980 the Australian Institute of Multicultural Affairs (AIMA) was established to conduct research and provide the government with ongoing policy advice. To give the migrant community a 'voice', ethnic radio was extended and the government established an ethnic television review panel. From this review, the suite of television and radio stations that SBS provides were created.

SOURCE 2 The SBS is still Australia's main multicultural and multilingual broadcaster.



4.5.2 The One Nation Party ignites debate

Pauline Hanson, a former fish-and-chip shop proprietor and self-proclaimed ‘Aussie battler’, gained her first major political victory in 1996 when she ran for the House of Representatives as a Liberal candidate in the seat of Oxley. Just before the election, however, she was disendorsed by the Liberal Party after making comments regarding benefits given to First Nations Australians. With no other Liberal candidate in the running, and her name already on the ballot paper, she was voted in anyway, but was forced to sit as an Independent. Because of her controversial views on multiculturalism and what she perceived as an ‘unfair advantage’ being given to First Nations Australians, she quickly captured the attention of the ‘far right’ of politics.

In 1997 Hanson, David Oldfield and David Ettridge founded the One Nation Party, a nationalist party (a party that promotes the interest of its own country ahead of others) that would gain 22 per cent of the vote in Queensland’s 1998 state election and 9 per cent of the vote in the federal election. Eighteen years later, in the double dissolution federal election of 2016, Pauline Hanson and One Nation re-emerged as a political force to win four seats in the Senate. In 2019, an Al Jazeera investigation alleged that members of the party were seeking financial assistance from the American gun lobby, the National Rifle Association, in order to change Australia’s gun laws. Despite this and other scandals, One Nation remains influential in minority party politics in Australia.

SOURCE 3 In her maiden speech to parliament in 1996, Pauline Hanson makes her views on the rights of Australia’s multicultural population very clear.

Immigration and multiculturalism are issues that this government is trying to address, but for far too long ordinary Australians have been kept out of any debate by the major parties. I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians. Between 1984 and 1995, 40 per cent of all migrants coming into this country were of Asian origin. They have their own culture and religion, form ghettos and do not assimilate. Of course, I will be called racist but, if I can invite whom I want into my home, then I should have the right to have a say in who comes into my country. A truly multicultural country can never be strong or united.

tlvd-10751

SOURCE 4 In this satirical photographic portrait, photographer Emma Phillips portrays Pauline Hanson as an ‘Aussie battler’ cleaning up the mess made of Australia.



4.5.3 Multiculturalism today

Prime Minister Malcolm Fraser once called multiculturalism ‘the most intelligent and appropriate response to the diversity which characterises our society’. This view is still prevalent today and there is a significant agreement among all major Australian political parties that multiculturalism is an attractive feature of our national identity.

Indeed, the Australian government is so committed to multiculturalism that part of the charter of the Department of Social Services is to provide protection for our multicultural nature. **SOURCE 5** is a document produced by the government in 1989 summarising what multiculturalism means. Do you think it is still relevant today?



aud-0580

SOURCE 5 What is multiculturalism?

In a descriptive sense multicultural is simply a term which describes the cultural and ethnic diversity of contemporary Australia. We are, and will remain, a multicultural society.

As a public policy multiculturalism encompasses government measures designed to respond to that diversity. It plays no part in migrant selection. It is a policy for managing the consequences of cultural diversity in the interests of the individual and society as a whole.

The Commonwealth Government has identified three dimensions of multicultural policy:

1. *cultural identity*: the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion;
2. *social justice*: the right of all Australians to equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and
3. *economic efficiency*: the need to maintain, develop and utilise effectively the skills and talents of all Australians, regardless of background.

There are also limits to Australian multiculturalism. These may be summarised as follows:

- multicultural policies are based upon the premises that all Australians should have an overriding and unifying commitment to Australia, to its interests and future first and foremost;
- multicultural policies require all Australians to accept the basic structures and principles of Australian society — the Constitution and the rule of law, tolerance and equality, Parliamentary democracy, freedom of speech and religion, English as the national language and equality of the sexes; and
- multicultural policies impose obligations as well as conferring rights: the right to express one’s own culture and beliefs involves a reciprocal responsibility to accept the right of others to express their views and values. As a necessary response to the reality of Australia’s cultural diversity, multicultural policies aim to realise a better Australia characterised by an enhanced degree of social justice and economic efficiency.

4.5 SKILL ACTIVITY: Communicating

Conduct a ‘four corners’ activity on the following statement: ‘Australia is a shining example of a successful multicultural society.’

To do this, first of all divide into four groups according to whether you strongly agree, agree, disagree or strongly disagree with the statement. In your group, **discuss** your perspectives on the issue to discover why you hold this view. Now swap with someone in an opposing corner (e.g. strongly agree with, strongly disagree) and **discuss** your differing perspectives. Try to discover why you hold opposing views.

4.5 Exercise

Learning pathways

■ LEVEL 1

3, 4, 5

■ LEVEL 2

1, 2, 8

■ LEVEL 3

6, 7, 9, 10

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Check your understanding

1. **Match** the terms 'integration' and 'multiculturalism' with the correct definition.

Term	Definition
	A policy which combines a racial, religious or cultural minority with the majority group
	A policy which promotes a society containing and recognising more than one culture or ethnic group

2. What was the importance of the *Racial Discrimination Act 1975*?
- The Act legislated for the protection of people's rights and legislated against racist or discriminatory behaviour.
 - The Act legislated for respect and equality in Australia.
 - The Act legislated for equal access to government services for all Australians.
 - The Act legislated for unequal access to government services for all Australians.
3. **Outline** the improvements in migrant services that resulted from the introduction of multiculturalism as a formal government policy.
4. Why was Channel 0/28 (SBS) created?
- To provide international coverage of sport and news
 - To provide entertainment aimed at minority groups
 - To reflect the values of modern Australia by providing a venue and voice for multiculturalism
 - To reflect the values of foreign countries
5. By 1989, the government was committed to a multicultural Australia. How was this made clear?

Apply your understanding

Communicating

6. **Develop** and write a response to Pauline Hanson where you argue against the claim that Asian immigration leads to the emergence of ghettos in our suburbs because Asian Australians do not share the same cultural beliefs and values as the broader Australian community.

Using historical sources

7. **Consider** the satirical image of Pauline Hanson in **SOURCE 4**.
- What statement is the artist trying to make by depicting Pauline Hanson as an old-fashioned 'Aussie battler'?
 - Is this representation a positive or negative depiction of Hanson? **Justify** your response.
8. Refer to **SOURCE 5**.
- Analyse** how Prime Minister Fraser's opinion on multiculturalism is replicated in the opening lines of **SOURCE 5**.
 - Identify** the aim of multicultural policies according to this source.

Historical perspectives and interpretations

9. **Discuss** how the sources in this lesson provide evidence for changing attitudes to immigrants over the period 1966 to 1998.

Communicating

10. **Create** a paragraph explaining why it is so important to avoid racial stereotyping in a modern multicultural society.

LESSON

4.6 How are asylum seekers and refugees treated in Australia?

LEARNING INTENTION

By the end of this lesson you should be able to understand the ongoing debate over how many asylum seekers and refugees should be accepted into Australia annually, and about how they should be treated while their ultimate fate is decided.

TUNE IN

SOURCE 1 shows protestors holding banners outside the Victorian State Library building during a rally in Melbourne on 4 February 2016.

SOURCE 1 A protest rally



1. Why are the people in **SOURCE 1** protesting?
2. Who do you think is the intended audience for their protest?
3. What appeals are they making?

4.6.1 What is a refugee?

A refugee is a person who has fled their country because they fear they will be persecuted for their race, religion, nationality or beliefs. Global events from the late twentieth century onwards have led to an increase in the number of people from the Middle East and central Asia seeking asylum. Increasing turmoil in Europe (Ukraine) could also add to these numbers. In 2018, the United Nations High Commissioner for Refugees (UNHCR) estimated that the number of people displaced by conflict or persecution had reached a record high of 68.5 million

globally. Fleeing conflict-ridden areas, refugees have headed for Europe via land routes and towards Australia via Indonesia, often undertaking dangerous sea voyages.

As a member of the UN and a signatory to the UN Convention Relating to the Status of Refugees, Australia is obliged to offer protection to refugees against their forced return and to consider their requests for asylum (protection). It is also obliged to accept a reasonable number of refugees each year.

4.6.2 The *Tampa* incident

Australia recognises two types of refugees. The first type, who resettle under official humanitarian programs are selected overseas and enter Australia with a **visa**. This entitles them to **permanent residency** and the right to apply for citizenship. The second type arrive unofficially, many of them by boat, typically after paying people smugglers a large sum of money for their passage to Australia. Australia's immigration policies towards boat arrivals have been a source of debate within the Australian community.

In August 2001 a Norwegian cargo vessel, the MV *Tampa*, rescued 438 men, women and children from an overcrowded, sinking fishing vessel 140 kilometres north-west of Christmas Island. Those on board (from Afghanistan, Pakistan and Sri Lanka) had fled an Indonesian refugee camp and were seeking sanctuary in Australia. When the ship's captain radioed to ask Australia for medical assistance for the asylum seekers, the government sent in Australia's Special Air Service (SAS) instead. Opposition Leader Kim Beazley expressed his support for the government's response.

Prime Minister Howard claimed that, as a **sovereign nation**, Australia had a right to protect its borders. He argued that by not going through the formal refugee process, these people were 'queue jumping', and insisted, 'We will decide who comes to this country and the circumstances in which they come'. The Australian government refused to allow the *Tampa* to enter Australian waters. Many Australians opposed the government's position, claiming it was inhumane and against international law.

visa a government document allowing the holder to enter or exit a country

permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country

sovereign nation a nation that has the right to determine its own laws and future

SOURCE 2 According to statements made by the *Tampa*'s captain, by the time he picked up the asylum seekers many were in poor health. Some were unconscious, while others were suffering from dysentery.



The government's actions were successfully challenged in the federal court, but the government won a subsequent appeal. Some asylum seekers were transferred to New Zealand, but others were sent to Nauru and Papua New Guinea as part of the government's 'Pacific solution', where their applications for asylum often took months or even years to process. Subsequently, the government changed the law to remove its outer islands, including Christmas Island, from Australia's migration zone, meaning that those who sought to enter Australia without following the proper refugee process had to set foot on the Australian mainland before they would be processed. Due, in part, to this hardline stance on asylum seekers, the Coalition won a decisive victory in the federal election of 2001.

Resources

 **Video eLesson** Refugees arriving in Greece (eles-2604)

4.6.3 Mandatory detention

Since the *Tampa* affair of 2001, asylum seekers have continued to play an important role in Australian politics. Discussions tend to focus on the refugees' right to be here and their treatment while in detention. According to Australia's *Migration Act 1958*, people who do not have a valid visa, and are therefore in Australia unlawfully, must be detained. They are not held prisoner, but are under 'administrative detention'. Once placed in detention, occupants are given the opportunity to apply for refugee status through either a protection visa (onshore) or refugee visa (offshore). Once a visa is granted, they can stay in Australia without restrictions; if not, they will be deported from the country as soon as possible. Australian detention facilities have included centres at Villawood, Northam, Sherger, Maribyrnong, Wickham Point and Yongah Hill.

Standards have been developed to ensure that people detained in Australia are treated humanely and in a way that respects their gender, culture, health and age. According to the Department of Immigration, services available at each detention facility include:

- health services
- educational programs, including English-language instruction
- cultural, recreational and sporting activities
- religious services
- availability of telephones, newspapers and television
- culturally appropriate meals and snacks and unlimited access to chilled water, tea, coffee, milk and sugar.

These services may have been provided at Australian detention centres, but as **SOURCE 3** illustrates that is not necessarily the case with offshore detention centres. These centres had been abandoned in 2008 but the tragic crash of SIEV 221 on Christmas Island in December 2010 forced the government to address the people-smuggling trade. It was claimed that, if asylum seekers could be dissuaded from getting on boats, lives could be saved. This caused the Gillard government in 2012 to revert (in the face of much criticism) to the 'Pacific solution' and they re-opened detention facilities on Nauru in September 2012 and on Manus Island some two months later.

Once again, treatment of potential immigrants became a political 'hot potato' and decidedly influenced federal elections. In July 2013, Prime Minister Kevin Rudd, in an attempt to retain his party's hold on power, introduced a stricter refugee policy with the cooperation of the government of Papua New Guinea. Under this policy, no asylum seeker who arrived by boat would be granted a visa. This meant that the facilities at Manus Island (approximately 1070 kilometres north of Cape York) would be enlarged. This did not save Prime Minister Rudd, who lost power in September 2013. His successor, Tony Abbott, through his immigration minister, Scott Morrison, introduced 'Operation Sovereign Borders', which had a significant impact on the number of boats landing on Australian territory. Boats were turned back by the Australian Coast Guard and Navy and the numbers of refugees in offshore facilities increased.

SOURCE 3 A room on Manus Island used for the detention of asylum seekers. This photograph comes from an official handout provided by the Australian Department of Immigration and Citizenship.



4.6.4 Criticisms of mandatory detention

The major criticisms of mandatory detention include the time taken to process visa applicants, the isolation that many occupants experience while detained and the large number of children held in detention. One of the most controversial sites was the Woomera Immigration Reception and Processing Centre in South Australia. Originally designed in 1997 for 400 occupants, at its peak Woomera held more than twice that number, putting a strain on the centre's facilities. In the summer of 2002, some occupants lit fires in some of the centre's smaller buildings and sewed their own lips shut in protest at what they perceived as inhumane treatment, while around 300 detainees conducted a hunger strike. Thousands of Australians marched in support of the detainees' rights to be heard. In response to the turmoil at Woomera, the United Nations launched an investigation into the conditions at two of Australia's detention centres and concluded that conditions could 'in many ways be considered inhumane and degrading'.

Woomera has been overshadowed by more recent events at Manus Island as Australia has returned to offshore processing of asylum seekers. Manus Island, the largest of the offshore detention centres along with the facility at Nauru, has been the focus of significant outrage. Human rights groups such as Amnesty International have labelled the conditions inhumane, as has Australian Greens' senator Sarah Hanson-Young. There have been riots, hunger strikes and allegations of sexual abuse. Reza Barati, a 23-year-old Iranian asylum seeker, was killed during a riot on Manus Island in February 2014. This set off a rush of protests across Australia within days. Similar protests have been occurring intermittently since then. **SOURCE 1** shows a protest in Melbourne in February 2016 against children in detention.

4.6.5 The response to asylum seekers

As the number of asylum seekers around the world grows, the Australian government faces a practical and moral dilemma. Election results would seem to suggest that the Australian public wants strict border control, but many Australians have argued for humane reform.

In lesson 4.1, you were shown the type of poster that has been used overseas to deter people without visas from getting on boats to come to Australia, but a growing number of Australians, shocked at the world refugee crisis, have influenced government and forced a change of policy. In September 2015, Australia increased its intake of Syrian refugees by 12 000. In 2022, Australia granted temporary visas to 9000 Ukrainian nationals fleeing the war in their country.

SOURCE 4 Many Ukrainians, such as Alla Storozhuk and her daughter Yesenia, found safety in Australia.



DID YOU KNOW?

At the current rate of arrivals, it would take 20 years for asylum seekers to fill the MCG.

4.6 SKILL ACTIVITY: Questioning and researching

Working either alone, in pairs or in a small group, use your library or the internet to **research** how asylum seekers are treated in the United Kingdom, Canada or the Netherlands, then answer the following questions.

1. **Identify** how many asylum seekers the country receives on a yearly basis.
2. **Describe** the country's official policy on asylum seekers.
3. **Outline** the best things about the way the country treats asylum seekers.
4. **Propose** how the way the country deals with asylum seekers could be improved.
5. **Consider** what (if anything) Australia could learn from this country's practices.

4.6 Exercise

Learning pathways

■ LEVEL 1
2, 3, 4, 5

■ LEVEL 2
1, 6, 7

■ LEVEL 3
8, 9, 10

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Check your understanding

1. **Match** the term with the correct definition: immigrant, refugee, asylum seeker.

Term	Definition
	Someone who flees their country because they fear persecution
	Someone seeking sanctuary in a foreign land
	Someone who makes the decision to move to another country to improve lifestyle, join other family members, etc.

- Identify** why the *Tampa* incident divided public opinion.

 - The Australian government was viewed as either lacking compassion for refugees, or correctly defending the right of Australia to determine who should enter the country.
 - The Australian government was viewed as either lacking compassion for refugees, or assisting people smugglers.
 - The Australian government was viewed as either protecting our borders or assisting people to seek asylum in Australia.
 - It didn't divide public opinion.
- Australia removed outer islands such as Christmas Island from its migration zone to make it more difficult for asylum seekers to set foot on Australian soil. True or false?
- Identify** events that have occurred in both domestic and offshore detention centres, which are similar to the *Tampa* incident. **Analyse** what conclusions you can draw from this.
- Summarise** the dilemma facing the Australian government with regard to asylum seekers.

Apply your understanding

Using historical sources

- Based on **SOURCE 2**, how would you **describe** the conditions aboard the *Tampa*, the appearance of the asylum seekers and their possessions? **Identify** what other sources you would need in order to further investigate these aspects of the asylum seekers' voyage.
- Consider** what you think the photographer was trying to emphasise with **SOURCE 2**. **Identify** why you think it has been shot from this height and distance. Has this influenced your previous answer?
- Using **SOURCE 3**, **identify** what facilities are provided in the rooms for detained asylum seekers. Does this image match the list provided in the text by the Department of Immigration?

Questioning and researching

- Analyse** why the government would allow the photograph in **SOURCE 3** to be used as part of their official handout on detention centre facilities. **Decide** what they would be trying to emphasise or de-emphasise. Why?

Communicating

- Discuss** and **determine** whether the Australian government should have acted differently with regard to the *Tampa* crisis, the tragedy on Christmas Island in 2010 and the situation in detention centres such as Woomera and Manus Island.

LESSON

4.7 How do migrants contribute to Australia?

LEARNING INTENTION

By the end of this lesson you should be able to identify some of the many valuable contributions that immigrants have made, and continue to make, to Australia, how they have influenced our cultural heritage, and why the Australian government makes it a priority to attract certain migrants to our shores.

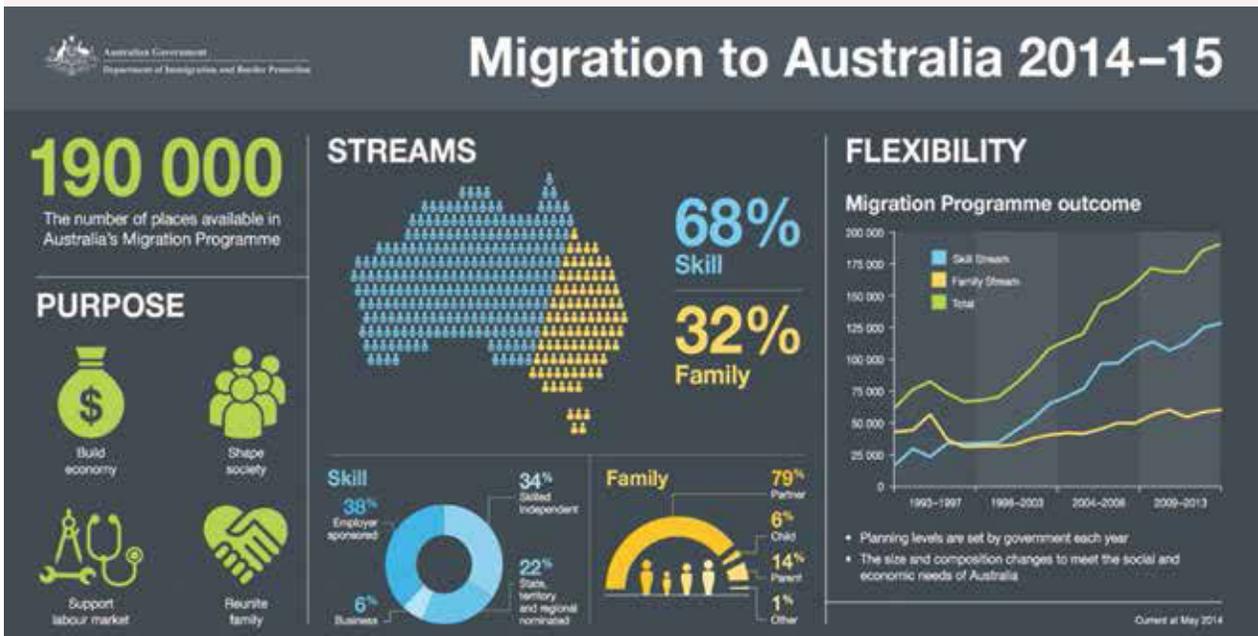
TUNE IN

SOURCE 1 is an official government poster that outlines the changing nature of Australia's migration program between 1993 and 2015.



tlvd-10752

SOURCE 1 Australia's migration program between 1993 and 2015



1. Examine **SOURCE 1** and decide who you think this poster was designed for.
2. What is/are the most important point/s it makes?
3. Could this poster be considered a type of propaganda? Why/why not?

4.7.1 Addressing the 'skills shortage'

Today Australia has a population of over 27 million people, over one-quarter of whom were born overseas. While English is the most commonly spoken language, more than 200 other languages are spoken by Australians, including 62 First Nations Australian languages. Immigration policies continue to change to reflect political and economic changes within Australia and the rest of the world. Immigrants have added to our cultural heritage by making Australia a more inclusive and cosmopolitan nation.

Immigration policy continues to be based on the government's need to fill shortfalls in Australia's skilled workforce by granting business and skilled migration visas. Entry is competitive and is based on a points system designed to 'deliver the best and brightest skilled migrants'. The number of points a potential applicant is 'worth' is based on factors such as age, qualifications, relevant work experience and English proficiency. In 2009, as the global financial crisis squeezed economies around the world, the Australian government gave

priority to migrants who were sponsored by Australian businesses, meaning they already had guaranteed work with an employer. This was part of a strategy to increase demand-driven rather than supply-driven immigration.

By 2014 this meant that the number of skilled migrants entering Australia was increasing significantly and more than twice as many migrants came to Australia to fill employment needs than to reunite with family members. Large numbers of skilled migrants now come from China and India.

DID YOU KNOW?

The Temporary Skills Shortage Visa (482 visa) is a short-term visa that allows Australian businesses to employ overseas workers. A business can sponsor someone for this visa if they cannot find an Australian citizen or permanent resident to do the skilled work.

4.7.2 Australia's changing relations with its neighbours

Australia's changing approach to immigration has improved the economic and political ties between Australia and its neighbours. When the White Australia policy was in full force, the country saw the United Kingdom and Europe as its major partners in international matters. These links began to loosen as Australia welcomed its first wave of immigrants in the post-war years. However, it was in the 1970s and 1980s, as Australia opened its doors to 90 000 Indochinese refugees, that the country would become a more important player in the Asia-Pacific region. In 1974, Australia became the first 'dialogue partner' of the Association of South East Asian Nations (ASEAN), while Gareth Evans, the Labor government's foreign affairs minister, chaired the first meeting of the Asia Pacific Economic Cooperation (APEC) forum in 1989. Both organisations promote trade and cooperation among member nations and discuss economic, political, social and cultural issues at their annual meetings.

SOURCE 2 World leaders and delegates pose for a photograph at the Group of 20 (G20) summit in Brisbane, Australia, 15 November 2014. The Australian Prime Minister at the time, Tony Abbott, is in the front row between Shinzo Abe, the Japanese Prime Minister, and President Xi Jinping of China. The Indonesian President, Joko Widodo, is just behind on the left of the Australian Prime Minister.



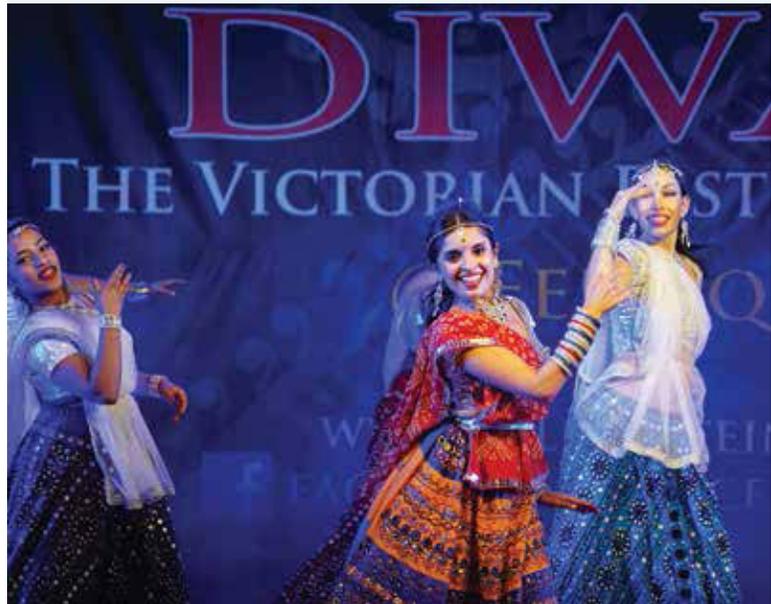
Today, the country's largest migrant intake comes from China and India, while China, Japan and the United States are Australia's largest trade partners. Australia has successfully redefined itself as a valuable member of this region.

Throughout this period of change, immigrants' continuing connections with their countries of origin have deepened ties and understandings between Australia and other countries.

Today, Australia's third biggest export (after coal and iron ore) is educational services. In some cases, this involves teachers and/or curriculum being sent around the world, while in others it involves international students studying Australian programs within Australia.

International students are entitled to stay in Australia while studying a full-time course and may be accompanied by their spouse and dependent children. When the student returns to their country of origin, the student will convey what they have learned about Australia to family and friends, thereby promoting cross-cultural understanding.

SOURCE 3 Traditional Indian dance performance during Diwali celebrations at Federation Square Melbourne in October 2014



4.7.3 The impact of migration on Australia's cultural heritage

Migration has enhanced the Australian nation across the full range of human endeavours. In education, science, business, artistic expression, sporting pursuits and other areas, the ingenuity and entrepreneurship of migrants has helped the country prosper. In the business world, migrants such as Richard Pratt, Harry Triguboff, Maha Sinnathamby and Frank Lowy have created wealth and opportunity for Australians.

Frank Lowy's story is amazing. Born in Czechoslovakia in 1930, he became a refugee during World War II, before travelling to Australia in 1953. Over the following decades, he would establish the Westfield shopping empire in Australia and the United States.

To celebrate the fiftieth anniversary of his arrival in Australia in 2003, Lowy donated the funds to establish the Lowy Institute, an independent think tank which aims to 'generate new ideas and dialogue on international developments and Australia's role in the world'. He has also been the chairman of the Football Federation of Australia and he crowned his time overseeing the Australian team with a secure victory in the Asian Cup in 2015.

DID YOU KNOW?

In 2010, *Business Review Weekly* estimated that Frank Lowy was worth over \$5 billion, making him Australia's richest person at the time.

This victory is captured in **SOURCE 4** where the Australian captain, Mile Jedinak, the son of Croatian immigrants, proudly wears the green and gold. Indeed, the Socceroos and Matildas owe much of their success to the migrant experience. Mark Viduka, Tim Cahill and Emily van Egmond are a few of the stars who have donned the national strip and are all the children of immigrants to Australia. Many other sports boast elite athletes from migrant backgrounds, such as boxer Tim Tszyu, middle-distance runner Peter Bol, tennis player Nick Kyrgios, cricketer Usman Khawaja and golfer Minjee Lee.

SOURCE 4 Mile Jedinak, captain of the Socceroos, and his team celebrate as he lifts the trophy after victory during the Asian Cup final match between Korea Republic and Australia at ANZ Stadium on 31 January 2015 in Sydney. Frank Lowy, then chairman of the Football Federation of Australia, is pictured bottom right.



Migrants have also made significant contributions to the arts in Australia. In the design arts, Harry Seidler, an Austrian refugee from Nazi Europe, helped define modern architecture in Australia. Legendary Australian musicians John Farnham and Jimmy Barnes were born in the United Kingdom, as were artists Russell Drysdale and Tom Roberts. All of these artists have produced works that are frequently referred to as quintessentially Australian and it could be argued that it is their migrant background that has helped them create those iconic works.

4.7 SKILL ACTIVITY: Using historical sources, Historical perspectives and interpretations

Using the sources in this lesson, as well as from within the rest of the topic:

1. **Evaluate** how the attitude towards migrants changed between the 1960s and 1980s. How would you account for this change?
2. **Elaborate** on how this compares to the attitude towards migrants today.

4.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 7, 8, 9

■ LEVEL 3

6, 10

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Check your understanding

1. **Identify** the key fact in section 4.7.1 that illustrates that Australia is a multicultural nation.
2. On what grounds are immigrants more likely to be admitted to Australia?
 - A. Family relationships
 - B. Skills
 - C. Humanitarian need
 - D. Eagerness
3. Complete the following sentence **identifying** how changes in trade policy have altered Australia's relationship with the rest of the world.
Australia has redefined its trade relationships to focus less on Britain and continental Europe, and more on the _____ region.
4. **Identify** two benefits of 'importing' education.
 - A. Provide support for asylum seekers
 - B. Promote cross-cultural understanding
 - C. Bring revenue into Australia
 - D. Create more spending for Australia
5. Using the information in this lesson, **analyse** if you could argue that immigration has enhanced Australia's cultural heritage.

Apply your understanding

Historical perspectives and interpretations

6. **Identify** the most significant changes to Australia's migration program since 1993.

Using historical sources

7. According to **SOURCE 1**, **identify** how many immigrants in percentage terms have been sponsored to migrate to Australia between 1993 and 2015.
8. **SOURCE 2** is a carefully posed photograph. **Identify** what statement is possibly being made by the positioning of the Australian Prime Minister.

Historical perspectives and interpretations

9. **SOURCE 3** shows an aspect of Diwali celebrations. Diwali is a Hindu festival that celebrates the victory of good over evil, light over darkness and knowledge over ignorance. **Discuss** in what ways this festival is an appropriate way to celebrate Australia's migration story.
10. **Discuss** the ways that official government policies about trade and immigration gradually made Australia more a part of Asia and less a distant partner of the United Kingdom.

LESSON

4.8 INQUIRY: Compare sources to answer a historical question

LEARNING INTENTION

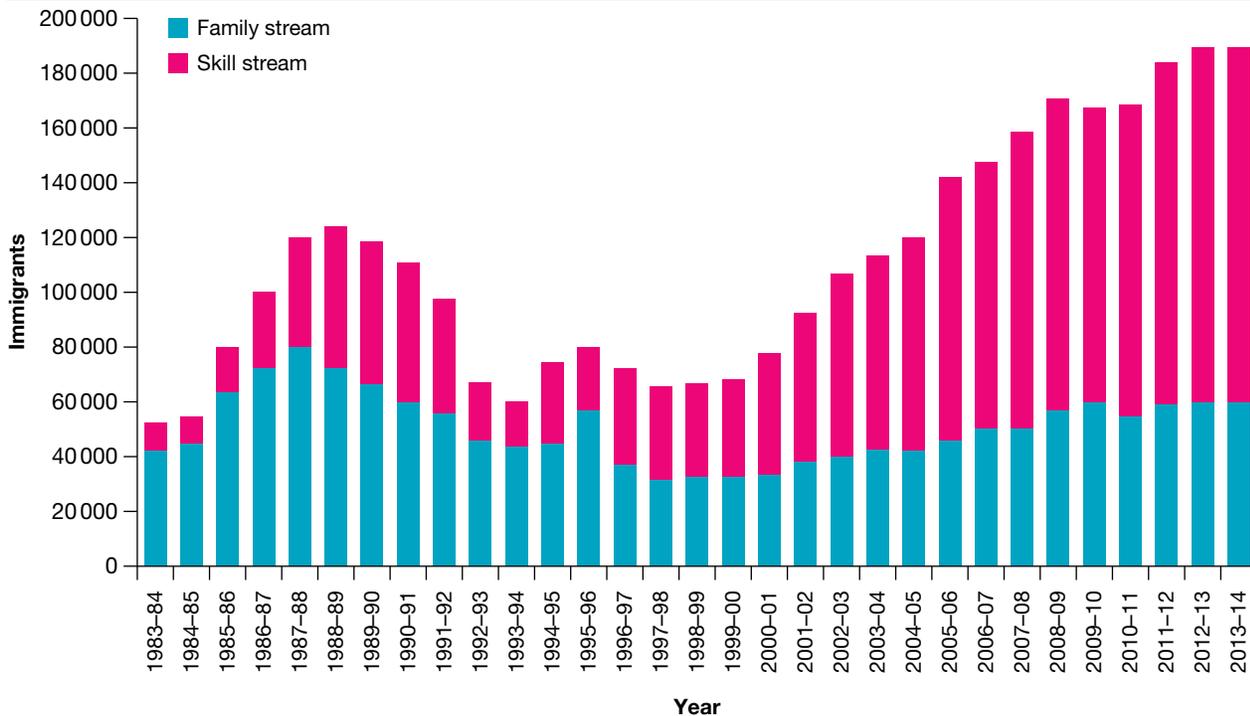
By the end of this lesson you should be able to identify how government policies have shaped immigration since 1947.

Background

It is your task to use the following sources to decide: ‘In what ways have government policies shaped immigration since 1947?’

tlvd-10753

SOURCE 1 Skilled and family as a proportion of the migration program (Parliamentary Library analysis using Department of Immigration and Border Protection (DIBP) and ABS statistics)



aud-0581

SOURCE 2 In this excerpt from an interview published by the Department of Immigration, George describes the difficulties that led to his immigration to Australia in the mid 2000s. Since arriving in Australia, he has become a prominent member of the Liberian community of South Australia and is recognised as one of the Department of Immigration’s success stories.

Born in Liberia in 1978, George had a childhood filled with challenges. His father, a sergeant in the military, was murdered by rebels in the civil war in 1990 and, soon after, the family fled to a refugee camp in Guinea. This placed a heavy burden on George, who, as the eldest son in a family of eight siblings, felt pressure to help his mother raise his brothers and sisters.

‘Eventually, I left the refugee camp to work in a photography shop and I sent money to my family in the camp,’ George said. ‘I felt responsible to look after them.’

Tragedy struck in November 2004, a month before George’s migration to Australia on a refugee visa, when George’s mother died in a minibus crash. She was returning from a migration health screening in Conakry, the capital city of Guinea, to the refugee camp. The crash exacerbated the mixed emotions he already felt about saying goodbye to his brothers and sisters to start a new life in Australia with his wife, Veronica, and first child, Edna.

SOURCE 3 This photograph, taken in 1948, shows migrant families waving goodbye at London airport as they leave for Australia. Using the assisted passage scheme, run by the Australian government, British migrants paid only £10 to travel to Australia. These families have paid extra to travel by air instead of sea.



Before you begin

Access the **inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

- **Write** your inquiry question.
- **Research** your question. In this case, this means analysing the four sources in this lesson to better understand the issues.

SOURCE 4 Approximately 4000 protesters gather at Sydney Town Hall to demonstrate their opposition to the deportation and detention of asylum seekers to the offshore processing centres of Manus Island and Nauru. The protesters called for the abandonment of all offshore detention, demanding ‘let them stay’.



Step 2: Using historical sources

- **Analyse** these sources, considering the following:
 - a. What ‘answers’ does the source offer to your major question?
 - b. Who created this source and why?

Step 3: Historical perspectives and interpretations

- **Evaluate:** What are the strengths and weaknesses of each source?
 - a. Is the information reliable or unreliable?
 - b. What evidence do you see of an opinion about your question?
 - c. Whose views/experiences are represented? What further information do you need?

Step 4: Communicating

- *What is the answer to your inquiry question?* Present your findings as a written and/or oral presentation. Support your claims with examples from your research, analysis and evaluation.

The final stage of investigation involves drawing conclusions based on the evidence you have collected. In your presentation, suggest other evidence that would need to be examined before you could come to a more certain conclusion.

Complete your self-assessment using the **inquiry rubric** or access the 4.8 exercise set to complete it online.

on Resources

 **Digital document** Inquiry rubric (doc-39870)

LESSON

4.9 Review

Hey students! Now that it's time to revise this topic, go online to:



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4.9.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

4.2 What do sources tell us about migration experiences?

- Immigration was a unique and dominant feature of Australian society from the second half of the twentieth century.
- Our knowledge of migration experiences comes from statistical data gathered from government and non-government sources.
- Oral history also plays a part in revealing the impact of immigration on the immigrants themselves and on Australia.
- Photographs and other artefacts help historians understand the migration story, but this evidence needs to be contextualised on the basis of where it has been sourced.

4.3 What were the effects of Australia's changing immigration policy?

- The legacy of the White Australia policy has had a significant impact on the Australian outlook and Australia's relationship to its Asian neighbours.
- The impact of World War II created an impetus to build up Australia's population as a means of defence against perceived external threats.
- This facilitated the first wave of immigrants from non-traditional sources; that is, not Anglo-Celtic immigrants.

4.4 What opportunities and challenges were experienced by immigrants to Australia?

- Assisted migration increased Australia's population significantly.
- Migrants were initially housed in reception centres such as Bonegilla.
- The experiences of some immigrants at these reception centres was not ideal.
- This indicated that the policy of assimilation was not suitable for many migrants. The policy of integration was introduced, but this too did not suit the reality of the migration experience for people.
- The impact of the assisted migration scheme upon the Australian economy was overwhelmingly positive.
- There have been subsequent waves of migration reflecting global push and pull factors.

4.5 How has Australia's immigration policy evolved?

- By the mid-1970s, the White Australia policy was formally denounced and Australia adopted the encompassing policy of multiculturalism.
- This policy had benefits for both migrants and Australians.
- Once again, this was not universally welcomed by Australians and some advocated a challenge to this policy and a return to integration or assimilation.

4.6 How are asylum seekers and refugees treated in Australia?

- Australian immigration policy has been challenged by a growth in the number of asylum seekers.
- Responses to this have divided Australians in both public and political life.
- Australia has failed to deliver a humane, successful approach to dealing with asylum seekers.
- This failure has been critical in the selection of governments at a federal level where many Australians have voted for conservative policies while others have protested vehemently for compassionate strategies in dealing with the problem.

4.7 How do migrants contribute to Australia?

- Australia has ultimately gained from its migrant experience.
- This is most obvious in the economic sphere where migrants fill skills shortages in Australia's employment market.
- Immigration has facilitated Australia's relations in the Asian region, particularly through the education of Asian students.
- Australia's cultural heritage is intrinsically linked with the migration experience. The nation is richer because of migration.

4.8 INQUIRY: Compare sources to answer a historical question

- Sources can be used to analyse how government policy has helped shaped immigration since 1947.

4.9.2 Key terms

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales

assimilate the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture

communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people

integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately

multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, as long as they do not break the law; respect for, and appreciation of, cultural diversity

Oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life

permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country

sovereign nation a nation that has the right to determine its own laws and future

statistician a compiler of statistical data

visa a government document allowing the holder to enter or exit a country

White Australia policy an Australian government policy from the early 1900s that restricted immigration to Australia to white migrants

4.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Why do people from all over the world leave their homes to live in Australia and how has this changed Australian society?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

Resources

 **eWorkbooks** Customisable worksheets for this topic (ewbk-11490)
Reflection (ewbk-11768)
Crossword (ewbk-11769)

 **Interactivity** Migration experiences crossword (int-7666)

4.9 Review exercise

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Access additional questions



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Multiple choice

- When was the White Australia policy finally dismantled?
 - 1966
 - 1973
 - 1989
 - 2001
- What was the name of the immigration policy adopted immediately after World War II in Australia?
 - Assimilation
 - Integration
 - Pacific solution
 - Multiculturalism
- When was the Racial Discrimination Act, which prohibited discrimination on the basis of a person's colour, race, ethnicity or religion, passed in Australia?
 - 1996
 - 1975
 - 1980
 - 1949
- In 1948 what percentage of Australia's population was born overseas?
 - 45%
 - 25%
 - 10%
 - 5%
- What was Bonegilla?
 - The name of the vessel that brought displaced persons to Australia
 - The surname of the millionth migrant who arrived in Australia in 1955
 - The term coined by Maltese migrants to describe their migration experiences
 - The migrant reception centre in Northern Victoria
- Why did the number of refugees accepted into Australia increase dramatically in 1979?
 - Relaxed United Nations protocols
 - The end of the Vietnam conflict
 - The arrival in Australia of ethnic Chinese who were fleeing persecution in Vietnam
 - The Australian government's acceptance of multiculturalism as a policy
- What is Australia's third largest export industry?
 - Cobalt
 - Education
 - Manufactured goods
 - Beef
- The *Tampa* crisis occurred in
 - 2001.
 - 2003.
 - 2005.
 - 2007.

9. Manus Island is approximately how many kilometres north of the Australian mainland?
- A. 1070
 - B. 2600
 - C. 3000
 - D. 3400
10. What percentage of Australia's current population was born overseas?
- A. 45%
 - B. 25%
 - C. 10%
 - D. 5%

Short answer

Using historical sources

11. **SOURCE 1** below is a fictional tale created by Shaun Tan depicting one man's migration to a strange land. Read the images from left to right until you've completed each row.

SOURCE 1 Shaun Tan is an Australian illustrator and author whose father travelled to Australia from Malaysia to study. His father's migration experiences, as well as those of other Chinese-born migrants who travelled to Perth, are reflected in *The Arrival*, a wordless graphic novel that tells the story of a nameless man who must leave his family to seek a better life in a foreign country.



- a. **Create** a brief analysis of each image describing the key features of the image such as what is happening, what sounds the character is probably listening to, and what statement each image generally makes about the migration process. Set out your response as a list with your descriptions numbered from 1 to 12 (for example, numbers 1 to 3 would be about the top row of images).
 - b. **Consider** how the source communicates the status and feelings of the immigrant and then write a source **analysis** expressing how effectively you think the source captures the experience of immigration.
 - c. **Describe** how the images by Shaun Tan shown in **SOURCE 1** have expressed the migrant experience of arrival in a foreign land.
 - d. Think about how this storyboard replicates the experiences you have read about in this topic. **Create** a one-page response **outlining** how well the source reflects the migrant experiences, referring to some supporting examples from the text.
12. Refer to **SOURCE 2**.

SOURCE 2 Antonio was born in Possagno, Italy. After an eventful journey he arrived in Australia in 1948.

I only had one change of clothes. I came on the first plane after the war in 1948. I had paid 100 000 lire deposit for the boat trip but something happened and I lost most of the money. I borrowed money from relations already in Australia and came by plane from Rome. It was an old bomber plane. There were 27 places but over 50 on the plane. I was lying down on the floor and I held onto the pilot's seat. We had engine trouble over India and we were there for about a week. We were put in old army barracks in India and we were bitten by something that was not fleas but they were so big it wasn't funny. When the plane had to take off everybody had to go to the front.

I arrived in 1948. My father had come to Australia in the 1920s but had returned to Italy. My brother Andrea was already in Australia and a couple of uncles were in Griffith. The reason why I didn't come with my brother and two uncles was because I was in the army.

Nine months later my wife Antonia came with our daughter Elvia, aged 18 months, my brother Joe, sister Angela Cunial, future brother-in-law Isidoro Vardanega and Frank Bastianom. I came straight to Orange because Andrea was already there. I came by train.

My impressions of Australia: open country, good people . . . but the flies were bad! I knew this was the land for me.

- a. **Identify** the parts of the story that the respondent, Antonio, wants to impress upon his audience. How does he do this?
- b. Based on the text, **describe** what qualities or assets you believe Antonio possesses that made him a successful migrant.
- c. Oral history is a problematic source of information. Do you think that Antonio has taken any liberties in his version of events? **Explain** what further information you would need to verify his account.

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5 Globalising world (1945 to present)

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LESSON

5.1 Overview

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Answer questions and check results

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How does what we choose to read, watch, listen to and play tell us about the perspectives of people at a particular time?

5.1.1 Introduction

Mass culture and mobilisation of young people is a relatively recent phenomenon. This changed after World War II as Australia experienced a period of relative peace and prosperity. A ‘baby boom’ followed and families were encouraged to buy a home and fill it with the latest consumer goods.

Teenagers of this ‘baby boom’ generation, which constituted almost 40 per cent of all Australians in 1966, would help to end the Vietnam War and fight for civil rights, land rights, women’s rights and gay rights. They were encouraged by a growing awareness of their own power, best exemplified in popular culture. Since then, the power of teenagers has only grown, and they have been targeted by companies seeking their disposable income.

Today, teenage popular culture has shifted from the ‘broadcast’ model (music, film, television) to a model that is far more interactive and participatory. Today, using social media and the ever-more powerful phones in their pockets, students can become content producers, and have a direct influence on popular culture.

SOURCE 1 Technology now easily allows every individual to participate in popular culture, with injustices and messages being shared far and wide.



on Resources



eWorkbook

Customisable worksheets for this topic (ewbk-11492)



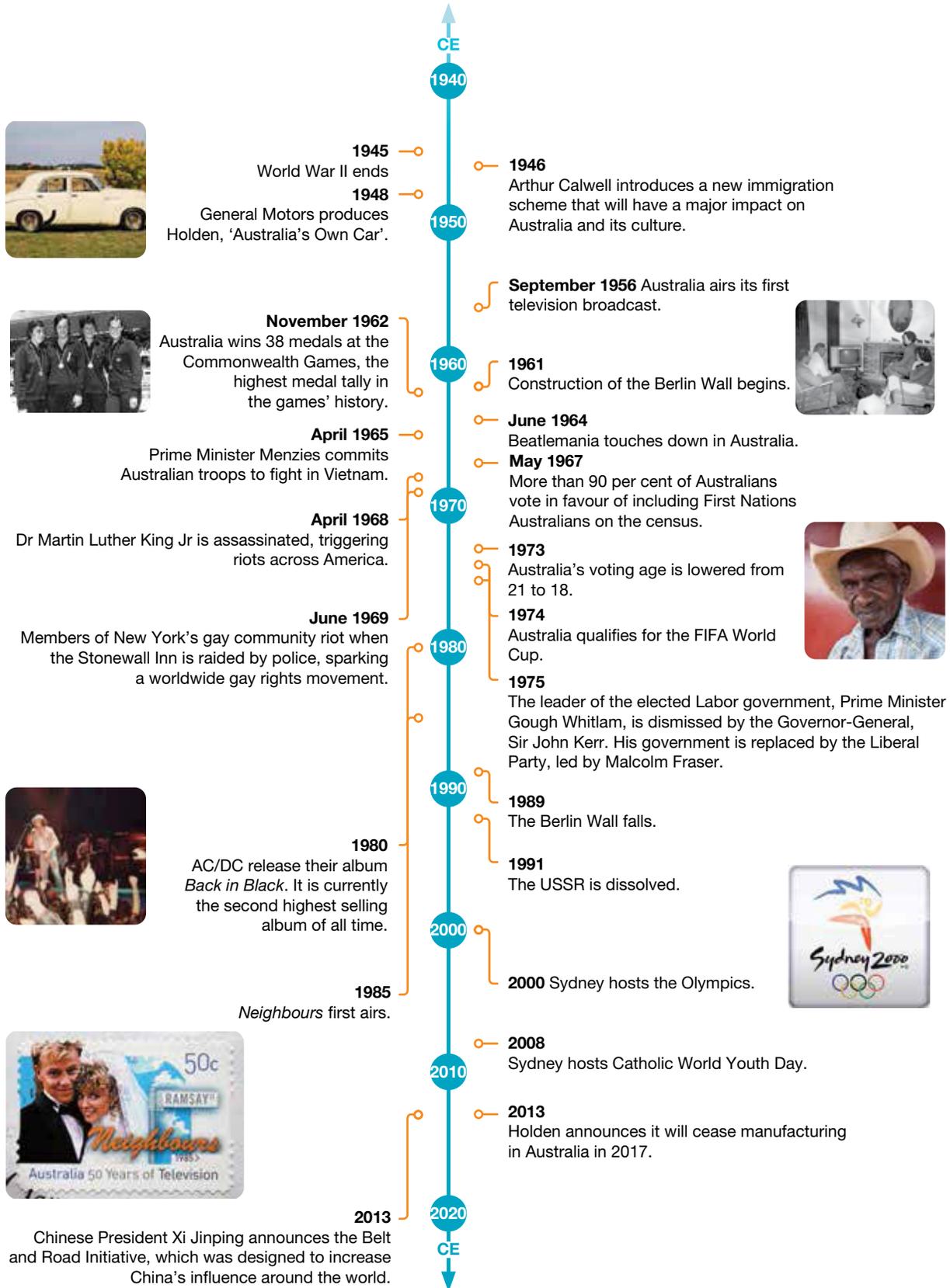
Video eLesson

Popular culture (eles-2622)



int-6723

SOURCE 2 A timeline of popular culture, 1945–present



LESSON

5.2 What do sources tell us about the modern world?

LEARNING INTENTION

By the end of this lesson you should be able to describe the main types of historical sources about the globalising world.

TUNE IN

SOURCE 1 is a post-war advertisement for the Trans-Australian Railway. It was designed to entice travellers to see Australia from the comfort of a train.



tivd-10763

SOURCE 1 Post-war advertisement for the Trans-Australian Railway

1. Who do you think this advertisement was designed for?
2. How might this intended viewer have affected the choice of wording and images made by the designers?
3. What sort of lifestyle does this advertisement suggest people living in post-war Australia could expect? Discuss your answers in a small group and then with the class.



5.2.1 Historical sources

One of the advantages of studying recent history is the multitude of sources available to us. Among the great range of primary sources are physical remains, diaries, letters, newspapers and photographs. All of these can help to inform us about the past. But in studying recent history you will also encounter some new sources that we have not previously been able to use.

Oral history

As the events you are studying in this topic happened relatively recently, you may encounter someone who has lived through them. You may have a relative who fought in Vietnam or a neighbour who remembers the introduction of television. When people who remember events speak about them, passing on their recollections, they are creating oral history. But you need to be careful when using oral history as a source. It may represent only one person's perspective and should be compared with other opinions. Also, people's recollections can change over time: they may have been very young when the event they are describing took place, so their memories may have changed or they may have only a child's perspective of the event. Despite these drawbacks, people's first-hand experiences offer very valuable insights into past events.

Television

'Good evening, and welcome to television.' With these words, introducing the first television broadcast on 16 September 1956, a technological revolution was launched in Australia. From the historian's perspective, television provides us with an often graphic visual account of events. In its early years, governments had not yet recognised the medium's power and there was often no **censorship** on broadcasts. This gave the public at the time, and historians now, a unique view of world events. The Vietnam War was the first major conflict to be covered by television; every night, when they watched the news, people saw images of death and destruction in their living rooms. The impact of these images is one of the reasons historians give to explain why people's attitudes to the Vietnam War changed. It is why the Vietnam War is sometimes known as 'the living room war' or 'the television war'.

censorship government controls and restrictions on the free flow of information in the media

SOURCE 2 A family watching television in Adelaide, 1950s



SOURCE 3 Walter Cronkite in Hue, Vietnam, during the campaign known as the Tet Offensive in early 1968. Cronkite was an influential journalist whose criticism of the Vietnam War helped to turn Americans against the conflict



DID YOU KNOW?

During one battle of the Vietnam War, journalists interviewed US soldiers during a gunfight. The soldiers were firing their weapons, turning to answer a question and then turning back to fire again!

The thirty-year rule

At the start of each year we are afforded a unique insight into past government thinking and decision making. When the **Cabinet** meets, its deliberations and decisions are recorded in official documents known as minutes. While many of these deliberations are made public, some are not. Some decisions and discussions involve sensitive information that could be vital to the nation's security or, if released, could be embarrassing for the politicians involved. But each year the National Archives releases the Cabinet minutes from 30 years ago. This gives historians the opportunity to revisit past issues. For instance, minutes from the late 1950s and early 1960s, released in the 1980s and 1990s, revealed that the Australian government contemplated but rejected the idea that Australia should obtain nuclear weapons. Currently, the thirty-year rule is being changed and the period of time is being reduced to 20 years.

The internet

If television was the first big communication revolution since World War II, the internet and the changes generated by information and communications technology (ICT) would be the second. Where once people wrote letters to each other and kept diaries, now they communicate via email or social networking sites such as X and maintain blogs. This revolution has already changed the way historians gather information. The internet offers historians a much richer range of sources on which to base their research (although other sources will be lost, as emails are deleted and blogs removed). It also enables people to access a huge range of resources from their home computers, where previously they might have had to travel widely to view them first-hand. For example, now people can access the archives of newspapers from across the world, or undertake virtual tours of buildings that they could previously only read about. Recently, there has been an increase in the number of people researching their family histories; this task has been made easier by the wealth of easily accessible materials (especially from overseas) that the internet has provided.

But just as we need to assess the reliability of physical sources, so, too, do we need to evaluate online material carefully when using it as a primary or secondary source.

It can be very difficult to verify the accuracy of information on the internet. When using the internet as a source during your research, be very careful to ensure that the pages you browse are based on research and not just opinion.

Cabinet group of select government ministers that meets regularly to decide major issues of government

5.2 SKILL ACTIVITY: Using historical sources

Now that you have learned how to **analyse** an advertisement, including the way that it reveals the values of the time, you are ready to locate and **analyse** other advertising materials from the same era. When you do, will they reinforce the values we have seen in the advertisement in **SOURCE 1**, or show a different side of society at this time?

Using **SOURCE 1** as an inspiration, locate back-issues of a popular Australian newspaper such as *The Age*, or magazine such as *Woman's Day*. Find three advertisements, one from 1939–45, one from 1950–55, and one from 1960–65. You are going to **compare** these.

In each case, ask:

- What, and who, does the advertisement depict?
- Who does it appear to be aimed at? How can you tell?
- Based upon the words and images used in the advertisement, what sorts of judgments can you make about the kind of place Australia was at the time? (In this answer, **consider** both what/who is *shown*, and what/who is *not shown*.)
- Based upon these three advertisements, how did Australia change during this period?

Using your **research**, **decide**: Is advertising a reliable historical source? Why/why not?

5.2 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3

■ LEVEL 2

4, 7

■ LEVEL 3

5, 6, 8

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS 

Check your understanding

- What is meant by the term 'oral history'?
 - The written memories of a person or group of people
 - The taped or recorded memories of a person or group of people
 - The physical remains of a person or group of people
 - Paintings or sculptures that a person has created in the past
- Name** something we have learned from Cabinet papers released to the public under the thirty-year rule.
 - During the 1950s and early 1960s the Australian government decided to obtain nuclear weapons.
 - During the 1950s and early 1960s the Australian government considered whether or not Australia should obtain nuclear weapons. It rejected the idea.
 - During the 1950s and early 1960s the Australian government decided to introduce the internet.
 - During the 1950s and early 1960s the Australian government decided to ban the internet.
- Insert the missing word: _____ has helped to renew people's interest in researching their family trees.

Apply your understanding

Communicating

- SOURCE 2** shows a family watching Australia's first television broadcast. **Describe** how television has changed family life in Australia.
- Describe** the ways in which the television set in **SOURCE 2** is different from a modern television set. **Identify** what you can tell from these differences about changes in technology since Australia's first television broadcast.

Historical perspectives and interpretations

- Look at **SOURCE 3**. **Infer** how the presence in Vietnam of independent-minded reporters like Walter Cronkite might have helped to change people's attitudes to the Vietnam War.
- Another big event occurred in Australia in the year television was introduced. In many ways, this event was the reason why television was introduced. Find out what this event was and **explain** why you think it might have been the catalyst for the introduction of television in Australia.

Communicating

- Outline** the advantages and disadvantages of each of the types of sources mentioned in this lesson.

LESSON

5.3 How did World War II change the world?

LEARNING INTENTION

By the end of this lesson you should be able to describe the changes in world relations following World War II.

TUNE IN

The devastation wrought on the world by World War II brought suffering to both victors and vanquished. New weapons used on Hiroshima and Nagasaki created new threats to world peace and, in response, new strategies to try to maintain peace were needed.

Imagine seeing the image in **SOURCE 1** on the front page of a newspaper and thinking that the destruction was created by a single bomb. What feelings do you think that would create around the world?

SOURCE 1 The city of Hiroshima after the atomic bomb was dropped on 6 August 1945



5.3.1 The United Nations

While historians will never be entirely certain, it is estimated that between 50 and 70 million people died during World War II. Of these, more than half were civilians — people who were not fighting but died as a result of the conflict. Much of Europe was devastated by the war. Asia, too, sustained terrible destruction, first by the invading Japanese and then by the Allies as they pushed Japan back. The world also witnessed the destructive capabilities of the most deadly weapon ever invented — the atomic bomb. Africa and the Middle East also suffered significant damage. Millions of people were displaced and forced to find new homes.

Having twice experienced the horror of world war in the first half of the twentieth century, there was a determination among the peoples of the world to ensure that such wars could never happen again. The League of Nations had been established after World War I with the principal mission of maintaining world peace by providing an international forum for countries to air their grievances and settle disputes. Although the League failed, it was hoped that a second attempt at a global body, the United Nations (UN), would be more successful.

SOURCE 2 After a rocket attack on London during World War II



The UN was formed on 24 October 1945. Its two main bodies are the General Assembly, in which all member states participate, and the smaller Security Council, tasked with making decisions aimed at maintaining international peace and security. Other UN bodies are listed in **SOURCE 3**.

The Security Council is considered to be the most important body of the UN, as it has the power to authorise military force to enforce its resolutions. The five most powerful countries at the end of World War II are all permanent members of the Security Council. These were the United States, China (until 1971 this seat was held by the non-communist Nationalist government, which fled mainland China after the Chinese Revolution and civil war), France, Great Britain and the Soviet Union (since the Soviet break-up in 1989 the seat has been held by Russia). Each member has the right to veto

SOURCE 3 The principal bodies of the United Nations



(prevent from passing) any Security Council resolution with which it disagrees. The other 10 members of the Security Council are elected by the General Assembly for a two-year term.

The aims of the United Nations are stated in its Charter, the document that created the UN and outlines how it works. The four stated aims can be summarised as:

- to promote peace and prevent war
- to promote fundamental human rights and the dignity of every human person
- to promote international law and justice
- to promote social progress and better living standards.

Human rights were (and remain) a significant focus for the UN. This was highlighted by the adoption of the Universal Declaration of Human Rights in 1948.

SOURCE 4 The opening statement of the Universal Declaration of Human Rights

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world ...

With the creation of the UN, it was hoped the world would be able to live in peace, people's rights would be respected and their standards of living would be improved. However, in many cases the UN has proved to be incapable of solving deep-rooted disputes or protecting the rights of vulnerable people.

DID YOU KNOW?

When the United Nations was founded in 1945 it had 51 member states. Currently there are 193 members, with South Sudan the last country to be admitted in 2011. Vatican City is the only internationally recognised sovereign state that is not a UN member.

5.3 SKILL ACTIVITY: Questioning and researching

Using the internet, locate information from reputable sources such as Amnesty International, or from the United Nations itself, to answer the following questions.

1. **Outline** the definition of human trafficking.
2. **Identify** the reasons why people are trafficked, and how many people (approximately) are trafficked for these purposes per year. (Express as a graph.)
3. **Identify** the aspect of the United Nations Charter that relates to human trafficking.
4. **Describe** how big a problem human trafficking is in Australia.
5. How has social media contributed to the problem of human trafficking? **Explain** in what way/s it might assist in combating the problem.

Express your findings as a report of approximately 500 words, and include the graph you created for question 2.

5.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5, 6

■ LEVEL 2

3, 4, 7

■ LEVEL 3

8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS 

Check your understanding

- Identify** the four main aims of the United Nations.
 - To promote peace and prevent war
 - To ensure trade between countries is conducted smoothly and predictably
 - To promote fair trade
 - To promote fundamental human rights and the dignity of every human person
 - To promote international law and justice
- Identify** the five permanent members of the United Nations Security Council.
 - China, the United States, Britain, France and Australia
 - China, the United States, Britain, France and Canada
 - China, the United States, Britain, France and Russia
 - Japan, the United States, Britain, France and Russia
- Which of the following is considered to be the most important body of the United Nations?
 - General Assembly
 - Economic and Social Council
 - Security Council
 - International Court of Justice
- What is the name of the failed global body that the United Nations aimed to replace?
 - The Universal Declaration of Human Rights
 - The League of Nations
 - The Charter of Nations
 - The General Assembly
- Fill in the blanks.
While historians will never be entirely certain, it is estimated that between 50 and _____ million people died during World War II. Of these, more than _____ were civilians — people who were not fighting but died as a result of the conflict.

Apply your understanding

Using historical sources

- Using **SOURCES 1** and **2**, **describe** the destructive power of the weaponry used in World War II.
- After **examining SOURCE 1**, **explain** why the atomic bomb helped prompt greater moves towards world cooperation and the creation of the United Nations.
- Using **SOURCE 3** and the text, **outline** the role of the United Nations General Assembly and the Security Council.
- Read **SOURCE 4**. **Identify** what aspects of World War II you believe might have led people to want to make human rights a major priority.

Historical perspectives and interpretations

- Determine** why historians are uncertain about the number of people killed during World War II.

LESSON

5.4 How did Australian society change in the 1950s and 1960s?

LEARNING INTENTION

By the end of this lesson you should be able to identify major changes to Australian society in the 1950s and 1960s, and how these were influenced by overseas events, including the Cold War.

TUNE IN

One campaign designed to reassure Australians of immigrants' suitability involved offering residency to blond, blue-eyed members of the Baltic states, who were referred to as 'the beautiful Balts'.

1. How is immigration influenced by the culture of the country?
2. Would it surprise you to learn that people who were allowed to migrate to Australia were once selected (in part) on their looks?
3. What criteria should we use when assessing whether somebody should be allowed to immigrate to Australia today? Discuss your answers in a small group and then with the class.

SOURCE 1 A photograph of Baltic immigrants taken in Victoria in 1948



5.4.1 Populating Australia

In 1939, Australia was plunged into a six-year battle that saw the mainland bombed by the Japanese and enemy submarines enter Sydney Harbour. Australians, who had always felt great solidarity with the English, found themselves relying upon America for protection from the Japanese. When the war ended in 1945, Australia rejoiced, but the soldiers returned to a country that faced years of hardship.

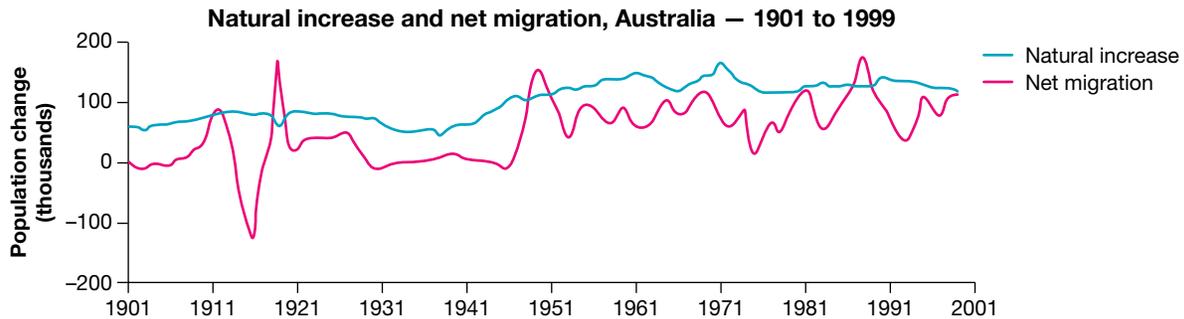
The Australia to which the soldiers returned could no longer take its security for granted. The federal government, together with much of Australian society, believed that the only protection against foreign invaders was to dramatically increase the population, which at the time stood at only seven million. The ruling Curtin government set the target of increasing Australia's population by 1 per cent per year. This was largely to be accomplished by dramatically increasing the number of immigrants accepted into Australia. The government of the day reassured the populace that only the most suitable immigrants would be chosen.

In 1949, Robert Menzies was elected as Australia's Prime Minister twice: first, between 1939 and 1941, and between 1949 and 1966. Under Menzies, the country would enter a 'long boom', as unemployment fell, wages rose and many infrastructure projects vastly improved the quality of life for many Australians, including new migrants.



int-6724

SOURCE 2 Australia's population increase during the twentieth century



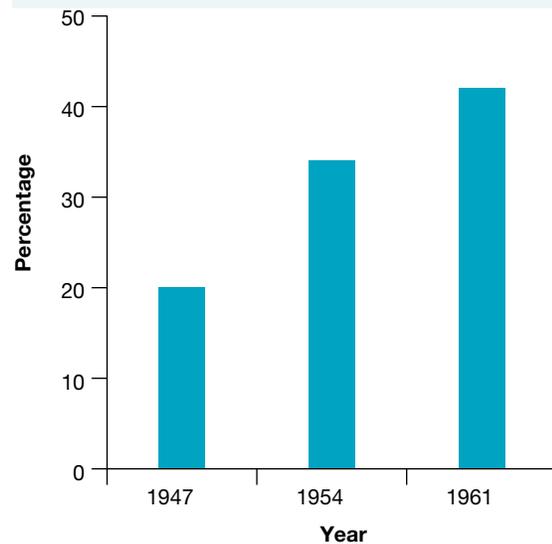
Source: CBCS Demography Bulletins; ABS 1985; ABS Australian Demographic Statistics (3101.0), various issues.

5.4.2 The nature of Australian society

Women and work

Social and economic changes after the war were slow to be felt by the women of Australia, particularly in relation to work. During the war, many women had found work in industries such as munitions production and nursing, and in the Women's Land Army. Undertaking this work gave many women a new-found sense of independence and pride. When the men returned from war, initially, women were expected to vacate their positions and resume their duties at home. However, an acute labour shortage meant that governments were forced to turn to married women to fill working roles (see **SOURCE 3**). Women in the workforce, married or single, were usually given a lower wage than their male counterparts. In 1949–50, the National Council of Women and the Australian Federation of Business and Professional Clubs petitioned for women to receive equal pay, and they were granted 75 per cent of what a man would earn to undertake the same job. It would be the late 1960s before Australian women would be granted equal pay for equal work, and the 1980s before they would be legally protected from harassment in the workplace.

SOURCE 3 Percentage of married women in the Australian female workforce 1947–61



Prosperity increases in the 1950s

As the 1950s began, unemployment was down, manufacturing was up, and the economy was growing steadily. Despite the recent influx of migrants, Australia was still a predominantly white, Anglo-Saxon society, in which the majority of people sought entertainment in film; bonded over sport and community events such as dinner-dances and church services; and learned about current affairs from radio, newspapers and the *Movietone news*. When this generation finally 'settled down', it was in comfortable, purpose-built suburbs, with quarter-acre blocks complete with a driveway for a new car. Women were not encouraged to work outside the home, and

affordable whitegoods, vacuum cleaners and other products promised to make domestic chores less tedious. With this relative peace and prosperity as a backdrop, babies were born in record numbers, leading to a 'baby boom'. Advances in communications technology would introduce 'baby boomers' to a flood of American popular culture. The combination of these factors would cause many to question the social and political views of their parents, the nation's loyalty to its English roots and the very notion of what it meant to be 'Australian'.

The stability could not last forever. In the coming decades, world politics would once again throw the country into political turmoil. While the world's two superpowers, the United States and Russia, would not be engaged in armed conflict against one another, tensions between them nevertheless threatened the world's peace and stability. These tensions were labelled a 'Cold War'.

SOURCE 4 shows the Doomsday Clock, which was first unveiled in 1947. It is not an actual clock; it is a metaphor. Every minute the world gets closer to midnight is one minute closer to catastrophe. This metaphor was designed by some of the scientists who were responsible for building the world's first atomic weapons. They felt that it was necessary to make it clear to the world's citizens just how close they were to destroying themselves, particularly as the United States and the Soviet Union embarked upon a nuclear arms-race.



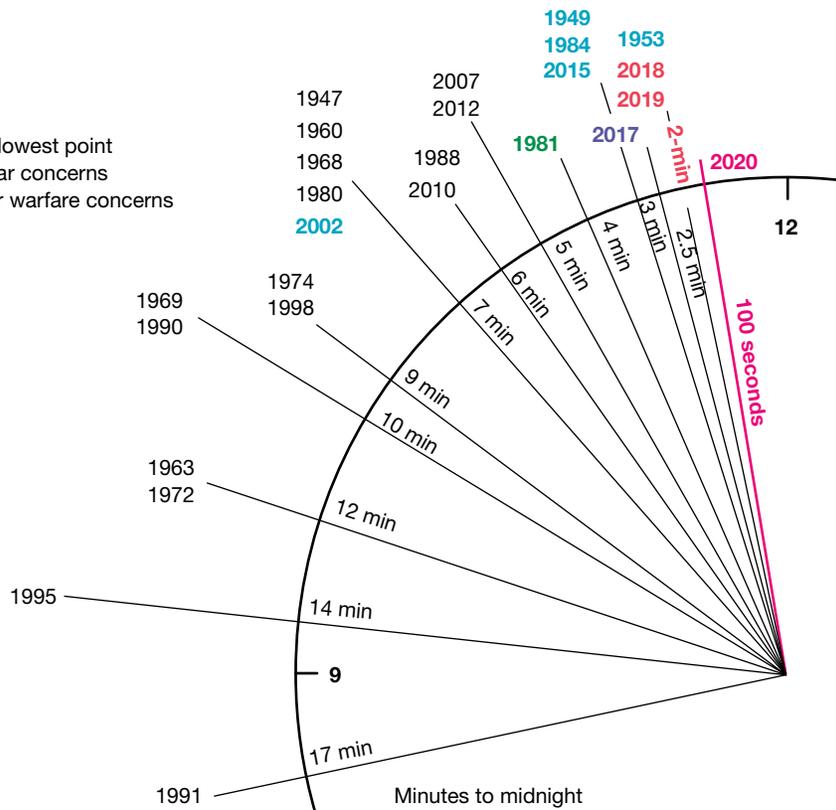
int-9104

SOURCE 4 The Doomsday Clock

Doomsday Clock – Minutes to midnight

Three minutes or under

- 1949: Soviet's first nuclear test
- 1953: US tests hydrogen bomb
- 1984: US-Soviet relations reach lowest point
- 2015: Climate change and nuclear concerns
- 2020: Climate, nuclear and cyber warfare concerns



5.4.3 Suburban life in the 1960s

By the mid 1960s, many changes were afoot around the world and although the pace of change may have been slower, Australia was no exception. In the next decade, women's rights movements would transform Australian society, but in the 1960s many women still took on traditional roles, working in 'women's jobs' until they married. Australian wages and working conditions, for men at least, were better than ever. In the suburbs, in their kitchens and living rooms, many women reigned over the domestic domain. Families gathered around the television and absorbed a largely imported American culture.



int-6726

SOURCE 5 A modern artist's impression of an Australian dinner party in the 1960s



- A The kitchen was where a woman would spend much of her day. With sleek, modern lines and pastel colours, the kitchen radiated control, hygiene and femininity, and often sported modern appliances.
- B Men usually wore a suit and tie to a dinner party while women wore the latest floral designs.
- C For many people, the dream home of the 1960s was a brick, single-level modern design that would accommodate a growing family.
- D The living room was the pride of the house, with furniture and art that demonstrated the owner's style and sophistication.
- E Children were generally expected to remain silent unless spoken to.
- F Too old to hang out with the children and too young to sit with the adults, teenagers entertained themselves by listening to music, gossiping or practising the latest dance craze.

5.4 SKILL ACTIVITY: Questioning and researching

- a. **Investigate** the participation of women in the workforce in present-day Australia. Use your **research** as well as the information in this lesson to draw a graph showing participation rates from the period 1950 to 2020. Write a paragraph **describing** the changing trends shown in your graph. In this paragraph, make sure to account for not only the total number of women in the workforce, but their proportion as a percentage of the total number of women in Australia at the time.
- b. Then list other types of sources you would need to consult if you were going to understand not only how many women had worked in the workforce over time, but what their experience was like.

5.4 Exercise

5.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7, 11

■ LEVEL 3

8, 9, 10, 12

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS

Check your understanding

1. Australia's population at the end of World War II was seven million. **Identify** what percentage of today's population of 26 million this figure most closely represents.
A. 23% B. 35% C. 27% D. 42%
2. The reason that the government gave for Australia's need to increase its population after the war was to develop a multicultural population. True or false?
3. **Identify** what working roles women undertook in World War II.
A. Nursing and fighting as soldiers
B. Munitions production, nursing and in the Women's Land Army
C. All types of work that had been vacated by the men going to war
D. Nursing only
4. **Create** a timeline for women's progress towards equal pay using the dates mentioned in section 5.4.2. Add appropriate labels next to each date.
5. Fill in the missing words in the following passage, drawing on information in section 5.4.3.
Australian _____ was changing in the 1960s. Men received _____ wages, while women were mostly content to work at _____. Once they were _____, many women were happy to stay at _____ in the _____. An important source of entertainment for families was _____, which transmitted a largely _____ version of culture.

Apply your understanding

Using historical sources

6. There are three peaks shown in the net migration line on the graph in **SOURCE 2**, as well as one very low trough. Can you **explain** these in historical terms?
7. Write a paragraph **explaining** the data in the graph in **SOURCE 3**.
8. **SOURCE 4** depicts the Doomsday Clock. Looking at this diagram, **identify** the following:
 - When have been the least dangerous times since 1947? What made them so?
 - When have been the most dangerous times since 1947? What made them so dangerous?
 - Based upon what you can see in this diagram, what 'time' do you think the world will be at in five years? How does this make you feel?
9. What sources might the artist who created **SOURCE 5** have used as references for their artwork? Do you consider **SOURCE 5** as a primary or secondary source? **Explain**.

Questioning and researching

10. **Investigate** one aspect of the long boom under Prime Minister Robert Menzies, such as the expansion of primary industry exports, the growth of protected manufacturing industries, or the promotion of home ownership. **Summarise** how this aspect of the long boom changed life for Australians. In your research, **decide** which Australians it benefited most, and which it may have benefited less. Why do you think this was? Share your findings with the class.

Communicating

11. Some of you may have grandparents who are part of the 'baby boom' generation.
 - a. **Explain** how this demographic group received its name.
 - b. This generation is often described collectively as having certain defining characteristics, such as being individualistic, optimistic, high-achieving and acquisitive. How valid is it to classify a whole group in this way?
12. **SOURCE 5** is a modern artist's impression of life in the Australian suburbs in the 1960s. **Create** a table with two columns to **compare** and **contrast** the details of life depicted in **SOURCE 5** with details you think are representative of life in the Australian suburbs today.

LESSON

5.5 What were the causes of the Cold War?

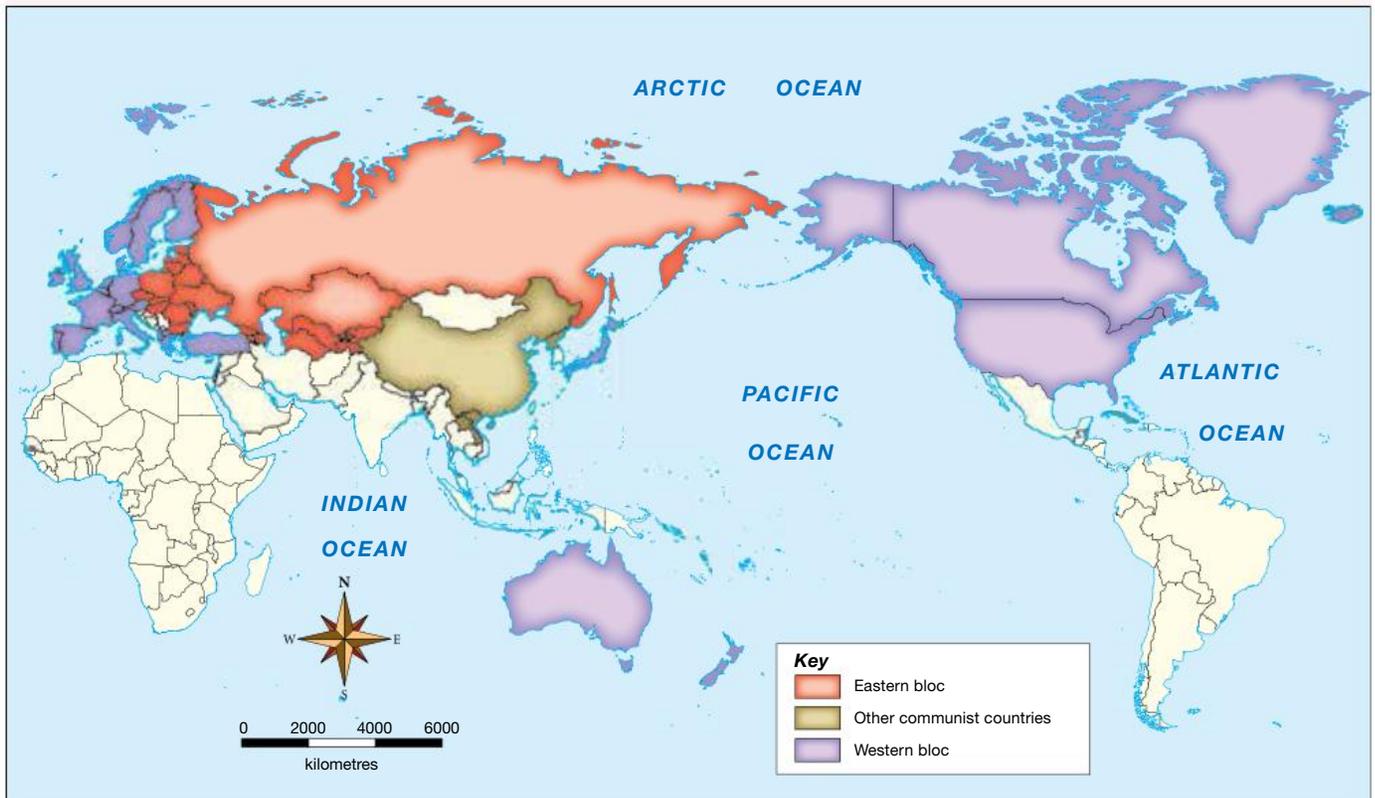
LEARNING INTENTION

By the end of this lesson you should be able to identify some of the causes of the Cold War, and what it meant for life in Australia.

TUNE IN

Look at the map in **SOURCE 1**. A number of client or **satellite states** were aligned with the Soviet Union in what was known collectively as the Eastern (or Soviet) Bloc. All these countries had communist governments. Other communist countries were not directly aligned with the Soviet Union. The Western Bloc comprised those countries that had aligned themselves with the economic and political interests of the United States. All these countries were non-communist.

SOURCE 1 A map of political alignments during the Cold War.



1. Which part/s of the world were directly involved in the Cold War?
2. Write down anything that surprises or intrigues you about this map. You can come back to these points as you read more about the Cold War in the pages that follow.
3. Why might Australia get involved in wars that do not directly threaten our borders? Discuss your answers in a small group and then with the class.

5.5.1 Superpowers in conflict

After World War II, two superpowers emerged — the United States of America and the Soviet Union. These two powers had been allies during the war, but only because

satellite state a country dependent on and dominated by a more powerful country

they had a common enemy in Germany. They actually deeply distrusted each other. The United States believed in democracy, private ownership of resources and free-market capitalism. This stood in direct contrast to the Soviet communist system, which featured one-party government, state-owned resources and a state-run economy. The United States was also first to develop the world's most powerful weapon — the atomic bomb. For the next 50 years the competition between these superpowers, often described as the **Cold War**, dominated world affairs.

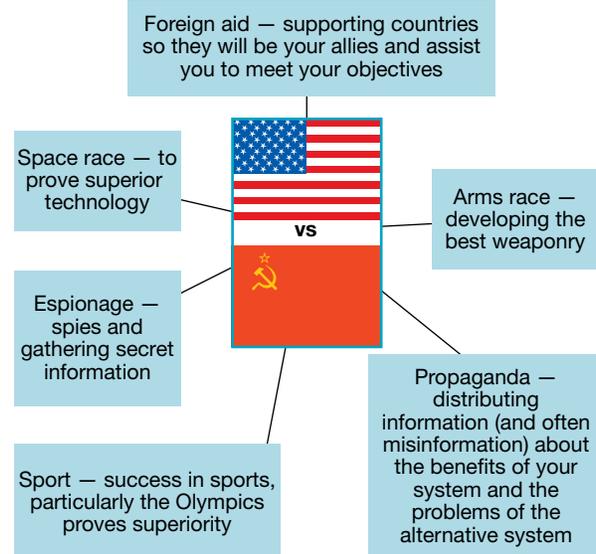
The superpowers never fought each other directly; rather, conflicts were conducted through their allies or dependent states. Each superpower was involved at various times throughout the Cold War era in supporting rebellions or one side or the other during civil wars in Third World countries — for example, in Korea (1950–53), Indochina (1950–75) and Nicaragua (1980–89).

But what drove this conflict? While there were many causes, at the centre of this war was a battle of

ideologies. The Western Bloc countries, led by the United States, were all capitalist countries. This means they believed in the importance of private ownership of resources and in the role of the market in allocating resources. They believed people should have the freedom to choose their occupation and to spend their money however they wished. This economic freedom extended to politics. The West believed in multi-party democracies, with freedom of speech and freedom of assembly as important rights required to help democracy function. However, one result of the Western fear of communism during this era was that the United States and its allies often supported brutal and corrupt dictators in Third World countries for no better reason than the fact that those dictators were anti-communist.

By contrast, the Eastern Bloc countries were communist. They believed in the collective ownership of resources, which should be allocated by the central government. They saw capitalism as a selfish system that pitted the individual against the good of society. They believed the government should control the nation's wealth so as to share it out fairly to all. As a result, they curtailed economic freedom. They also limited political freedom, as they believed only the Communist Party could act in the best interests of society. Opposition parties were banned, and rights such as freedom of speech were also restricted. **SOURCE 3** provides a summary of the basic differences between the two ideologies.

SOURCE 2 The Cold War was so named because the US and USSR never fought directly against each other in a 'hot war'. However, they fought in a number of other ways.



Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR

ideology sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

SOURCE 3 A table showing the main differences between capitalism and communism

Capitalism	Communism
Private ownership of resources	State control of resources
Individual economic freedom and market freedom	State direction and economic control
Competition and financial reward as incentives	Patriotism, belief in the collective good or force used to motivate people
Multi-party democracies	Single-party control
Freedom of speech	Control of media and opinions
Hierarchy in societies based on wealth and status	All members of society in theory being equal

5.5.2 The arms race

One reason the Cold War conflicts and tensions were so dangerous was that both superpowers were also locked in an arms race, with each determined to become the dominant power bloc in the world. Each raced to build massive stockpiles of weapons, including weapons of mass destruction such as nuclear bombs with which they could easily destroy not only each other, but the rest of the world too. Each was also set on winning the space race — being the first to gain control of realms beyond Earth, both for reasons of propaganda and for strategic advantage.

DID YOU KNOW?

The first man in space was a Russian, Yuri Gagarin. On 12 April 1961 his spaceship, the Vostok 1, orbited the Earth and landed safely. Gagarin became a hero in the USSR and his feat is still celebrated today.

The rise of India and China

Another significant feature of the early twenty-first century is the rise of two new superpowers — India and China. While neither can yet be classified as a superpower, they both have large populations, strong militaries and rapidly developing economies. Both countries possess nuclear weapons and are determined to play a more active role in international affairs. This will threaten the dominant role now played by the United States and will raise problems for Australia as we continue to support our ally the United States, while also trying to remain on friendly terms with these developing powers.

Australia has good relations with both countries, but there have been times when these relationships have come under strain. China is already Australia's largest trading partner, and the trade between the two countries has been steadily increasing. It will be essential for Australia to engage with these countries as their political and economic power and influence increases.

SOURCE 4 Originally proposed in 2022, the Belt and Road Initiative is part of President Xi Jinping's grand vision for China in the twenty-first century. It is designed to connect China economically with its neighbours via sea (belt) and land (road). By May 2022, 146 countries, including New Zealand, had signed on to the initiative.



Source: Map drawn by Spatial Vision.

DID YOU KNOW?

In 2021, India became the third most common place of birth of Australian residents, overtaking both New Zealand and China. More than 600 000 residents surveyed on census night said that they were born in India.

5.5.3 The fear of communism

As an ally of the United States during World War II, and a nation that held similar beliefs about democracy and free-market capitalism, Australia sided with the US during the Cold War. Because of fear of communism and to demonstrate support, Australia signed security treaties with the US and fought in their wars.

Throughout the 1950s and 1960s there was a genuine fear of communism within Australia. Prime Minister Robert Menzies (Australia's longest serving leader), warned of the loss of prosperity and personal freedoms if the 'Red Menace' (communism) took hold. Australians took some comfort in their close relationship with the United States. Conservative politicians of the day, however, warned that the threat was not just invasion but infiltration from within. They warned that communist sympathisers within Australia were spreading their ideas within trade unions and the Labor Party.

In 1954, in the lead-up to the federal election, Menzies announced that Vladimir Petrov, a Russian diplomat, had asked for and been granted political asylum. Petrov handed over documents claimed to indicate that Soviet spies were active in Australia. His wife, however, was held under virtual house arrest by Soviet officials. A week later they forced her onto a plane headed for Moscow. When the plane landed in Darwin for refuelling, **Australian Security Intelligence Organisation (ASIO)** held them for taking weapons onto the plane. Mrs Petrov was granted political asylum and reunited with her husband. Australians were outraged by this event. Although no evidence of a 'spy ring' was ever revealed, Menzies used the affair successfully to frighten voters during the 1954 election campaign (which he won in May) and he continued to use fear of communism to win support in subsequent federal elections.

SOURCE 5 This photograph, showing Soviet agents 'escorting' an evidently reluctant Mrs Petrov onto her flight for Moscow, shocked Australians.



Australian Security Intelligence Organisation (ASIO) a body responsible for collecting information on terrorism and other dangers to Australia's security

5.5.4 Treaties

Australia signed two major treaties that tied us to the United States during the Cold War.

- The ANZUS Pact (1951) was a three-way alliance between Australia, New Zealand and the US, under which each state agreed to cooperate on defence matters and pledged to come to the aid of the other if attacked. Despite New Zealand's withdrawing from the treaty in the mid 1980s, ANZUS remains the cornerstone of Australia's foreign policy today.

- The Southeast Asia Treaty Organization (SEATO) was signed in 1954. The members of this alliance were Australia, France, New Zealand, Thailand, Pakistan, the Philippines, the United Kingdom and the US. Intended to complement the anti-communist collective defence role played by NATO in Europe, SEATO proved to be ineffective because of internal disputes and was disbanded in 1977.

The domino theory and forward defence

Australia's main objective with these alliances was to block the spread of communism through South-East Asia to Australia. The Menzies government believed in the 'domino theory' — that if one country fell to communism, neighbouring countries would also fall, just like dominos. To prevent this, it believed Australia had to support non-communist governments. According to the forward defence strategy, we had to fight communism wherever it was to be found, rather than waiting for our enemies to attack us. Based on these beliefs, Australia supported the Malaysian government against communist rebels by stationing troops in Malaya between 1955 and 1963. Australia also fought in two major wars in the name of anti-communism.

SOURCE 6 The domino theory in action



SkillBuilders to support skill development

- 7.16 Describing change over time

5.5 SKILL ACTIVITY: Questioning and researching

Use the internet or your local library to **investigate** a significant Cold War event. Choose either the building of the Berlin Wall or the Cuban Missile Crisis. In your **research**, use a range of reputable sources to answer the following questions.

1. How did this conflict begin?
2. What role did the West play in this conflict?
3. What role did the USSR play in this conflict?
4. In what way/s was it an important/pivotal event in the Cold War?
5. When and how was it resolved?

Present your findings in a written report, including images, of approximately 400 words.

5.5 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 6, 7

■ LEVEL 3

5, 8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS 

Check your understanding

- Identify** which of the following describes the Cold War.
 - A period of conflict between the two superpowers, Japan and China, in which there was no direct fighting between them
 - A period of conflict between the two superpowers, the USA and USSR, in which there was no direct fighting between them
 - A period of conflict between the two superpowers, Japan and China, in which there was a number of deadly battles
 - A period of conflict between the two superpowers, the USA and USSR, in which there was a number of deadly battles
- Identify** the two treaties Australia signed to help it fight communism.
 - ANZUS
 - Treaty of Versailles
 - NATO
 - SEATO
- The 'domino theory' was used to **explain** the spread of:
 - capitalism.
 - communism.
 - democracy.
 - fascism.
- Explain** how the arms race contributed to the Cold War.
- Create** a timeline of Cold War events that involved Australia.

Apply your understanding

Communicating

- SOURCE 2** outlines some of the ways the Cold War was 'fought'. Choose any two and **create** a paragraph on how the two sides might have competed in these areas.
- Analyse** whether you would rather live in a capitalist or a communist society. **Identify** the possible advantages and disadvantages of each.

Historical perspectives and interpretations

- Interpret** why **SOURCE 5** 'shocked' Australians when they first saw it.

Communicating

- Based upon what you have read, **decide** whether the best tools to fight the Cold War were military or political. Use evidence to **justify** your views.
- In your own words, **describe** the rising influence of China and India since the end of the Cold War. Then **predict** how you think their influence might change over the next 25 years. What makes you say this?

LESSON

5.6 How did Australia form relationships with its neighbours?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the significance of different government policies in establishing Australia's relationship with the Asia-Pacific region.

TUNE IN

SOURCE 1 is an excerpt from Prime Minister Robert Menzies' election speech before the 1955 election. It shows how important he thought it was to be thinking about Australia's relationship with Asia.

SOURCE 1 Prime Minister Robert Menzies' election speech before the 1955 election

... we have positively set out to improve mutual understanding and friendship with the people of South and South-East Asia; and, I am happy to say, with considerable success. Discussions with Asian leaders proceed in an atmosphere of growing trust. We want the new nations of Asia to preserve their freedom and independence. We welcome the progress of Malaya and Singapore towards self-government. Australian forces, like other British Commonwealth forces in Malaya, are one of the guarantees to Malaysians that they will decide their own future in peace, instead of having it decided for them by aggressive Communism.



1. What sort of relationship does it seem Robert Menzies wanted to have with Asia? What makes you think this?
2. How would you describe the tone of this speech? Which words are most important in setting this tone?
3. How does Menzies' approach to Asia compare with that of our current political leaders? Discuss your answers in a small group and then with the class.

5.6.1 The aftermath of World War II in Asia

The period of post-World War II history known as the Cold War had its major expression in the competing ideologies of the United States and Union of Soviet Socialist Republics (USSR) and was played out first in Europe. The defeat of the Japanese forces in eastern and south-eastern Asia in 1945 left a **power vacuum** in this region. As competing forces jockeyed to fill this power vacuum, the ideologies of capitalism and communism would soon come into direct conflict, as they had in Europe. This would be watched with growing disquiet by many other nations, including the United States and Australia.

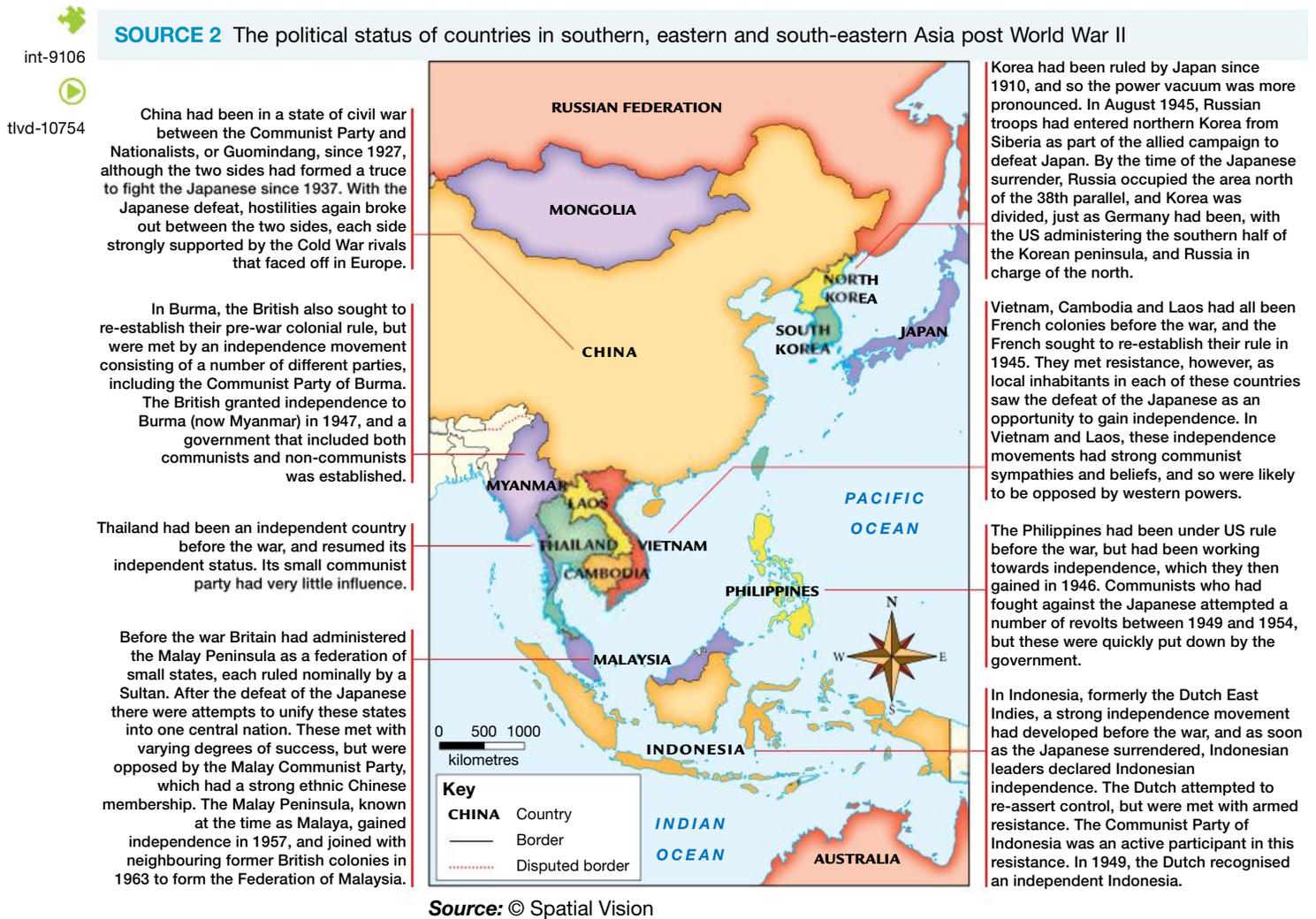
The power vacuum left by the defeat of the Japanese led to many competing groups seeking to exercise power in different parts of eastern and south-eastern Asia. In some cases, colonial rulers sought to re-assert their power over their former colonies. This was the case with the French in Indo-China and the Dutch in what is now Indonesia. The British also sought to re-establish colonial control in Burma (now known as Myanmar), on the Malay Peninsula, and in Singapore and northern Borneo. Some countries were granted or regained independence, while others had temporary administrations established by the victorious **Allied powers**, pending final decisions on future government.

power vacuum a situation in which there is a lack of political leadership

Allied powers the name for the countries that allied themselves against the Axis powers during World War II. They included the United States, the Soviet Union and Britain and her former colonies.

In most of the countries of the region, communist parties and sympathisers had been active before and during the war, and many of these now saw an opportunity to fill the power vacuum. This was to lead to Cold War tensions similar to those affecting Europe in the post-war period. Since Australia had been left feeling vulnerable after the Pacific War, the likelihood of armed conflict in the countries to our north was of particular concern to the government and general public.

The status of the countries in the region can be summarised as shown in **SOURCE 2**.

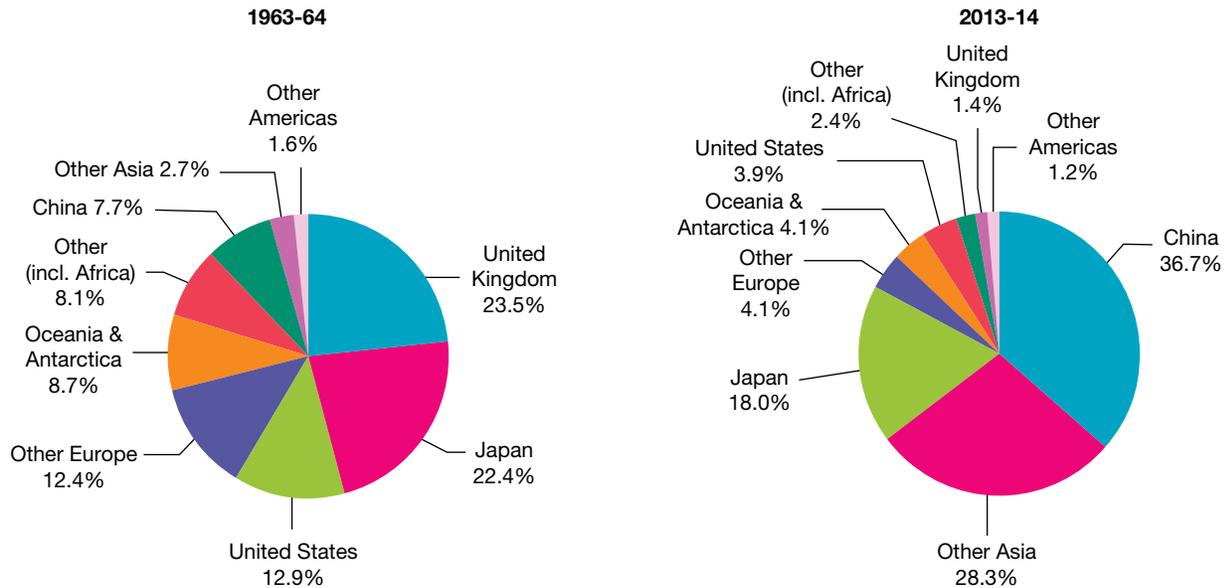


Many of the national independence movements that arose in Asia before, during and after World War II included groups of communist supporters and sympathisers. To the western powers facing up to the Cold War in Europe, the post-war period in Asia was to become a major focus of anti-communist activity. This would lead Australia to intervene in wars in both Vietnam and Korea alongside its strongest new security ally since World War II, the United States of America.

Australia and the Asia–Pacific region

In the second half of the twentieth century, much of Australia’s attention, in relation to trade and tourism, had turned to Asia. As countries throughout the region began to prosper, they became viable trading partners for Australia, offering the nation opportunities that it had previously found in European countries or the Americas. This realignment towards Asia began under the Whitlam government and would continue throughout subsequent governments, both Labor and Liberal–National.

SOURCE 3 These graphs show which countries Australia exported to in 1963–64 and in 2013–14.



Source: <https://www.dfat.gov.au/sites/default/files/fifty-years-of-Australias-trade.pdf>

From Whitlam to Fraser

Gough Whitlam's election as prime minister in 1972 came at a time when distrust in the Asia-Pacific was high, due to the Cold War. At the time, the United States did not have a diplomatic relationship with China, due to the threat that the United States and others believed that Chinese Communism posed to the region. Whitlam took a risk, as opposition leader, by visiting China to discuss what diplomatic relations between an Australian Labor government and China might look like. When he became leader, he negotiated an agreement to establish diplomatic relations between the two countries. He also established diplomatic relations with the Democratic Republic of Vietnam and the Democratic People's Republic of Korea. This was part of an attempt to make good on a pledge he had made during his election campaign, in which he had vowed that Australia would be a 'good neighbour'.

SOURCE 4 Prime Minister Gough Whitlam visits China in 1973.



While Gough Whitlam's tenure as prime minister was short, he left an important legacy in many areas, including Australia's greater engagement with Asia. Liberal–National Prime Minister Malcolm Fraser, who was appointed caretaker prime minister in 1975 and won the election in a landslide just one month later, built on his predecessor's approach towards Asia by attempting to engage more closely with the region. Fraser was a proud proponent of multiculturalism, welcoming Vietnamese refugees in record numbers after the fall of Saigon and establishing Channel 0/28 (SBS), including its worldwide news broadcasts, as a way of assisting the country's newest migrants to feel more at home.

The Fraser government also appointed Frank Galbally QC to investigate the post-arrival services available to migrants. The Galbally Report, released in 1978, identified several areas of weakness and inadequacy in Australia's post-arrival services provision. As a result, the Fraser government supported the establishment of migrant resource centres around Australia. Staffed by people who spoke the same language as their clients, these resource centres assisted new migrants to find housing, medical services, translators/interpreters and English lessons. They also assisted migrants who might be qualified to undertake particular work in their country of origin, to have their qualifications recognised in Australia.

SOURCE 5 The Footscray Settlement and Language Centre was one of many migrant resource centres set up in the late 1970s to assist migrants to settle in.



Hawke and Keating

Throughout the 1980s and 1990s, two Labor leaders would follow similar strategies in relation to Asia, but their personal styles would be quite different. Bob Hawke, a staunch unionist with a big personality, came to power in 1983, the same year that United States' President Ronald Reagan labelled the USSR 'the evil empire'. Bob Hawke wanted Australia to remain allies with America, but also felt Australia had an important role to play in the Asia-Pacific region. He set about assisting China to form closer ties with some of Australia's nearest neighbours, including South Korea, Singapore and Indonesia. During Hawke's time in government, the USSR collapsed, while China continued to rise in prominence and power. Hawke described the closer ties he tried to forge with Asia as 'enmeshment'.

Paul Keating had served as Bob Hawke's treasurer, and had sought to strengthen the Australian economy, largely through a process of deregulation. After challenging Bob Hawke for leadership of the Labor Party in 1991, he would serve as prime minister until 1996. Paul Keating made sure that members of his government travelled to Indonesia four times per year, thereby greatly strengthening diplomatic ties between the two nations. This culminated in 1995 when the countries signed the short-lived Australia-Indonesia Agreement on Maintaining Security. For Keating, this push for regional stability was about Australia seeking safety 'in Asia, not from Asia'.

SOURCE 6 Paul Keating and his foreign minister meet with Indonesia's President Suharto (centre) and his foreign minister after signing the historic pact



aud-0582

SOURCE 7 One of the murkiest chapters of the Cold War era is the war in East Timor. Beginning in 1975, Indonesian forces invaded their neighbour, claiming that they were attempting to defeat communist forces. The conflict would not end for 22 years, and would claim the lives of at least 100 000 East Timorese. Here, journalist John Pilger reflects on his years of reporting on the conflict.

Filming undercover in East Timor in 1993, I followed a landscape of crosses: great black crosses etched against the sky, crosses on peaks, crosses marching down the hillsides, crosses beside the road. They littered the earth and crowded the eye.

The inscriptions on the crosses revealed the extinction of whole families, wiped out in the space of a year, a month, a day. Village after village stood as memorials.

Kraras is one such village. Known as the 'village of the widows', the population of 287 people was murdered by Indonesian troops.

Using a typewriter with a faded ribbon, a local priest had recorded the name, age, cause of death and date of the killing of every victim. In the last column, he identified the Indonesian battalion responsible for each murder. It was evidence of genocide.

I still have this document, which I find difficult to put down, as if the blood of East Timor is fresh on its pages.

Howard

In his memoir, *Lazarus Rising*, former Prime Minister John Howard begins his chapter on Asia by stating that 'For more than 40 years, every serious political leader in Australia has been committed to the belief that close engagement and collaboration with our Asian neighbours was critical to Australia's future.' One of John Howard's biggest foreign policy challenges was dealing constructively with China. Soon after he became prime minister in 1996, a series of diplomatic issues threatened the once-strong relationship. In part, this was because the Australian government had shown support for a show of strength by the United States in the Taiwan Strait, while John Howard himself had chosen to meet with the Dalai Lama in 1996. That same year, Prime Minister Howard would start to rebuild some stability with China when he met the Chinese President Jiang Zemin face-to-face on the sidelines of the Asia-Pacific Economic Cooperation (APEC) forum in Manila.

During Howard's early years in office, tensions with Indonesia loomed large. Indonesia had annexed its neighbour, East Timor, in 1975. Ever since, Australian governments had sought to work constructively with our largest neighbour. In the late 1990s, however, the world was insistent that it was time for Timor to be granted a vote for independence. Prime Minister Howard said as much in a letter sent to Indonesia's new President, BJ Habibie. Several months later, the East Timorese got their vote, and chose independence. After pro-Indonesian militants in the province massacred East Timorese citizens, President Habibie allowed Australia to send in soldiers as peacekeepers. It would be their task to protect the people of East Timor and allow the newly-independent nation to begin to rebuild.

SOURCE 8 Australian soldiers patrol the streets of East Timor on a peacekeeping mission in 1999



aud-0583

SOURCE 9 In 2006, Prime Minister John Howard offered his Australia Day speech to the National Press Club.

... This Australia Day celebration of citizenship embodies a profound truth and a simple irony.

The truth is that people come to this country because they want to be Australians. The irony is that no institution or code lays down a test of Australianness. Such is the nature of our free society.

It would however be a crushing mistake to downplay the hopes and the expectations of our national family. We expect all who come here to make an overriding commitment to Australia, its laws and its democratic values. We expect them to master the common language of English and we will help them to do so.

We want them to learn about our history and heritage. And we expect each unique individual who joins our national journey to enrich it with their loyalty and their patriotism.

Australia is a magnet for people from all corners of the globe not because of what it might become, but because of what it has become. It harvests the hopes and dreams of mankind because of the quality of life it offers the ordinary citizen — lives of opportunity and belonging; of growth and of balance.

This achievement is higher, rarer and more precious than we commonly suppose ...

... So tomorrow let us indeed celebrate our diversity. But we should also affirm the sentiment that propelled our nation to Federation 105 years ago — one people, one destiny.

Australia's standing in the world has never been higher. We are seen as a fair-minded and generous country. We are seen as a country that stands up for what it believes in. We are respected for who we are, for the quality of our ideas and for the unique perspective we bring to our region and to the world. The divisive, phoney debate about national identity and what it means for our influence in the world has been finally laid to rest. Australia is a liberal democracy with global political and economic interests and a proud history of defending freedom against its enemies. We do not have to smother or apologise for our place in the western political tradition in order to build our relationships in Asia or in any other part of the world ...

5.6 SKILL ACTIVITY: Using historical sources

Locate two Australia Day addresses by one or more prime ministers mentioned in this lesson. Looking at these speeches, **investigate** the following:

- What the speech says (both explicitly and implicitly) about Australian values
- How the Australian prime minister viewed Australia's place in the world
- What the prime minister viewed as the greatest challenges for the country at this time

Share your findings with your classmates. Together, **consider**: how did the views and values, the nation's relationship with Asia, and the greatest challenges for the nation, change over time?

5.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 7

■ LEVEL 3

6, 8, 9, 10

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



Find all this and MORE in jacPLUS 

Check your understanding

- Identify** how the Cold War affected Australia's attitude towards Asia in the decade after the end of World War II.
 - Australia became more relaxed about its standing in the region.
 - It made Australia wary of countries with communist leanings.
 - It made Australia trusting of countries with communist leanings.
 - Australia cut itself off from Asia completely during this period.
- Identify** why Gough Whitlam's trip to China as a member of the opposition was so controversial.
 - It was made at the taxpayers' expense.
 - The trip was too long.
 - He took the trip in the lead-up to the election, when he should have been campaigning at home.
 - Australia and China were not on speaking terms at the time.
- Which prime minister (from Whitlam to Howard) do you think had the most generous attitude towards Asia? What makes you say this?
- Study SOURCE 3** and **determine** whether the following statements are true or false.
 - The three countries we exported the most to in 1963–64 were Japan, the UK and the US.
 - The three countries we exported the most to in 2013–14 were the UK, China and Japan.
- 'Between 1945 and 2006, Australia pivoted away from Europe towards Asia.' What evidence in this lesson can you find to support this claim? Can you find any evidence to refute it?

Apply your understanding

Communicating

- Create** a timeline from 1970 to 2006. Using the information in this lesson and your own research, on this timeline, note significant events, including wars and financial successes and failures, in the Asia–Pacific. Alongside these, **identify** who was prime minister of Australia at the time.
 - Discuss:** Based upon your observations, how did the challenges within the region change over time?
- Read Prime Minister Howard's Australia Day speech (**SOURCE 9**). **Locate** the expectations he has of those who wish to make Australia home. Do you believe that these are fair expectations? **Explain** your views using evidence from other sources within this lesson.
- Decide:** Has Australia's response to issues within the Asia–Pacific been based more on seeking opportunities, or on concerns about our own security? Based upon your response, do you think that policy-makers have been right? Why/why not?

Using historical sources

- Examine SOURCE 7** and answer the following questions.
 - What claims is John Pilger making?
 - What evidence does he have to support these claims?
 - What corroborating evidence could you seek to support or refute these claims?
 - What potential problems might there be with proving the exact details, including numbers of people killed, in this sort of case?

Questioning and researching

- Working in pairs, **decide:** Is it ever appropriate for a country to 'look the other way' if they suspect, or have evidence, that a powerful neighbour nation has committed crimes? Partners need to take an opposing view, which they should present as a 350-word essay, making a combined essay of 700 words. Then, together, they should decide which of the two views they really agree with and present their reasons why to a third party such as the teacher.

LESSON

5.7 What role did sport play in society?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the importance of sport to Australia's people, and its relation to national and international events.

TUNE IN

Surfing became an important part of youth culture from the early 1960s onwards in Australia. Refer to **SOURCE 1** and answer the questions that follow.

SOURCE 1 Here, young Australians are unloading their Kombi van as they prepare to surf in 1967.



1. Consider what might have appealed to teenagers about the surfing lifestyle in the 1960s.
2. Describe how their parents might have felt, seeing them heading off to a day at the beach.
3. In what way/s have teenagers lives changed since this picture was taken? In what ways are they similar? Discuss your answers in a small group and then with the class.

5.7.1 Developing a surfing culture

Both organised and informal sporting activities helped forge the characteristics of Australian communities. Sport provided a sense of belonging, identity and social interaction for a population often spread across vast distances. In the post-war era, while many sports teams promoted inclusiveness, others practised social exclusion and even racism.

Before 1902, it was illegal to swim on Australian beaches in daylight hours. By the 1970s, Australian beach and surf culture had become a clearly defined movement with a strong focus on freedom of expression and rebellion. In the early twentieth century, mixed swimming at Australian beaches was still rare. Modest and almost full body bathing costumes (as seen in **SOURCE 2**) were still commonplace.

SOURCE 2 (a) Women in traditional bathing suits in New South Wales, 1908 (b) This one-piece suit worn by Australian film and swimming star, Annette Kellerman, was extremely controversial during the early 1900s.



DID YOU KNOW?

In September 1902 at Manly Beach, William Gocher openly defied the local regulations forbidding bathing in daylight hours and entered the water at midday in a neck-to-knee bathing costume. Despite being arrested, no charges were laid and in 1903, all-day bathing was allowed.

It was a visit from American Olympic champion Duke Kahanamoku in 1914 which introduced Australians to modern surfing (see **SOURCE 3**).

The timing of Australian surfing's rise corresponded with a range of social issues which were having a wider and dramatic impact on Australian society. The peace and civil rights movements, together with growing environmental concerns, contributed to the growing popularity of surfing. As such, the sport became a focus for youth counter-culture and rebellion; it became a way for young Australians to make a statement to older generations. A series of local and international films further popularised the archetypal surfer.

SOURCE 3 Duke Kahanamoku (pictured centre-right with a long-board over his shoulder) leaves the beach at Freshwater, Sydney, in January 1915



SOURCE 4 Directed by Australian surfer and filmmaker Alby Falzon, *Morning of the Earth* (1971) helped popularise surfing and surf culture in Australia.



on Resources

- ▶ **Video eLessons** Surfies, clubbies and a changing way of life (eles-2623)
- Surf culture hits Australia in the 1960s (eles-2745)

5.7.2 Going for gold

Australia has been part of the Olympic movement since the first modern games in 1896. In fact, only Greece and Australia have participated in every Summer Olympics. Since the inaugural games, Australia's involvement has continued to grow, culminating in hosting the Olympics in 1956 and later in 2000. The games in 1956 corresponded with the official launch of television in Australia. It also corresponded with heightened tensions in Europe during the Cold War. This led many people to call for the Olympics to be scrapped, something the Australian government was not going to do.

Australia's involvement in the Olympic Games and the wider Olympic movement represents our country's passion for sport but also our commitment to Olympic and Paralympic values of friendship, respect, excellence, determination, inspiration, courage and equality. The Australian government believes that the Olympic Games are an 'opportunity for nations to come together in peace and friendship' and it has a long history of service to the International Olympic Committee (IOC).

DID YOU KNOW?

In the 1956 Olympic Games in Melbourne, 325 Australian athletes participated, winning 35 medals: 13 gold, 8 silver and 14 bronze. This resulted in Australia being placed third after the USSR and USA on the overall medal table, an achievement not yet surpassed by an Australian team at the Olympics.

SOURCE 5 As well as having the ceremonial honour of lighting the Olympic cauldron at the Sydney Olympics in 2000, Cathy Freeman would go on to win a gold medal in the women's 400 m. With the cameras of the world trained on her, after her victory, she ran around the track holding both the Australian flag and the Aboriginal flag. This was seen as an important moment in the battle for reconciliation.



The Olympics as a platform for political protest

Australia has also featured prominently in some of the most enduring moments of the modern Olympics. At the 1956 Melbourne games, in the shadow of the Cold War, Hungary and the Soviet Union met in a water polo game that came to be known as the 'Blood in the water' match. Just months before the Olympics, Hungarians had revolted against the oppressive rule of the Soviet Union, and had claimed independence. Tensions exploded during the game, with brutal tactics employed by both sides. Fearing a crowd riot, officials eventually called the game off.

In 1968, Australian athlete Peter Norman found himself embroiled in controversy surrounding a civil rights protest by his American counterparts. On the way to the medal presentation ceremony, first-place getter Tommie Smith and third-place getter John Carlos informed Norman they intended to make a statement supporting African-American rights by raising their fists in the 'Black Power' salute. From the image in **SOURCE 7**, it may not seem as though Norman was doing much to support his fellow athletes. Yet it was Norman who suggested that Smith and Carlos wear black gloves on the dais. Norman paid a significant price for his actions, being shunned by his peers and overlooked for selection in subsequent games, despite surpassing qualification standards. Only in 2012, six years after his death, did the Australian government issue a formal apology to Norman and his family.

▶
tlvd-1046

SOURCE 6 Hungarian water polo player Ervin Zador is led from the pool after being punched in the closing moments of the 'Blood in the water' match against the Soviet Union at the 1956 Melbourne Olympics



▶
tlvd-1047

SOURCE 7 Peter Norman stands in support while Americans Tommie Smith and John Carlos give the 'Black Power' salute at the 1968 Mexico Olympics



5.7.3 Immigration, soccer and national identity

Although other codes of football, namely Australian Rules and Rugby, had already become established in Australia, it was soccer, known in Europe as 'football', that was the sport that European migrants to Australia knew and loved.

Between 1947 and 1964, more than two million migrants entered Australia under schemes designed to expand industry, or as **displaced persons** following World War II. Often, they found themselves unwelcome in the established sporting clubs and sought refuge in soccer. The high number of migrants participating in soccer led to it being labelled 'Wogball' by some white Australians.

Throughout the 1950s and 1960s, soccer remained popular with migrant communities in all states. Clubs were run by immigrants and often represented a single ethnicity. The petroleum company Ampol sponsored these competitions and the national Ampol Cup. In 1974, just one year after the official end of the White Australia policy, Australia qualified for the FIFA World Cup. Although they were beaten by East Germany (2–0), West Germany (3–0), and drew with Chile (0–0), playing at one of the biggest sporting events in the world was a major achievement and reignited interest in establishing an Australian league.

SOURCE 8 Australia play Uruguay in Melbourne (1974) as part of their preparation for the World Cup held in the same year



displaced person a person driven from their homeland by war or political upheaval

SOURCE 9 Australia's soccer team (left), lined up with Chile before their 1974 World Cup match. Hailing from clubs such as Hakoah Melbourne, St George Budapest and Pan Hellenic, the team represented a mixture of ethnicities.



Ethnic tensions

The National Soccer League was established in 1977. For most of its history, it would remain fairly segregated, with players and supporters divided along ethnic lines. Of the 14 teams that competed in the 1991 season, 11 were 'ethnic': three were Italian, four Greek, two Croatian, one Macedonian and one Maltese. The 1991 final was played between South Melbourne Hellas and Preston Makedonia, replicating the tensions felt in the Greek and Macedonian communities over the disputed Macedonian territory. Throughout the match, fans from both sides taunted each other with racial slurs, leading one member of the crowd to describe the match as a 'proxy war'.

SOURCE 10 Fans rioted at a match between Preston and South Melbourne in 2005. Afterwards, both clubs were fined for bringing the game into disrepute, and it was ruled that matches between the two clubs would be played behind 'closed doors' for the next two years.



In a society that claimed to be embracing multiculturalism, this sort of ethnic intolerance was a cause for major concern. In 1992, the Australian Soccer Federation began a process of ‘Australianising’ soccer clubs, which included banning any club that carried the name of a foreign country, state or place, or any name with ‘political implications’. This was an attempt to stop the **xenophobia** and racism that had sometimes accompanied the sport, as well as being a business decision designed to attract corporate sponsorship.

Establishment of the A-League

The National Soccer League was succeeded by the A-League, which had its inaugural season in 2005–06. Run by Football Federation Australia (FFA), it is the top professional soccer league in Australia.

One year after the establishment of the A-League, Australian soccer — or football, as it is referred to by many of its fans — had its greatest victory in decades. The Socceroos, Australia’s national team, defeated Uruguay to qualify for the World Cup for the first time since 1974. The team would go on to make it into the Round of 16 for the first time. In the 2021/22 season, the top-tier women’s competition, which had begun in 2008 as the W-League, was brought together under the A-League banner alongside the men’s and youth teams.

xenophobia the fear or hatred of foreigners or strangers

SOURCE 11 Harry Kewell tackles Dario Srna and cements his place as man of the match in Australia’s win over Croatia in the 2006 World Cup.



5.7 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

There have been so many moments of historical significance in Australian sport. Conduct your own **research** to locate a historically significant moment. Write a brief report on it, responding to the following prompts:

- Identify** the social/political issues this event, or ‘moment’, tap into or reflect.
- Explain** how this event was regarded in Australia at the time.
- Has the perception of its meaning and/or significance changed over time?

5.7 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8, 11

■ LEVEL 3

9, 10, 12

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

- Recall** which global events initially restricted the popularity of surfing in Australia. Select all options that apply.
 - World War II
 - The Vietnam War
 - World War I
 - The Great Depression
- Identify** what the Australian government believes about the value of the Olympic Games.
 - That they are an opportunity for Australia to show off its sporting prowess
 - That they are an opportunity for Australia to win gold medals
 - That they are an opportunity for nations to come together in peace and friendship
 - That they are an opportunity for Australia and other nations to compete against each other
- Explain** the connection between surfing and counter-culture.
- Explain** how the National Soccer League represented the different ethnicities found within Australian society.
- Identify** what problems the cultural background of soccer clubs posed for state and national soccer competitions.

Apply your understanding

Historical perspectives and interpretations

- Propose** why Annette Kellerman's bathing suit (as shown in **SOURCE 2b**) was considered controversial at the time. Would it be considered controversial now?

Communicating

- Closely examine **SOURCE 3**. **Identify** and **describe** three features of interest to a historian in this photograph.
- Discuss** the strengths and weakness of **SOURCE 6** as a piece of historical evidence. Then **decide**: what other evidence would you need to gather to corroborate this source?
- What emotions does the image in **SOURCE 7** evoke? Are these emotions relevant in evaluating the value of a historical source? **Explain** your answer.
- Compare** the scenes shown in **SOURCES 8** and **9** to those you might see in contemporary Australian soccer. **Analyse** and **describe** the key changes (both positive and negative).

Using historical sources

- What value do photographs and written accounts of sporting events have as historical sources? **Discuss**.
- Examine** the images shown throughout this lesson. What do they tell us about the role sport plays in Australian society? Has this changed over time? Use examples to **explain** your answer.

LESSON

5.8 What was the impact of the rock'n'roll revolution?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the impact of rock'n'roll, both international and homegrown, on Australian society.

TUNE IN

Music has the ability to connect with people on such a level that it can create a powerful movement. Rock'n'roll had a tremendous hold on Australia and the world in the 1950s, with Elvis Presley being dubbed the 'King of Rock'n'Roll'.

SOURCE 1 Elvis Presley, the undisputed King of Rock'n'Roll in the late 1950s, was influenced by a wide range of musical traditions and styles including country and western, blues, gospel and rockabilly.



1. Who were Elvis Presley's biggest fans?
2. What was it about Elvis that made him so popular to teenagers?
3. Is it possible for an artist or entertainer to be both popular and a counter-culture icon? Discuss your answers in a small group and then with the class.

5.8.1 The origins of rock'n'roll

In the late 1950s and early 1960s, teenagers were looking for a sound that was riskier and more 'authentic' than the music their parents were listening to. They found it in rock'n'roll, a new genre of music that would take the world by storm.

Rock'n'roll began in America and blended country and western music with the beat of rhythm and blues and the vocal power of African-American gospel music. As a blend of traditionally white and black musical styles, rock'n'roll was initially met with controversy and opposition. The prevailing conservatism of the time simultaneously hindered and helped the popularity of rock'n'roll. Teenagers were drawn to rock'n'roll's faster

beats and melodies, yet they were also attracted to the social statements made by this new genre of music. In this way, a demographic division between older and younger generations was created by the rise of rock'n'roll music. This cultural and generational divide continued to grow as the popularity of rock'n'roll increased. The emergence of rock'n'roll also corresponded with technological developments in the musical world. Electric instruments were becoming more commonplace, and radio and television both had significant influences on the popularity of rock'n'roll.

Australian rock'n'roll — the first wave

In Australia, rock'n'roll found fans in **disc jockeys** such as Bob Rogers. Rogers would present the first top 40 show in Australia, bringing Australian teenagers the new sounds coming out of America on his weekly radio show.

Australian teenagers had been enthralled with rock'n'roll since the movie *Blackboard Jungle* hit theatres in 1955; its soundtrack featured 'Rock around the clock' by Bill Haley. Before this, most music hits would sell around 50 000 copies in Australia. 'Rock around the clock' sold three times as many copies. For Australian teenagers, rock'n'roll represented new-found freedom and an opportunity to break away from what they saw as the old-fashioned values of their parents. As it was developing in their lifetime, young people saw rock'n'roll as *their* music.

disc jockey also known as a DJ, a disc jockey announces and plays music on the radio

SOURCE 2 Australian singer Lonnie Lee, who would go on to have a string of number 1 hits of his own, recalls the effect that *Blackboard Jungle* had on him when he watched it for the first time.

I can remember walking down George Street with a couple of my friends to go and see it and it was really exciting. I was — I think I was about 16 or 17 and we went into the movie and the music came on and oh, mercy, I swear you could not put it into words the incredible effect that that music had on young people knowing myself how I felt and my friends felt. And the people were thumping on the floor with their feet to the beat of the thing and clapping and yelling, it was like a live performance.

Rock'n'roll was featured across Australia in live shows organised by promoters such as Lee Gordon. Through his 'Big Show' concerts, Gordon brought a number of major rock'n'roll acts to Australia, including Bill Haley and the Comets, Little Richard, and Buddy Holly and the Crickets, and allowed Australian acts to open for them, thereby promoting the local music scene. It was on one of these tours that audiences were introduced to an Australian singer named Johnny O'Keefe (known as 'The Wild One').

O'Keefe, who had modelled himself on Elvis Presley and Little Richard, became the first Australian rock'n'roll performer to tour the United States and to break into the United States top 40. Television would also play a major role in popularising early rock'n'roll, as television shows such as *Six O'Clock Rock*, hosted by O'Keefe, presented rock'n'roll to a predominantly teenage audience.

As the 1950s drew to a close, the American rock'n'roll performers were about to face a challenge from British rock'n'roll bands including the Rolling Stones, the Animals, and, of course, the Beatles. Together, these bands would come to be known as 'The British Invasion'.

SOURCE 3 Australian rock'n'roll singer Johnny O'Keefe performing live during the Lee Gordon show at Milton Tennis Courts in Brisbane, Queensland, 1959



5.8.2 The rise of the Beatles

The Beatles

The working-class English city of Liverpool was a grim place to grow up in the post-war years. Local teenagers were looking for a creative outlet and many found it in music. Four of the best were John Lennon, Paul McCartney, George Harrison and Ringo Starr, who together became known as the Beatles. Their first single, 'Love me do', was released in October 1962 and peaked at number 17 on the British charts. In March the following year they made it to number 1 with another song they wrote themselves, 'Please please me'. This would be the first of many hits in the singles and album charts.

The Beatles' musical style was heavily influenced by the emergence of rock'n'roll. Elvis Presley, Little Richard and Chuck Berry were among those listed by the band as formative influences. The Beatles soon developed their own musical style, ranging from cheerful guitar riffs in the early days to more experimental music in later years. Though their physical appearance may not seem outrageous compared to modern standards, the 'moptop' hairstyle worn by all four Beatles in their early days was considered to be an expression of rebellion. This added to their popularity and placed the Beatles at the centre of the rock'n'roll revolution.

Beatlemania arrives in Australia

Following a meteoric rise to fame in England and a string of number one hits in the United States, in 1964 the Beatles set off on a World Tour, including Australia. When their plane touched down at Sydney's Mascot International Airport on 11 June 1964, the Fab Four (as the Beatles were known) were greeted by around 2000 screaming fans. Fans' hysterical reaction to the band had become known as 'Beatlemania'.

They would make 15 appearances at venues around the country, but nowhere would they receive a reception like they did in Adelaide. Large crowds of screaming teenage fans had been expected; what wasn't expected was the turnout — estimated at between 250 000 and 350 000 people — which was more than a quarter of the city's population. After they left Australia, the Beatles were more popular than ever, holding the top six spots on the top 40.

SOURCE 4 Fans scream for Paul, one of the 'Fab Four', in Exhibition Street, Melbourne, in 1964



DID YOU KNOW?

When the Beatles toured Australia, the DJs hosting the events failed to stop the fans from screaming through the performance, making it almost impossible to hear the music.

DISCUSS

'The 1964 Beatles tour was the most influential moment in Australian popular music.' What other evidence would you need to evaluate the accuracy of this statement?

SOURCE 5 John Bywaters was an Adelaide-based musician when the Beatles toured in 1964. In this excerpt with reporter Mike Sexton, he explains how he gained popularity in the post-Beatlemania hype with the Twilights.

MIKE SEXTON: But after the Beatles left and the screaming died down, the beat went on. Local musicians inspired by the visit were asking the question — if it could happen to four lads from Liverpool, then why not them?

JOHN BYWATERS: We then became sort of vacuums, or like a sponge if you like, sucking in all this new material that the Beatles started to produce and we sort of had a bit of reflected glory from them as they became popular.

MIKE SEXTON: John Bywaters played in a Beatles cover band called the Twilights which was fronted by a British migrant named Glenn Shorrock. Soon they started writing their own songs and found themselves in the charts alongside their idols.

JOHN BYWATERS: I think it's back to the migrant thing where these hip kids came from mainly England and the north of England. I think, you know, they were already into the influence of that sort of music and they came here and they made Adelaide a very vibey scene with the clubs and such like.

5.8.3 Australian rock goes worldwide

It was not long after rock'n'roll music made its way to Australia that the first home-grown rock bands began to emerge. This first wave of Australian rock was directly influenced by the new sounds coming out of the American music industry. Australian artists such as Johnny O'Keefe were part of this first wave. Although these acts were hugely popular in Australia, they struggled for international recognition. The same could not be said for artists who were part of the second wave of Australian rock. This era of Australian rock'n'roll occurred directly after the Beatles' 1964 Australian tour and its sound was heavily reminiscent of the famous British band. Part of this second wave were the Easybeats, the first Australian band to have an international rock'n'roll hit with the 1966 single 'Friday on my mind'.

A third wave of Australian rock'n'roll developed in the grit and grime of the 'pub rock' scene. The rise in popularity of pub rock was due, in part, to the continuing influence of TV music shows, particularly the ABC's *Countdown*, which ran from 1974 to 1987. Hosted by respected musical personality Ian 'Molly' Meldrum, this enormously popular show promoted Australian musical acts to a local audience. Bands such as Billy Thorpe and the Aztecs and later Cold Chisel, the Angels and AC/DC all emerged during this period. In 1975, members of the Easybeats produced AC/DC's first album, *High Voltage*.

SOURCE 6 AC/DC at a performance in Hollywood in 1977



SOURCE 7 John Paul Young ('Squeak') and Ian 'Molly' Meldrum on the set of *Countdown*



AC/DC would gain a succession of international hits, becoming one of the world's most popular and enduring rock bands over the following decades. Other popular Australian bands of this period included the Seekers, the Bee Gees, the Saints, the Go-Betweens and INXS, while solo artists such as Kylie Minogue would become household names.

5.8.4 First Nations Australians' cultures, beliefs and stories through dance and music

Another home-grown act embraced by the international community is contemporary First Nations Australian dance group, Bangarra Dance Theatre. Bangarra combines theatre with dance, music, poetry and design to create inspiring experiences that promote awareness and understanding of First Nations Australian cultures.

Bangarra was founded in 1989 by Carole Y. Johnson, Rob Bryant and Cheryl Stone. It has achieved national and international acclaim, with performances held at some of the world's biggest venues. However, the connection to Australia is never forgotten with the group regularly returning to Australia to perform and to develop new productions. In 2013, Bangarra established Rekindling as a way of giving back to their community. This youth program offers residencies to young First Nations Australian performers, who are encouraged to gather stories from community Elders and to produce new works that continue Bangarra's work in pushing the boundaries of performance and storytelling.

5.8 SKILL ACTIVITY: Using historical sources

Using the **Bangarra** weblink in your online Resources, and any other resources you feel are appropriate, **research** *Terrain* or another of Bangarra's works. In your **research**, answer the following questions:

- What is the show about (the story, and the theme/message)?
- Which artform/s does it use?
- What role did the wider First Nations Australian communities, including community Elders, play in developing the work?
- How has the work been received since its release?

Resources

 **Interactivity** The Beatles (int-6727)

 **Weblinks** Rock'n'roll in Australia
Bangarra

5.8 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8, 11

■ LEVEL 3

9, 10, 12

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Check your understanding

1. **Select** the three music styles that were major influences on early rock'n'roll.
 - A. Country and western
 - B. Hip hop
 - C. Blues
 - D. Gospel
2. **Identify** through which media rock'n'roll entered Australia. Select all options that apply.
 - A. Radio
 - B. Live shows
 - C. Podcasts
 - D. Film
3. **Explain** how rock'n'roll created a cultural and generational divide between teenagers of the 1950s and 1960s and their parents.
4. Using the information available to you in this lesson, how do you **explain** the incredible popularity of the Beatles?
5. **Explain** the role the television show *Countdown* had in increasing the popularity of Australian rock'n'roll.

Apply your understanding

Communicating

6. **SOURCE 2** describes Australian teenagers' responses to *Blackboard Jungle*. According to this quote, **explain** what it was about the soundtrack that made it so popular.
7. **SOURCE 3** shows Johnny O'Keefe in concert in 1959.
 - a. What do you notice about the audience?
 - b. What similarities and differences can you discern between this concert and that of Elvis Presley?
 - c. In what way/s is it similar, and different, to the AC/DC performance depicted in **SOURCE 6**?

Using historical sources

8. Based upon **SOURCE 4**, **SOURCE 5**, and other information in this lesson, do you think that the Beatles' 1964 tour promoted or stifled the creativity of Australian rock'n'roll? **Discuss**.

Communicating

9. **Discuss** the strengths and weaknesses of using song lyrics as historical sources.
10. **Describe** the development of rock'n'roll in Australia. Include references to artists and bands.
11. **Explain** why Australian audiences and musicians were so open to influence from American musicians in the late 1950s and early 1960s. How did this change after the Beatlemania tour of 1964?
12. **Propose** how the development of Australian rock'n'roll might have helped with the development of Australia's post-war identity.

LESSON

5.9 How has migration influenced change in Australia?

LEARNING INTENTION

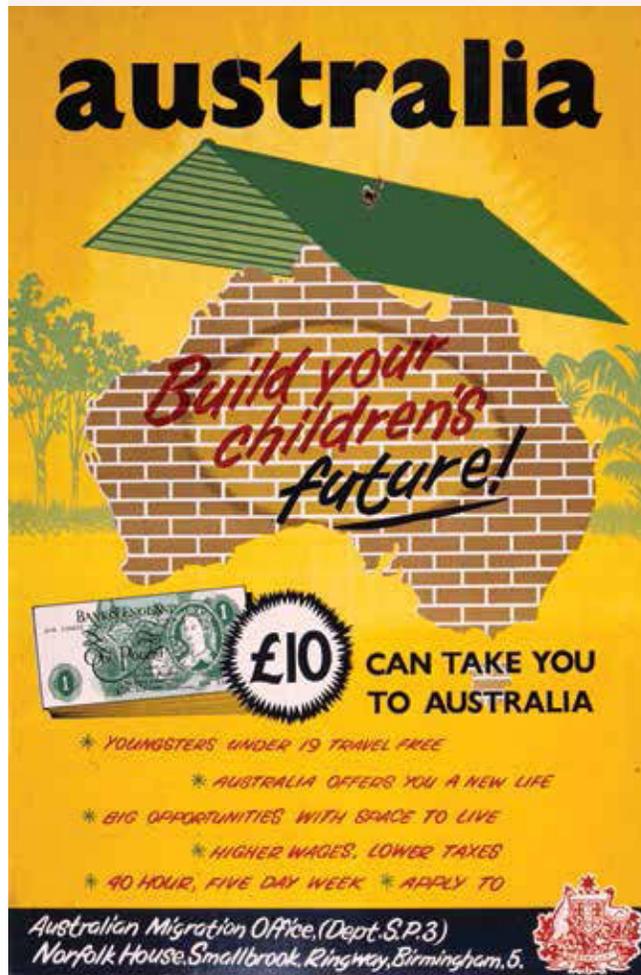
By the end of this lesson you should be able to identify how there have been a number of 'waves' of migration between the end of the Second World War and today, and how these have changed the make-up of the Australian populace.

TUNE IN

The migration poster from the 1950s shown in **SOURCE 1** was distributed in the United Kingdom, and advertised immigration to Australia for just £10.



SOURCE 1 Migration poster from the 1950s advertising immigration to Australia



1. Based upon both the text and imagery, what sort of picture does this poster paint of Australia?
2. What sorts of people do you think it was designed to appeal to? What makes you say this?
3. Do you think the poster is designed to dissuade anybody from emigrating? If so, who?
4. In pairs, compile a list of five to ten things that you think immigrants would like to know about living in Australia that are not shown on this poster. Discuss your answers in a small group and then with the class.

5.9.1 Australia after World War II

At the end of World War II, Australia's seven million people came from a predominantly **Anglo-Celtic** background and the majority of people — including politicians — wanted to keep it that way. However, the world was changing. In the decades that followed, Australia would be forced to open its borders to waves of immigrants, first from Europe, then from Asia. The different beliefs and attitudes that these immigrants brought with them would both cause conflict and enrich Australian culture.

Australia emerged from World War II as a small, insular and mostly white population, living mainly at the coastal edges of a vast landmass. Fearing that such a small population would be vulnerable to attack from overseas, Arthur Calwell (then immigration minister) attempted to recruit immigrants from Europe. Once here, these immigrants were put to work as part of the post-war reconstruction effort. During this period, a high level of economic growth, combined with a low level of unemployment, led to the post-war boom. Despite the range of benefits that a larger population offered the country, the immigration minister's welcome initially extended only to those of white European descent.

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales

assimilation the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture



aud-0584

SOURCE 2 This letter to the editor, from April 1949, reflects much of the public opinion about Arthur Calwell's treatment of refugees-turned-war brides, whom the immigration minister worked hard to deport.

Sir.-

There can be no doubt that the attacks being made upon the White Australia Policy at present are not in our interest and I consider that, instead of having the man protecting it held up to public ridicule, we should be with him . . . That is Mr. Calwell.

No precedent should be created no matter what sentimental grounds there are to allow any of these coloured refugees to remain here. To do so would not be credited by posterity [future generations] as sentiment but as a factual deed open for use by skilful lawyers as the means of defending other cases. As Australian citizens we must keep our feet on the ground.

The Philippine people were very glad of Australian help in New Guinea and the islands, the steps which gave them their freedom from Nippon [Japan]. Should a foe come out of the North in the future these people and their Government would quickly change from being resentful about the White Australia Policy.

Today Australia stands as the bulwark [defender] of civilisation in the Pacific against the background of a quickly changing orient [Asia]. Therefore I, as one citizen and in keeping with . . . constitutional policy, believe in the preservation completely of the White Australia Policy.

SOURCE 3 The different periods of migration to Australia between 1947 and 1986. Times of economic growth are signified by terms like 'reconstruction', 'boom' and 'expansion', while times of economic slow-down are known as a 'recession' or 'decline'. Within each era, the table shows the annual average net migration figure.

Years	Economic situation	Settlement policy	Annual average net immigration
1947 to 1954	Post-war rebuilding	Assimilation — absorption into the new country's culture while giving up your own	91 289
1954 to 1961	Growth		83 536
1961 to 1966	Decline and growth		79 097

1966 to 1971	Industrial consolidation	Integration — publicly adopting the new country's culture while still being able to celebrate your own culture privately	104 228
1971 to 1976	Growth and decline	Multiculturalism — recognising the right to celebrate any culture you choose so long as you are not breaking the law	40 376
1976 to 1981	Decline		83 752
1981 to 1986	Decline and industrial rebuilding		78 240

Following the defeat of Ben Chifley's Labor government in 1949, the new minister for immigration, Harold Holt, allowed 800 non-European refugees to remain in Australia and permitted Japanese war brides (war-time marriages between soldiers and foreigners) to be admitted, in a striking reversal of the decisions made by his predecessor.

In 1957, during the country's economic 'long boom', non-Europeans who had resided in Australia for at least 15 years were allowed to apply for citizenship.

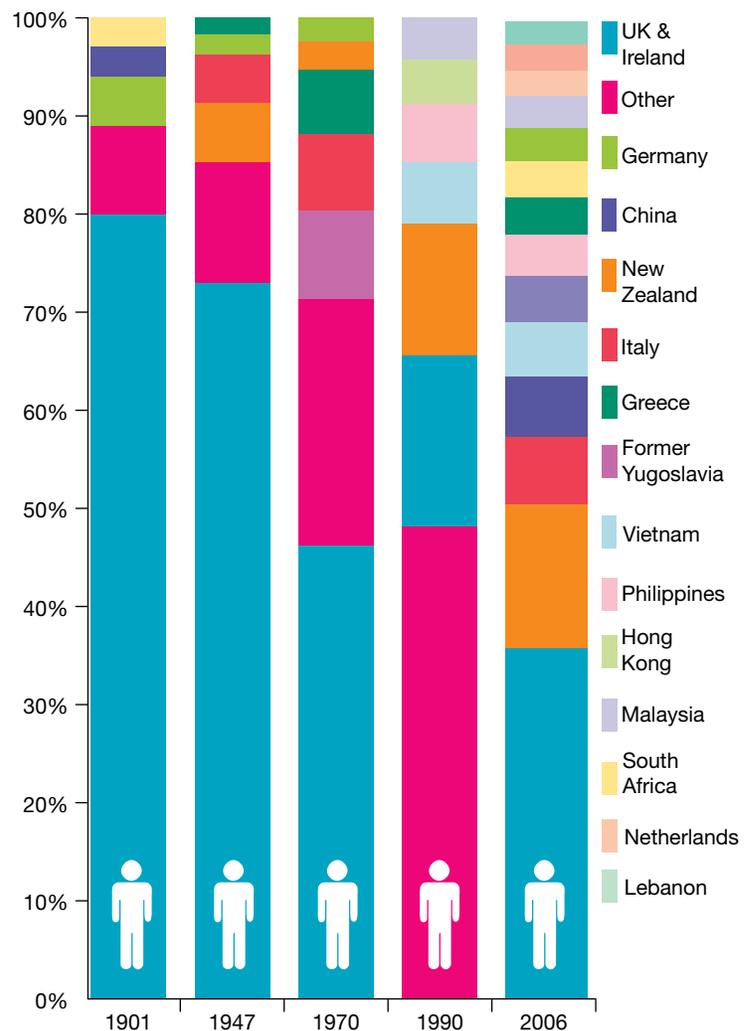
Australia entered the Vietnam War in 1962 and would remain involved until 1972, with 60 000 armed-services personnel involved in the conflict. Many Australians felt a duty to protect the Vietnamese and their neighbours, particularly the two million who had become refugees due to the war. Within this climate of greater acceptance, the White Australia policy was finally abolished by the Whitlam Labor government in 1973. Over the next decade, the nation accepted many refugees from Indochina (see section 5.9.3). Before 1979, many came by boat; after 1979, many were sent to Australia as part of the United Nations' Orderly Departure Program.

In the decades after the White Australia policy was abolished, Australia focused on attracting skilled migrants. Since the 1990s, when the Keating Labor government forged a closer trading relationship with the nation's Asian neighbours, the number of Asian immigrants has increased significantly. According to the Australian census, in December 2016 Chinese immigrants made up the third-largest group of Australians born overseas, followed closely by Indians.



int-9107

SOURCE 4 Country of birth for immigrants who arrived in Australia between 1901 and 2006



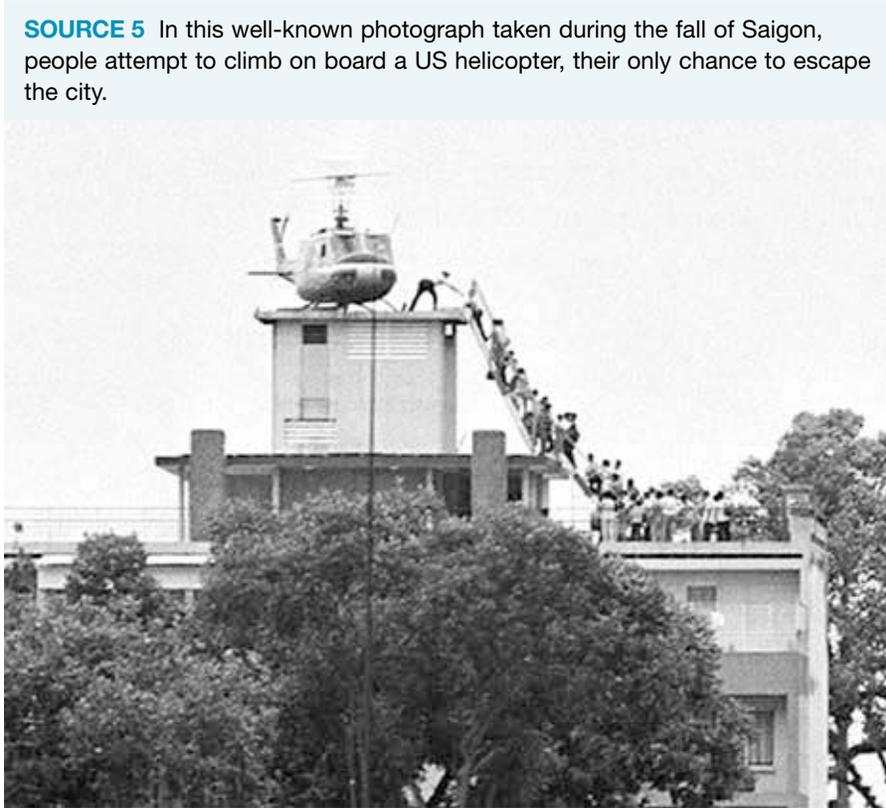
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately

5.9.2 Immigration from Asia

The Fall of Saigon

The Vietnam War began as a conflict between communist North Vietnam and South Vietnam. The United States feared that if South Vietnam was allowed to fall to communism, it could lead neighbouring countries such as Laos, Cambodia and Thailand to do the same, creating what was known as the ‘domino theory’. After the United States sent troops to support South Vietnam, Australia followed suit, sending 60 000 personnel between 1962 and 1972. Of these personnel, 3129 would be injured and another 500 would be killed. During this time, many Australians joined the anti-war movement. When Australia and the US withdrew from the conflict, many Australians felt a new-found sense of duty to protect the Vietnamese people.

SOURCE 5 In this well-known photograph taken during the fall of Saigon, people attempt to climb on board a US helicopter, their only chance to escape the city.



On 29 April 1975, after months of heavy US casualties and mass protests around the world, US President Gerald Ford ordered all American personnel out of South Vietnam, effectively declaring defeat. On 30 April, the North Vietnamese Army, led by General Vo Nguyen Giap, entered Saigon in tanks and trucks. Earlier that day US helicopters had removed the last of the embassy’s staff, but Vietnamese citizens who had supported America’s battle against the general’s communist forces waited in vain for the choppers to carry them to safety. After more than two decades of war, Vietnam, Cambodia and Laos ‘fell’ to the communists. This would lead an unprecedented number of Vietnamese to seek refuge in friendly nations around the world, including Australia.

5.9.3 The first ‘boat people’

In the months following the fall of Saigon, many South Vietnamese people fled their homelands, fearing persecution from the new communist government.

Escaping Vietnam was a difficult and dangerous experience for refugees. Many were afraid that they would be caught by the army as they attempted to leave and be sent back. There, they faced internment in a ‘re-education camp’, where they might be tortured or killed. Most refugees escaped by buying passage on a large boat (some

of which could hold up to 400 people). Others used small fishing boats that were never designed for sailing in open sea. Some were picked up by large trawlers from countries like China, while many were lost at sea for months at a time. Because of the expense of escape, many families became separated during the process. Estimates of the number of people who died attempting to flee Indochina in this period vary widely from 30 000 to 250 000. While many boats landed in neighbouring Asian nations such as Malaysia, Japan, Hong Kong and Thailand, others made it much further.

On 26 April 1976, a worn-out fishing boat named the *Kein Giang* limped along the coast of Darwin. After a two-month journey navigated by means of a page torn from a school atlas, 25-year-old Lam Binh and his four crewmates had reached their destination. The following day their boat was boarded by immigration officials. 'Welcome on my boat,' the captain said. 'My name is Lam Binh and these are my friends from South Vietnam and we would like permission to stay in Australia!' The arrival of this tiny fishing boat and its crew signalled the beginning of an influx of Indochinese 'boat people'.

SOURCE 6 Indochinese 'boat people' fleeing their homeland



SOURCE 7 South Australia’s lieutenant governor, Hieu Van Le, was a Vietnamese refugee. At 21, he set off, along with 50 other people, on a small fishing boat headed for anywhere that would accept them. This is an extract from an article appearing in a university magazine in 2008.

“The skipper, a local fisherman, summoned us together and said he didn’t know which way to go or what else to do,” said Mr Le.

“We were mostly people from cities, many of us had never even been in a boat before. I waited for someone to come up with a solution. Nobody had any practical suggestions, neither the older people we deferred to or the professional people—everyone was arguing. Eventually, with youthful exuberance, frustration and some recklessness under the circumstances, I grabbed some paper and drew a map of Vietnam and the region as best I could remember.”

With roughly sketched map in hand, Mr Le announced that the only way to go was west which should bring them to Malaysia or Thailand. Two days later they saw fishing boats with Malaysian flags and Hieu Van Le was their acknowledged leader.

One major hurdle overcome, the next few days were nightmare material with coastguards turning them away, sometimes at gunpoint, every time they tried to land.

“When you escape from one country to another in a fragile boat with very limited supplies, water and fuel, the first thing you want to do is to land at the nearest place you can. But it turned out to be quite impossible,” said Mr Le. “Mentally we weren’t prepared for that. Before we left we were told by the so-called skippers and people in the know that once we’d successfully escaped the Vietnamese shore and made it into international waters there would be plenty of ships—a kind of highway of ships—that would pick us up and bring us to shore. It wasn’t happening. Nobody wanted us.”

A moral and legal obligation

As a participant in the Vietnam War and signatory to the United Nations 1951 Convention Relating to the Status of Refugees, Australia had both a moral and legal obligation to accept refugees from Indochina. In 1977, in response to the growing number of refugees throughout Indochina, Australia developed its own refugee policy in which it formally acknowledged its responsibility to resettle a fair proportion of the world’s refugees. In 1979, during Vietnam’s war with the People’s Republic of China, the Vietnamese government targeted ethnic Chinese who had been living in Vietnam. Many fled the country, adding to the flood of Vietnamese -refugees who arrived at their

neighbouring countries by any means necessary. By 1984, Australia had accepted around 90 000 Indochinese refugees out of a total of 2 million. Two thousand of these had arrived as boat people, while the others had been processed in camps set up by the United Nations, either in Vietnam or in its neighbouring countries, and arrived by air.

SOURCE 8 Vietnamese refugees wait to be processed at Melbourne’s airport in 1976.

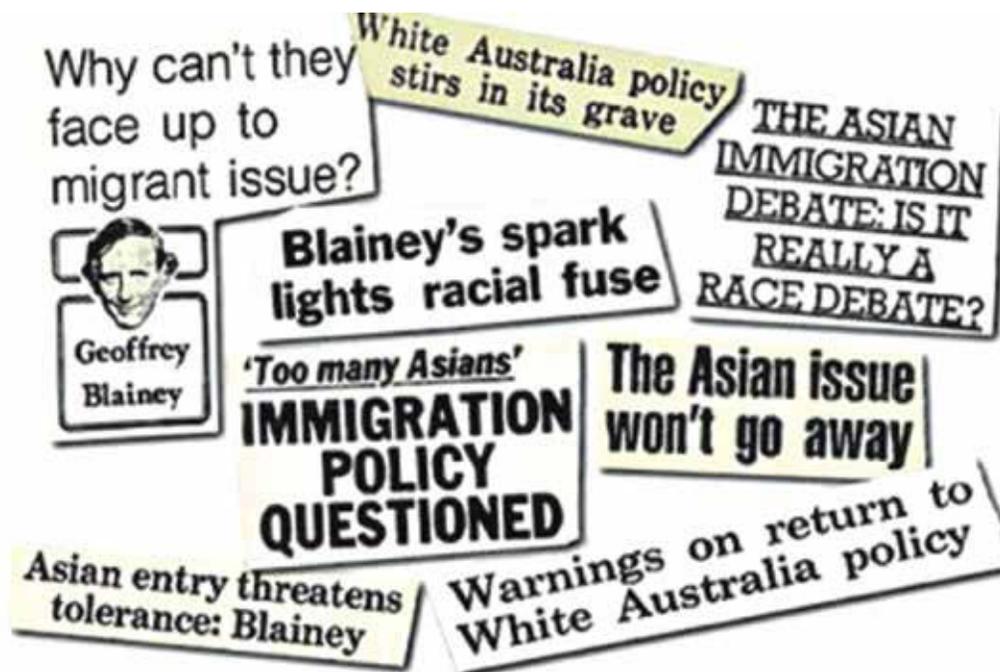


5.9.4 The Blainey debate

In 1984 Professor Geoffrey Blainey, a well-known historian and history author from the University of Melbourne, ignited a debate within the community and media. In a speech to a Rotary club in Warnambool, he suggested that the pace of Asian migration to Australia was too fast, that Asian immigrants were taking 'Australian' jobs, and that higher immigration rates would lead to racial conflict. The response from Professor Blainey's contemporaries from the University of Melbourne was swift, with 24 academics publicly distancing themselves from what they believed were inflammatory and divisive statements. Students **picketed** his lectures, and he was forced to hire personal security after he and his family received death threats. Despite this negative response within the academic community, Professor Blainey's views on Asian migration struck a chord with some Australians who feared that Vietnamese refugees represented an 'Asian invasion', a sentiment that would make One Nation leader Pauline Hanson so popular 15 years later.

picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike

 **SOURCE 9** Some of the 1984 newspaper headlines regarding the Blainey debate
tlvd-10756



5.9.5 The challenge of 'fitting in'

With the policy of assimilation (see lesson 4.5) having begun to give way to one of integration in the mid 1970s, the country was better prepared to assist refugees to resettle successfully. However, it was still very difficult for people to adapt to their new country and know how they could contribute to Australia while still holding on to the beliefs and practices that were important to them. Common problems experienced by Indochinese refugees included:

- little knowledge of English and, in many cases, little formal education
- few job prospects upon arrival
- being separated from family and friends
- the ongoing effects of physical and mental trauma and torture.

One strategy adopted by Indochinese refugees (which had been adopted by European immigrants 25 years earlier) was to form neighbourhoods where they could speak their own language, buy and sell their own food,

and worship at their own temples. Suburbs with large Vietnamese populations included Richmond in Victoria and Cabramatta in New South Wales. Despite the positive attributes of these neighbourhoods, they often had a higher incidence of unemployment, crime and drug use than surrounding neighbourhoods. Because of this, some members of the Australian community and the media referred to Vietnamese neighbourhoods as ‘ghettos’. As these refugees fought to make a life for themselves in Australia, they were often subject to racism and social exclusion.

5.9.6 Being Asian-Australian today

Despite the attempts of Blainey and others to undermine the value of multiculturalism, Australia’s Asian communities have continued to grow and thrive. Today, like immigrants from other nations, Asian-Australians have made major contributions to all facets of Australian life. However, the lives of second- or third-generation Asian-Australians are very different from those of their parents and grandparents.

 aud-0586

SOURCE 10 Language is one of the things that makes us who we are. Not understanding English has been very difficult for previous generations of immigrants, while some third-generation immigrants know English but have abandoned the language of their family. This is the situation that Amy Choi wrestles with in this excerpt from her autobiographical story *The Relative Advantages of Learning My Language*.

. . . My grandfather wrote poetry on great rolls of thin white paper with a paintbrush. He offered to read and explain his poems to me several times over the years, but I only let him do it once. I’d let my Chinese go by then, which made listening to him too much of an effort.

Though I was raised speaking Chinese, it wasn’t long before I lost my language skills. I spoke English all day at school, listened to English all night on TV. I didn’t see the point of speaking Chinese. We lived in Australia . . .

. . . At [his] funeral, my sadness was overshadowed by a sense of regret. I’d denied my grandfather the commonest of kindnesses. I was sixteen years old.

I am now twenty-six. A few weeks ago, during a family dinner at a Chinese restaurant, the waiter complimented my mum on the fact that I was speaking to her in Chinese. The waiter told Mum with a sigh that his own kids could barely string a sentence together in Chinese.

Mum told the waiter I had stopped speaking Chinese a few years into primary school, but that I had suddenly started up again in my late teens.

I have often wondered how aware my mum is of the connection between Grandad’s death and my ever improving Chinese. Whenever I am stuck for a word, I ask her. Whenever I am with her, or relatives, or a waiter at a Chinese restaurant, or a sales assistant at a Chinese department store, I practise. I am constantly adding new words to my Chinese vocabulary, and memorising phrases I can throw into a conversation at will.

It is an organic way of relearning a language. Textbooks and teachers are not necessary, since I am only interested in mastering the spoken word. I am not interested in the written word or in the many elements of Chinese culture of which I am ignorant. I am not trying to ‘discover my roots’. I am simply trying to ensure that the next time an elderly relative wants me to listen to them, I am not only willing, I am able.

5.9 SKILL ACTIVITY: Using historical sources

The infamous dictation test earned Australia international condemnation. **Research** the story of Egon Kisch or Mabel Freer, two immigrants who successfully fought against the test.

In your **research**, uncover:

- What was their background?
- Why, specifically, did they object to the dictation test?
- What was the response from the government and the Australian public?

5.9 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8

■ LEVEL 3

9, 10, 11, 12

These questions are even better in jacPLUS!

- Receive immediate feedback
- Access sample responses
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Check your understanding

1. **Identify** the most common background of Australian residents before World War II.
2. Immigration Minister Arthur Calwell attempted to appease Australians who were fearful of immigration by focusing on the benefits of receiving migrants to Australia from Europe. True or false?
3. For what reason did Australia need to encourage immigration after World War II?
 - A. To solve unemployment
 - B. For growth and defence
 - C. To keep Australia Anglo-Celtic
 - D. Pressure from other countries
4. **Outline** why so many South Vietnamese and ethnic Chinese people fled Indochina after 1975.
5. **Describe** the other obligations a country has to refugees once they have been accepted.

Apply your understanding

Historical perspectives and interpretations

6. **Explain** what you think the author of **SOURCE 2** meant in the following quote, and how this may have reflected other Australians' views at the time: 'Today Australia stands as the bulwark of civilisation in the Pacific against the background of a quickly changing orient'.

Communicating

7. **SOURCE 3** describes migration to Australia in terms of time periods. **Identify** which of these periods lasted the longest. Which were the shortest? **Analyse** what possible connections you can see between the country's economic strength and the number of immigrants it accepted over the period 1947–86.
8. Look at **SOURCE 4**.
 - a. **Identify** where most Australian immigrants came from in the first half of the twentieth century.
 - b. Did this trend continue in the second half of the twentieth century?
 - c. **Investigate** what other trends you can see in the data.
 - d. Based on this source, would you say Australia's immigration population is becoming more diverse or less diverse? **Explain**.
9. **Evaluate** why Hugh Van Es's photograph (see **SOURCE 5**) has become such a well-known image of the Vietnam War.

Using historical sources

10. **SOURCE 6** depicts a boatload of Vietnamese people who had fled their homeland. **Analyse** what similarities and differences you can find between this image and Hieu Van Le's description of his own sea voyage in **SOURCE 7**.
11. **SOURCE 9** depicts a number of newspaper headings regarding the comments of Professor Blainey. Based upon these headings, **explain** what the general view towards Asian immigration was in 1984. What makes you say this?
12. In **SOURCE 10**, Amy Choi reflects on growing up as a third-generation Asian-Australian. **Identify** in what ways did language represent her identity as an Australian. **Suggest** why she may not have listened to her grandfather's stories. **Propose** why she has recently begun learning Chinese and **describe** what this suggests about how she views her identity today.

LESSON

5.10 What were the global political and social influences on popular culture?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the significance of protest movements around the world and in Australia.

TUNE IN

Protest movements have powerful potential. Music has also often played a part in bringing large groups of people together who are united on an issue or facing a political fight.

SOURCE 1 Normie Rowe, an Australian pop singer, who was highly disturbed by the experience of fighting in Vietnam



1. What do you already know about Australia's involvement in the Vietnam War?
2. What role has media (including music, movies and television) played in your understanding?
3. How does music compare to other media forms as a way of influencing the way people think and feel?

5.10.1 Music and the power of protest

The 1960s was a time of political and social upheaval. As the Cold War entered another decade, and the West wrestled with its fear of the spread of Communism throughout Asia, Australia went to war in Vietnam. Battles sprung up at home against Australia's participation in the war and in the name of civil rights, and in support of First Nations Australian land rights and women's liberation. Around the world, many people took to the streets in protest, while others were inspired to create music that expressed their concerns. Musicians began to recognise that, through their songs, they had an opportunity to educate and inform their listeners about political and social issues. This music became known as 'protest music'.

In 1964, Prime Minister Robert Menzies announced that the government would begin selective **conscription** of 20-year-old Australian men, many of whom would be sent to Vietnam where they would combat the threat posed by the communists. Others — inspired by members of America's folk-music revival movement — put pen to paper to create protest music. Written by Johnny Young and sung by Ronnie Burns in 1969, 'Smiley' was inspired by the experiences of Normie Rowe, who fought in Vietnam. The lyrics tell a story: *'Smiley / You're off to the Asian War / And we won't see you smile no more'*. The Vietnam War and the horrors experienced by its young soldiers would continue to inspire musicians for decades. In 1983, Australian folk group Redgum released 'I was only nineteen', in which they wrote, *'Frankie kicked a mine the day that mankind kicked the moon. God help me, he was going home in June'*.

Another major issue that preoccupied protest singers of the 1960s was **civil rights**. During this era, the protest against Vietnam and for civil rights went hand-in-hand. In America Bob Dylan led the musical protests around civil rights for African-Americans. Many Australians supported First Nations Australians' right to own their traditional lands (also known as 'land rights').

Protest music continued to hold a strong place in the Australian rock'n'roll scene through the 1970s and 1980s. Bands such as Midnight Oil proved that it was possible to have commercial success with socially responsible music. Contemporary Australian bands such as the John Butler Trio and hip-hop act The Herd continue to produce protest music.

conscription compulsory enlistment, especially in the armed forces; also called the draft
civil rights the rights belonging to an individual by virtue of citizenship

SOURCE 2 On 28 August 1963, Bob Dylan, widely recognised as the pioneer of the folk-rock music style, and singer-activist Joan Baez, played in front of an estimated 250 000 people who had gathered in America's capital in support of economic and civil rights for African-Americans. His song 'Blowin' in the wind' became a protest anthem.



5.10.2 The hippie movement

The hippie subculture emerged out of the **beat generation** of the 1950s in America, Australia, England and elsewhere. Rather than protesting as stridently as those who had come before them, hippies aimed to challenge the conventional values of regular, mainstream society by embracing a less materialistic, more communal lifestyle, and promoting a peaceful, compassionate and sustainable way of life. It could be said that they were attempting to create a **utopia**.

America's hippies and other like-minded people came together at Woodstock, a three-day, free music festival held outside Bethel, New York, in August 1969. Thirty-two musical acts performed for half a million people who danced in the rain and mud. The festival would come to be synonymous with the values of peace, love and communal living. Many of the values that underpinned Woodstock were also represented by Australia's **Aquarius** Festival, which was held in Nimbin in 1973, and attended by between 5000 and 10 000 young people from around the country. This festival was advertised with the slogan, 'From our hearts, with our hands, for the Earth, all the world together'. Many hippies decided to stay on in the Nimbin area after the festival and continue its counter-culture lifestyle philosophy.

Music festivals in Australia

In Australia, between 1970 and 1975, many outdoor music festivals were staged. The first Sunbury Music Festival in January of 1972 is often referred to as 'Australia's Woodstock'. The inaugural festival drew an audience of 35 000, all of whom camped out and lived communally for three days listening to rock, blues, soul and r'n'b (rhythm and blues) music. However, as far as music and mood was concerned, the hippie movement of peace and love was giving way to the essential Australian ingredients of sun, beer and gritty rock. Performers like Billy Thorpe and the Aztecs, Max Merritt and the Meteors and Chain showcased Australian contemporary music. The festival eventually folded in 1975 after financial difficulties that arose from the concert being rained out.

beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas

utopia an ideal, perfect place, especially in its social, political and moral aspects

Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers

SOURCE 3 The Aquarius Festival, held in Nimbin in 1973, was designed to celebrate freedom of mind, body and spirit.



5.10 SKILL ACTIVITY: Communicating

Select a decade of the twentieth century (either the 1960s, 1970s or 1980s) and **conduct research** into protest music from that decade. Find an example of lyrics that could be classified as 'protest' and write a persuasive essay of 400 words showing how it represents an *effective* protest against events of its time.

5.10 Exercise

learn **on**

5.10 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7, 8, 9, 10

■ LEVEL 3

11, 12

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Check your understanding

1. **Select** the correct definition of protest music.
 - A. Music written by Greenpeace
 - B. Music written to educate and inform listeners about political and social issues
 - C. Music to make people start protesting
 - D. All of the above
2. **Select** three aims of the 'hippie' movement.
 - A. Promoted the solution of problems and issues through violence
 - B. Promoted peace, compassion and a sustainable way of living
 - C. Challenged the values of regular mainstream society
 - D. Sought a less materialistic, more communal lifestyle
3. **Summarise** the purpose of conscription. Which group of Australians faced conscription?
4. **Define** the values that were represented at the Woodstock music festival.
5. **Communicate** how Australia's Sunbury Music Festival differed from:
 - a. Woodstock
 - b. the Aquarius Festival.

Apply your understanding

Using historical sources

6. **Distinguish** what you think the respective photographers are trying to capture in **SOURCES 1** and **2**. How are you positioned to view the subjects in the photographs?
7. **Determine** what a historian could learn from studying the photograph in **SOURCE 3**. In your response, **consider**:
 - a. the gender of those shown
 - b. the age of those shown.

Communicating

8. Which music festivals are held today in Australia? Are they based on a particular philosophy or set of values as Woodstock was? If so, what are they? If not, does this suggest music is no longer a means of protest? **Outline** your views.
9. What is it about protest music that made it such a powerful form of protest? **Determine** if another form of protest could have replicated the success of protest music in the second half of the twentieth century. Why or why not?
10. Based upon what you know about the changing media landscape in Australia in the mid-to-late twentieth century, **discuss** in what way/s media may have helped to popularise protest music and those who sang it.
11. In 250 words, **identify** an equivalent of the 'hippie' movement in today's Australia. In what way/s do these people represent the same (or similar) values? In what way/s are they different? (**Consider**, for example, the way that they spread their message.)
12. **Create** your own poster for one of the festivals listed in this lesson, that embodies the values of the festival. Present your poster to the class.

LESSON

5.11 How did Australian television become a cultural influence?

LEARNING INTENTION

By the end of this lesson you should be able to identify key moments in the evolution of Australian television as a media platform and as an emerging artform.

TUNE IN

In Melbourne Tonight was one of the most popular musical variety shows of the 1950s and 1960s. On the show, Graham Kennedy introduced celebrities, presided over comedy sketches and read product advertisements.

1. Looking at **SOURCE 1**, describe what you see, including the set, Kennedy's costume and overall 'look', and anything else that strikes you about the picture.
2. What sort of 'character' do you imagine Graham Kennedy played as host? What make you say this?
3. What indications can you see, in this picture, that this was a show 'of its time' (the 1950s and 60s)?

SOURCE 1 Graham Kennedy, hosting *In Melbourne Tonight*



5.11.1 Welcome to television

Since it arrived in Australia in 1956, no form of mass media has been more influential in establishing and reinforcing popular culture than television. From humble beginnings, the television would become a pivotal cultural and political tool, and would help to transform the country forever. In recent years, television has gone digital, offering viewers more choice than ever, and forcing television producers to think of new ways to attract and maintain their audience.

Bruce Gyngell, a presenter on Australia's first commercial television network TCN-9, officially introduced television to the Australian public on 16 September 1956 with the words 'Good evening, and welcome to television'. The release date coincided with the Melbourne Olympics, which were held from 22 November to 8 December 1956. By the time the Olympics was broadcast, TCN-9 had been joined by HSV Melbourne and ABN-2. Other stations sprung up in the following years, including stations based in major metropolitan areas and regional or rural areas.

The most popular programs of the day were produced overseas, where higher budgets allowed studios to create shows with higher production values. Local productions included quiz and musical variety shows, which had been popular during the radio era, as well as news and current affairs shows.

Vietnam — the first ‘television war’

By 1966, only ten years after it was released in Australia, the television had become a common household item, and could be found in 95 per cent of homes in Sydney and Melbourne. The Vietnam War was the first war to be shown on Australian television and gained the name ‘the television war’. Early coverage of the war was upbeat, containing few images of the dead and focusing instead on the military’s progress. However, as the conflict dragged on, and public opinion began to turn against the war, television opened a window into the more troubling stories. This culminated in the coverage of a South Vietnamese **napalm** strike on an enemy stronghold in the summer of 1972. One of the most striking images of this event is of Phan Thi Kim Phúc, a young girl burned by napalm, running down the middle of a road surrounded by American soldiers.

Channel 0/28 — multiculturalism on screen

In 1980, Australia made history when it established Channel 0/28, the world’s first ethnic television channel. The Fraser government supported the station because it believed the channel would assist immigrants in understanding Australia and would better reflect their interests. This was part of a deliberate strategy to develop a more **multicultural** nation, one that respected its residents’ cultural heritage rather than attempting to force a dominant culture upon them.

From the start, the Channel 0/28 broadcast was designed to offer a broad range of programming that would appeal to people whose interests weren’t adequately covered by the other networks. On its first night, it screened the documentary *Who are we?*, which traced the history of immigration to Australia. This set the tone for the new channel, which would become known for screening movies from around the world and for covering international issues in depth within its news programs. In 1985 the channel changed its name to the Special Broadcasting Service (SBS).

5.11.2 From soaps to reality

Australia has produced a number of dramatic serials, or ‘soap operas’. They typically feature an open storyline, which continues from one episode to the next, seemingly indefinitely. Early Australian soap operas included *Number 96* (1972), *The Sullivans* (1976) and *Sons and Daughters* (1982), all of which ran in prime-time slots and were important in reflecting changing social attitudes.

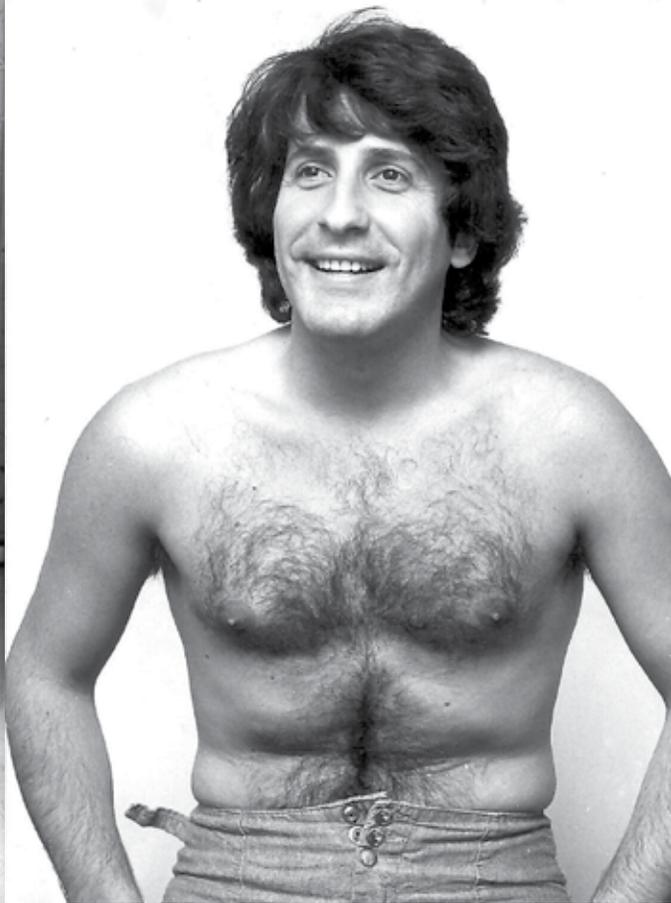
SOURCE 2 Neil Davis, an Australian war correspondent, captured footage from the front line throughout the Vietnam War. This photograph, taken in 1973, shows him injured while in Cambodia.



napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers

multiculturalism policy recognising an immigrant’s right to practise whichever culture they wish to, so long as they do not break the law; respect for, and appreciation of, cultural diversity

SOURCE 3 These images of Abigail (left) and Joe Hasham (right), who were stars of the controversial television program *Number 96*, show why it may have been compelling viewing for Australians in the 1970s. At the peak of its popularity, the *Daily Mirror* newspaper claimed that 1.8 million Australian viewers had tuned in to watch. In 1977, after 1218 episodes, the show was cancelled because of falling ratings.



Number 96 was one show that courted controversy on a number of occasions. Launched in 1972 by an ailing 0–10 Network (now Channel 10), *Number 96* focused on the relationships of a group of people living in one apartment complex. The show featured a multiracial cast, frequent nudity, sex scenes, homosexuality and drug use.

These racy storylines and themes had never been seen on television before. The impact of *Number 96* was exaggerated by its contrast to more conventional Australian ‘soopies’ such as *The Sullivans*. Viewers were confronted with representations of a changing world and this shocked and scared many Australian households.

The genre reached new heights with *Neighbours* (1985) and *Home and Away* (1988) gaining huge popularity with predominantly teenage audiences in Australia. *Neighbours* and *Home and Away* also performed well overseas, particularly in England, because they represented a very different lifestyle to that of the British.

Some Australian soap opera stars, most notably Kylie Minogue, used their new-found international stardom to become successful pop singers, while others, such as Russell Crowe, Margot Robbie, Liam Hemsworth and Chris Hemsworth, became A-list movie and television actors.

SOURCE 4 Domestic and international tourists continue to make the pilgrimage to the sets of *Home and Away* and *Neighbours* each year, where they can view the Summer Bay Surf Lifesaving Club, Alf's Bait Shop and Ramsay Street up close.



DID YOU KNOW?

The original dramatic serials were broadcast on radio during the week in daytime slots, when most listeners would be women. When the serials needed sponsorship, they approached the makers of cleaning products, including soap. This is why, even during the television era, these shows were known as 'soap operas' or 'soapies'.

Reality television 'gets real'

Most reality television consists of a group of people put into a challenging situation and offered a substantial prize if they can survive a process of elimination. Since it requires no professional actors and can be shot entirely on location, reality television is quite cheap to produce, making it attractive to television stations. The popularity of reality television is largely due to viewers relating better to participants than to paid actors. Viewers enjoy watching normal people faced with abnormal situations. They are fascinated by flawed personality traits and are intrigued by the potential of conflict. In fact, some reality television shows have been criticised for deliberately misrepresenting participants and manufacturing conflict. Examples of popular reality TV shows include *Australian Survivor*, *Australian Idol*, *Australia's Next Top Model*, *The Voice* and *MasterChef*, all of which were based upon concepts developed in other countries.

The technology of television

Ever since the first television signal was broadcast in Australia, technology has dictated what Australians watch and how they watch it. In 1966, Australia received its first satellite images from the United States, a technology that would eventually allow television companies to show events live rather than waiting to broadcast recorded footage. On 20 July 1969, satellite images allowed Australians to watch Neil Armstrong and Buzz Aldrin walk on the moon. This immediate access to information became even more important when Australian soldiers entered the Vietnam War. In 1975, colour television arrived in Australia, leading to a growing popularity in this medium, and further establishing its dominance over radio.

SOURCE 5 Australia fell in love with *MasterChef* when it was broadcast on Network Ten in April 2009. It would go on to be one of the top rating programs of the year, with an estimated 3.7 million people tuning in to the finale. The *MasterChef* format was originally developed for English television. Australia is one of more than 25 countries to have localised the show.



SOURCE 6 When it was first broadcast in 1968, *Skippy the Bush Kangaroo* was the most expensive Australian television production ever made, costing around \$6000 per episode. It was the first Australian show to be widely screened in the United States, as well as 80 other countries worldwide. However, Australians would have to wait until 1975 to view *Skippy* in colour.



In recent decades, Australians have been given access to a broader range of television stations via cable television, which they pay for on a subscription basis. In 2010, Australia began the complex process of shifting from analogue to digital TV, which allows for an increasing number of television channels. However, many people, including content producers, worry that, rather than promoting a greater amount of local television production, these channels will become yet more venues for broadcasting American re-runs. The increase of internet pirates illegally downloading television shows and the rise of streaming services such as Netflix and Stan, also pose a significant threat to the future of television in Australia and around the world.

5.11 SKILL ACTIVITY: Historical perspectives and interpretations

What do you believe has been the most significant moment in Australian television? You will need to **conduct** your own **research** in order to answer this question. Be sure to **explain** the reasons for your choice.

In your response, make sure to include:

- a description of the moment
- who was responsible for it
- why it was so significant
- which Australians it was most significant for.

on Resources

 **Weblink** History of the ABC

5.11 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 7, 8, 9, 10

■ LEVEL 3

11, 12

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Check your understanding

- Complete the following paragraph to **explain** how the television could be seen as a tool for family cohesion. By 1966, only 10 years after it was released in _____, the television had become a common household item, and could be found in _____ per cent of homes in Sydney and _____. Before television, _____ was a family event, with a large radio found in the living rooms of most Australian homes. This trend was kept when household televisions replaced radios, with entire families huddled around a small screen.
- Televised updates from the Vietnam War had no impact on Australian families and communities. True or false?
- Select** two reasons why the establishment of Channel 0/28 was significant.
 - It was the world's first ethnic television channel.
 - It was Australia's first television station.
 - It aired only Australian-made television shows.
 - It recognised Australia's multiculturalism and focused on issues often ignored by other networks.
- Discuss** the impact of *Number 96* on Australian society.
- Identify** and **explain** the reasons viewers often prefer to watch reality television rather than 'soapies'.

Apply your understanding

Communicating

- SOURCE 2** depicts Australian investigative journalist Neil Davis. **Communicate** what you can tell about his style of reporting based upon this image. How might this style of reporting have given him an advantage during the Vietnam War?
- As you can see from **SOURCE 4**, some tourists include a tour of a soap opera set when they travel to Australia. **Evaluate** what this suggests about the importance of Australian soap operas to our image internationally. What sort of impression do you think that the major soap operas, *Neighbours* and *Home and Away*, give of Australia? Is this an accurate impression?

Using historical sources

- Study SOURCE 3.**
 - How do these images and the popularity of the television program *Number 96* support or refute the idea of Australia as a conservative society in the early 1970s?
 - The *Daily Mirror* newspaper that reported the 'amazing figures' of '1.8 million viewers' every night is considered a tabloid newspaper. Why might a historian be reluctant to use a tabloid newspaper as a reliable source?
- SOURCES 5** and **6** represent very different television programs and television viewing habits over time. What does this change **demonstrate** about changes in Australian popular culture?

Communicating

- Are all television genres equally reliable as historical sources? **Explain** your view, using specific examples.
- Identify** and **explain** the key changes in Australian television programs and technology since its launch in 1956. How have these changes affected television's ability to influence the views of its audience? **Explain** your views.
- Compare** and **contrast** the images of early Australian television shown in this lesson with those that are familiar to you from contemporary television. Make a table that **summarises** the main similarities and differences (include references to genre and content).

LESSON

5.12 What can the film industry tell us about history?

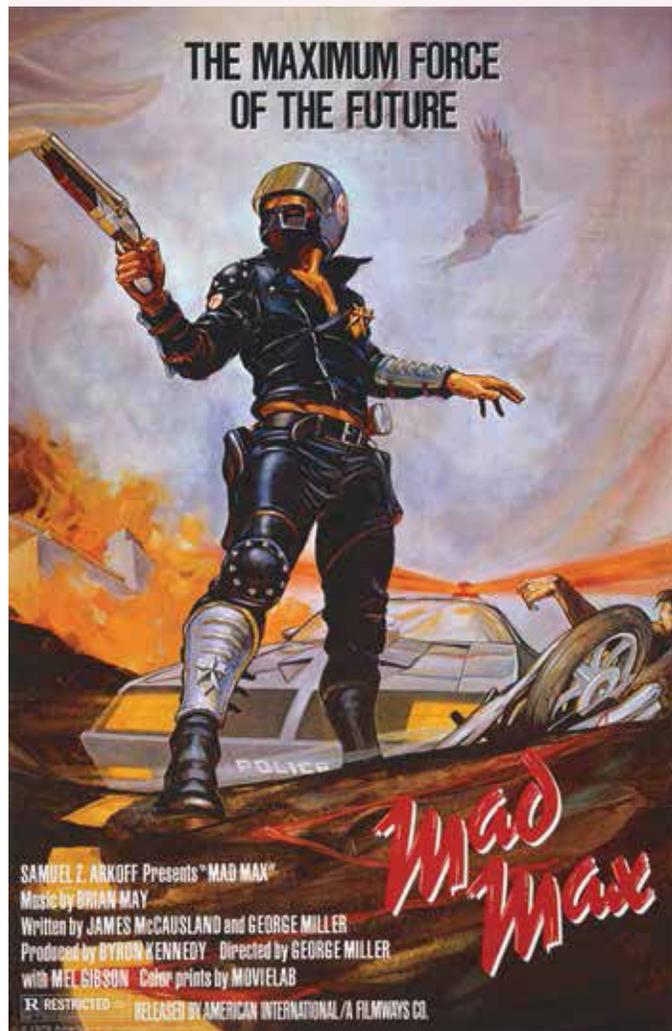
LEARNING INTENTION

By the end of this lesson you should be able to identify how changes to the film industry reflect social and political changes.

TUNE IN

Mad Max (1979) tells the story of a police officer in a post-apocalyptic Australian future. It was immensely popular in Australia and around the world, leading to a number of sequels and establishing Mel Gibson as an international movie star.

SOURCE 1 *Mad Max* (1979) promotional film poster.



1. Looking at **SOURCE 1**, decide: how was the film aimed to appeal to local and international audiences?
2. What elements on the poster (if any) identify the film as Australian?
3. Why might this franchise continue to speak to audiences today?

DID YOU KNOW?

In 2015, the fourth in the *Mad Max* film series, *Mad Max: Fury Road*, became the highest grossing Australian film ever, surpassing *Crocodile Dundee*, *Australia* and *Babe*. It also won six Oscars (from ten nominations) at the 2016 Academy Awards.

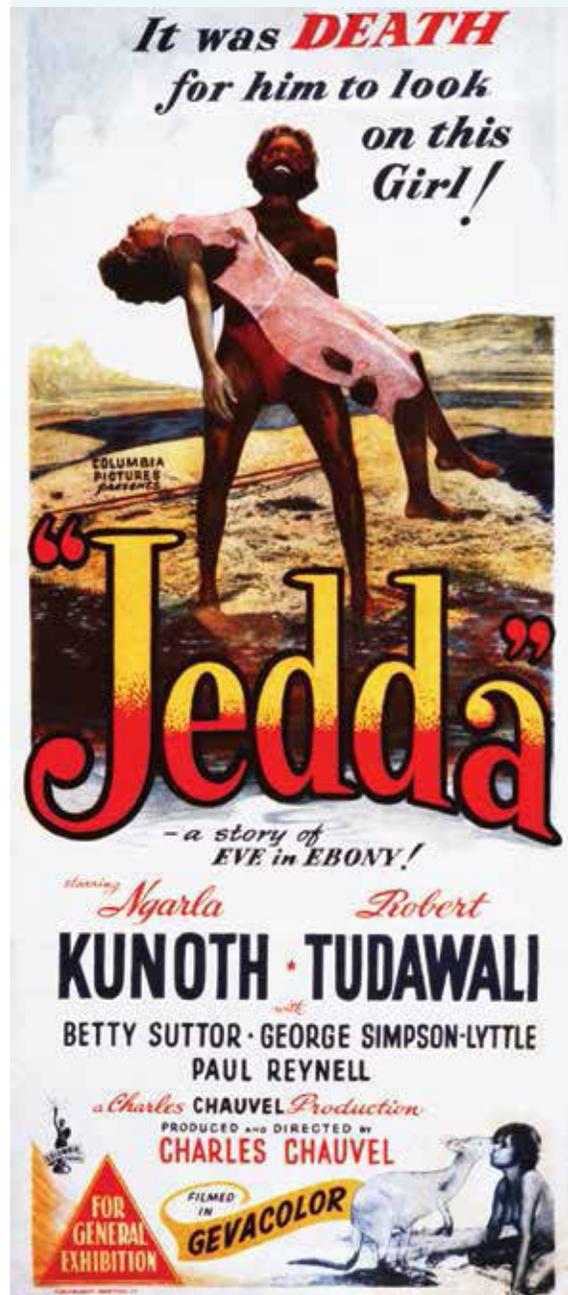
5.12.1 The growth of the Australian film industry

The Australian film industry has a long and proud history. Australian filmmakers the Tait brothers created the world's first feature film in 1906 with *The Story of the Kelly Gang*. Throughout the rest of the silent era, filmmakers would continue to create films that largely reflected Australia's colonial past. In the 1940s and 1950s, the industry was neglected by the government, and major productions were made possible only with investment from large British and American studios. In the 1970s, the Australian government began to invest heavily in its film industry, starting a boom period that would last for two decades. This cinematic 'new wave' would launch the careers of many of the country's best-known actors, filmmakers and on-screen personalities, and would underpin Australia's contribution to the global film industry in the decades to follow.

The first Australian feature film to be produced in colour was the groundbreaking movie *Jedda* (1955). Still one of the most controversial Australian films, *Jedda* tells the story of a young First Nations girl who is brought up by a European family after her mother dies. Representing themes that are still deeply relevant in Australian society today, *Jedda* was also a film of firsts. It was the first Australian film to feature First Nations Australian lead actors and the first to debut at the prestigious Cannes Film Festival.

From 1970 to 1985, the nation produced about 400 movies, more films than had been made since film production began in Australia. During this period, the Australian government threw its support behind the industry by offering large tax breaks to encourage investment in film production, and establishing both the Australian Film Development Corporation (later renamed Film Australia) and the Australian Film Television and Radio School (AFTRS). This growth in the film industry allowed local audiences to watch films that felt truly Australian, created by home-grown directors. Popular films of the period included *Sunday Too Far Away* and *Picnic at Hanging Rock* (1975), and *Mad Max* (1979).

SOURCE 2 A movie poster for *Jedda* (1955)



5.12.2 The Australian character in film

Since *The Story of the Kelly Gang*, Australian audiences have enjoyed watching characters test the boundaries of acceptable behaviour. Rogues, larrikins and scoundrels depicted on screen seem to have an enduring appeal for both Australian filmmakers and filmgoers. One of the first films financed by the newly established Australian Film Development Corporation was *The Adventures of Barry McKenzie* (1972).

The film was written by Barry Humphries and directed by Bruce Beresford, and cost \$250 000 to produce. *The Adventures of Barry McKenzie* told the story of Bazza, an ill-mannered, hard-drinking 'hero', and his 'shameless adventures in Pommyland'. The movie relied heavily upon stereotypes of Australians and the English for its humour, pitting Bazza against a cast of uptight British characters. The **ocker** comedy was a hit in Australia and Britain, and was the first Australian film to earn more than \$1 million at the box office.

SOURCE 3 *The Adventures of Barry McKenzie*, made in 1972, relied heavily on Australian and British stereotypes for its humour.



SOURCE 4 Crocodile Dundee makes his entrance wrestling the crocodile that almost took his life, which is now dead and stuffed, but still makes a great impression on the tourists.



In *Crocodile Dundee* (1986), Sue Charlton, a reporter from the 'big apple' visits the Australian bush in an attempt to meet a famed crocodile hunter. Michael J 'Crocodile' Dundee is unrefined with a good sense of humour, but, unlike Barry McKenzie, he demonstrates a number of features associated with the traditional hero, such as bravery and the willingness to protect his friends. After Mick rescues Sue from a crocodile attack, she takes him back to New York, where his straightforward manner and lack of pretences charm the people he meets. A worldwide smash hit, *Crocodile Dundee* broke box office records for an Australian movie.

In 2010's *Animal Kingdom*, Jackie Weaver plays crime family matriarch Janine 'Smurf' Cody, who is willing to do anything to protect 'her boys', a criminal gang targeted by the police. A critical sensation, *Animal Kingdom* picked up numerous awards including the AFI's Best Australian Film of 2010, while Weaver received an Academy Award nomination for Best Actress.

Interestingly, the success of *Animal Kingdom* both at home and abroad mirrors the success of Australia's first feature film, another crime drama, more than 100 years earlier.

SOURCE 5 In this scene from *Animal Kingdom*, Janine 'Smurf' Cody offers guidance to her criminal son Craig.



ocker (slang) a boorish or uncultivated Australian

5.12.3 Influences on Australian film and the future

The Australian film industry has been entwined with Hollywood for decades. Following World War II, many films shot in Australia, such as 1959's *On the Beach*, were financed at least in part by American studios, and feature foreign actors in major roles. This practice has been heavily criticised by some people, who claim that Australian stories would be better served by using local talent. However, others claim that major international productions shot locally, including *The Matrix* (1999), *Australia* (2008), *Where the Wild Things Are* (2009) and *The Wolverine* (2013), have given Australian actors and film crews experience that would be almost impossible for them to get otherwise.

SOURCE 6 The Australian government supports the idea of movies being shot in Australia, in part because of the money that can be generated through promoting Australia as a travel destination. *Australia* (2008) was shot in various locations throughout Australia and was tied to a tourism campaign titled, 'See the movie, see the country'.



Many Australians have made it big in Hollywood in front of, and behind, the camera. These days, it is not uncommon to see an Australian actor headlining an American film (usually with an American accent), while Australian directors such as Peter Weir and Bruce Beresford have had long, successful careers in Hollywood. Since the advent of computer-generated imagery (CGI), Australian special effects studios have contributed special effects to American films such as *Finding Nemo* (2003) and *The Lego Movie* (2014) and television series including multi-Emmy Award winner *The Pacific* (2010).

The Australian film industry has also recently developed strong ties with Bollywood. The largest and most successful film industry in the world, Bollywood is the name given to the Indian film industry. Since the 1990s, the link between the two industries has become closer. Increased Indian immigration, a changing Australian diplomatic and economic focus in Asia and strong cultural links, including a shared colonial heritage, have assisted the development of this relationship. Many Bollywood films have been shot in Australia and several Australian actors and personalities have featured in them.

Even former Australian Test cricketer Brett Lee has starred in Bollywood movies!

SOURCE 7 In 2015, former Australian cricketer Brett Lee starred in the Bollywood-style feature film *UNindian*. The movie was set in Australia and funded by the Australia India Film Fund, whose aim is to 'fund India-centric films for a global audience'. Its box office takings were \$133 910.



5.12 SKILL ACTIVITY: Questioning and researching

'The Australian film industry is doomed unless the illegal downloading of movies is stopped.' Do you agree or disagree with this statement?

Research the issue, locating reliable sources, and **explain** your response, using evidence from your research. Include a full list of works you have cited.

5.12 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4, 5

■ LEVEL 2

6, 7, 8, 9

■ LEVEL 3

10

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- Receive immediate feedback
- Access sample responses
- Track results and progress



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Check your understanding

- Identify** what was unique about the 1955 film *Jedda*. **Select** all options that apply.
 - It was filmed in colour.
 - It featured Hollywood actors.
 - It featured First Nations Australian actors.
 - It was shown at the Cannes Film Festival.
- Identify** what recent developments have assisted the formation of a close relationship between the Indian and Australian film industries. **Select** all options that apply.
 - Australian diplomatic and economic focus on Asia
 - Increased emigration to India
 - Increased Indian immigration
 - Strong cultural links
- Based on the descriptions provided in this lesson, **identify** which movie provides the most accurate representation of Australian culture.
 - The Adventures of Barry McKenzie*
 - Crocodile Dundee*
 - Animal Kingdom*
 - None of the above
- Study** the characters mentioned in this lesson and listed below. For each of them, **identify** their personalities and **explain** how they represent members of Australian society.
 - Barry McKenzie
 - Mick 'Crocodile' Dundee
 - Janine 'Smurf' Cody
- Explain** how the Australian government saved the ailing Australian film industry in the early 1970s.

Apply your understanding

Communicating

- Using the sources in this lesson, as well as your knowledge of Australian cinema, **construct** a graphical representation (flow chart or similar) showing the major developments in Australian post-war film.
- Based upon the scenes depicted in **SOURCES 3** and **4**, **determine** what Barry McKenzie and Crocodile Dundee have in common. How might they differ? What might their depictions suggest about the way Australia changed between 1972 and 1986?
- Compare** the movies referred to in **SOURCES 6** and **7**. Which film do you think filmgoers might prefer to visit a cinema to watch and why?
- Identify** what you think is the appeal of rogues, larrikins and scoundrels to the Australian filmmaker and filmgoer, and **decide** if this appeal will continue.

Using historical sources

- Examine** the movie poster for *Jedda*.
 - How are First Nations Australians represented in this poster?
 - How does this representation reflect the understanding of First Nations Australian culture during the 1950s?
 - Individually or as a group, design a new, more appropriate, poster for the movie *Jedda*.

LESSON

5.13 How has life changed since the end of World War II?

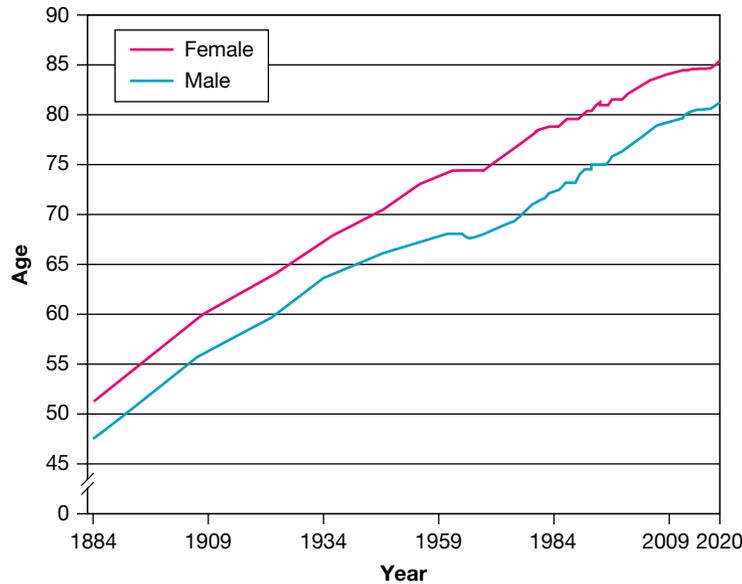
LEARNING INTENTION

By the end of this lesson you should be able to describe how much Australia has changed since the end of the Second World War, and evaluate both the positive and negative effects of these changes on a range of Australians.

TUNE IN

One way of judging a country's progress is to look at the average life expectancy, or the number of years its population is expected to live. These numbers are usually different for women and men.

SOURCE 1 Average life expectancy for Australians



Source: ABS.

1. How would you describe the trend for both men and women in **SOURCE 1**?
2. If this trend continues, what might the life expectancy be in the year 2034?
3. This trend is not guaranteed to continue. What factors might alter its trajectory?

5.13.1 Technological development

Technology has changed at an unprecedented rate during the past 60 years. This has had a profound impact on our culture, our work, our way of life, our interactions and our health. Some describe the computer, and the associated technological revolution, as the force that drives the modern world. During the same time period the world's population has more than doubled, and that rate of growth is expected to increase. This has placed an enormous strain on the Earth's resources and has had a great impact on many people's standard of living. Out of this has grown the green movement, with its concern for the environment and sustainable living.

There is no doubt that technology is advancing at an ever-increasing rate. People 60 years ago could not have imagined how we would be living today, any more than we can predict what life will be like in 60 years' time.

Household technology

As outlined earlier in this topic, television changed our lives, but so did many other twentieth-century technologies. The household refrigerator and freezer enabled us to store food for long periods of time, while the microwave oven (which became available to the average Australian household in the late 1970s) dramatically reduced the time it took us to cook our meals. Today we can start our cars using remote control and some appliances will even respond to voice commands.

Communications

The first programmable computers were built in the 1930s. The first ones to be used for commercial purposes were enormous, filling whole rooms or even the entire floor of a building.

However, with the invention of the integrated circuit (better known as the microchip) in 1959, computers became both much more powerful and much smaller. Now we have small, lightweight laptops and computers installed in our cars, washing machines and phones.

In fact, computers are used in many machines produced today. They also run complex systems such as air traffic control at airports, bank ATMs and many other systems on which our world now depends.

Communications technology allows messages to travel all over the world almost instantaneously. We can call or message people from our mobile phones, and catch up with the news around the world as it happens. Social media sites such as Facebook and X have become more than just tools for keeping in touch; they are used to disseminate information to vast numbers of people in a free, unrestricted manner. This has significant ramifications for governments and society.

SOURCE 2 Computers used today are a fraction of the size of those used in the 1950s.



DID YOU KNOW?

While it took radio 38 years and television just 13 years, it took the World Wide Web only four years to reach 50 million users.

Travel and trade

With developments in shipping and refrigeration, world trade has expanded dramatically. This means that goods produced in one country can safely and quickly be transported in large numbers to other countries. Advances in aviation have seen people travel much more than they once did. An overseas trip that once would have involved several months at sea can now be accomplished in a few hours on a modern jet airliner.

One key consequence of the technological revolution has been **globalisation**. Globalisation has reduced the significance of national borders while vastly increasing the flows of people, trade goods, ideas and cultural knowledge. Countries have become less important as they have been integrated into the global economy. Along with the dramatic improvements in communications and travel, the world has become a much smaller place.

SOURCE 3 The Qantas Constellation (pictured at top) began flights from Sydney to London in 1947. The newest Qantas plane, the A380 (pictured at bottom), entered service in 2008.



5.13.2 The environment movement

While there have always been those who argue that we should treat our natural environment with greater respect, the modern environment movement began in the 1960s. The world had been devastated by war and had seen the destructive capabilities of the atomic bomb. This experience led people to question how we viewed and used our planet. Industrial growth was also blamed for damaging the environment; some people began to argue that economic growth and development, and the associated overuse of resources, should be slowed down, if not stopped altogether, in order to protect the environment.

In the 1970s the environment movement became a mass movement. As a result of popular pressure, countries began to draft legislation and establish authorities (such as the US Environment Protection Agency) charged with regulating industrial and other polluting activities and protecting the environment. In 1972 the **UNESCO** Convention Concerning the Protection of World Cultural and Natural Heritage was endorsed by many nations across the world. This convention helped to ensure that areas of significant environmental importance would be preserved for future generations.

The environment movement in Australia has a long history. Scientific interest in our unique flora and fauna has resulted in people working to ensure our environment is preserved and protected. They were not always heeded. For example, one consequence of the gold rushes was the heavy ecological damage caused by mining operations.

An important turning point for the green movement, as it is often called, came out of the Tasmanian government's 1978 proposal to dam and flood the Franklin River and build a hydro-electric power station; this would have led to significant damage to the river and the surrounding areas. People reacted strongly across the nation to this proposal. Many protests were mounted and the Franklin Dam became an important issue in the 1983 federal election. After this, environment issues began to play a more prominent role in Australian politics. The Australian Greens Party was formed in 1992 and it won 13 per cent of the federal vote in 2010, securing a Senate seat in every state and also claiming its first seat in the House of Representatives.

globalisation the idea that, through improved communications and increased international and multinational trade, the significance of national borders is reduced as the world becomes one global marketplace

UNESCO (United Nations Educational, Scientific and Cultural Organization) a UN body tasked with promoting peace and security through international cooperation in the fields of education, science and culture

SOURCE 4 People take to the streets in Melbourne to protest the destruction of the Franklin River.



SOURCE 5 Bob Brown, standing in the motorboat, addresses protesters during the Franklin Dam dispute in 1983. Bob Brown later entered federal parliament as a senator. He was leader of the Australian Greens Party from 1992 until 2012



Sustainability

Environmentalists believe that the damage we have done to the planet through our growing population, overuse of resources and unchecked greenhouse gas emissions will ultimately mean that life on Earth becomes unsustainable. They argue that we must change our lifestyle and our relationship with the planet in order to ensure that the planet's **ecosystems** can survive. **Climate change** has made the need for sustainable living even more urgent. Radical changes need to be made by individuals, societies and governments to ensure that we live sustainably.

5.13.3 Standard of living

Most Australians enjoy a relatively high standard of living. Life in Australia is good for many, and getting better. One measure of economic wellbeing is our gross domestic product (GDP) per capita, a figure found by dividing the income generated in the country by the population. Australia's GDP per capita places us among the wealthiest people in the world. Another measure of wellbeing is the Human Development Index (HDI), arrived at by means of a wide variety of data, but mainly based on life expectancy, education and income. According to this measurement, Australia is ranked in the top 10, with Norway number one.

Medical advances

There have been many medical advances over the past 60 years. Modern drugs can cure many diseases, and vaccinations mean we are no longer susceptible to diseases that once killed thousands. A disease such as malaria, which kills up to a million people around the world every year, is no longer found in Australia. With our ability to transplant organs (such as the heart, kidney and lung) and identify illness in its early stages, we are able to ensure that we can live longer and enjoy better health than ever before. Improved living conditions and sanitation, healthier lifestyles (improved diets and hygiene) and medical advances have combined to help bring about these changes. However, these advances have generally helped only the world's richer nations, while the poorer nations have often been unable to afford the medicines and technology, and have been left to rely on the charity of the world's wealthier nations.

ecosystem systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment

climate change any change in climate over time, whether due to natural processes or human activities

The future?

We must remember, though, that measurements such as GDP assume that everyone has equal access to the benefits available in that country. We know this is not the case, and we must continue to ensure that we act to make Australia the fairest country it can be, and ensure that all Australians benefit from the wealth and good fortune available.

5.13 SKILL ACTIVITY: Questioning and researching

Select one technology mentioned in this lesson, and answer the following.

- **Describe** the benefits of this technology.
- **Identify** its costs (these might be financial, environmental or something else).
- **Identify** which Australians have benefited most from this technology. Why might this be the case?
- **Propose** what (if anything) would need to change for all Australians to benefit equally from this technological advancement.

Use a range of sources in your research. Present your findings to a small group or to the class as a whole.

5.13 Exercise

learnon

5.13 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5

■ LEVEL 2

4, 6, 7, 8

■ LEVEL 3

9, 10, 11, 12

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Check your understanding

1. **Identify** the event that is seen as marking the beginning of the modern environment movement in Australia.
 - A. The formation of the Australian Greens Party
 - B. The campaign against the Tasmanian government's 1978 proposal to dam and flood the Franklin River
 - C. The construction of the Snowy Mountains Hydro-electric Scheme
 - D. Australia's endorsement of UNESCO
2. **Identify** two of the main aims of the environment movement.
 - A. To ensure issues of environmental concern are not brought to attention
 - B. To promote a sustainable future in which resource use and environmental protection are balanced
 - C. To minimise the government's role in protecting the environment
 - D. To preserve and protect the environment
3. The Human Development Index (HDI) is arrived at by using a wide variety of data, but is mainly based on three indicators. **Select** these three indicators from the list below.
 - A. Life expectancy
 - B. Religion
 - C. Income
 - D. Education
4. **Identify** any two significant technological changes that have occurred since World War II.
5. **Identify** the country that is number one in the Human Development Index.
 - A. France
 - B. Finland
 - C. Canada
 - D. Norway
6. What is meant by the term 'sustainability'?

Apply your understanding

Using historical sources

7. **Compare** the images in **SOURCES 2** and **3**. **Describe** technological developments evident in these pictures.
8. **Identify** the aspects of **SOURCE 4** that show many Australians were against the damming of the Franklin River.

Communicating

9. Environmentalists argue that economic growth must be slowed and that we may need to sacrifice our living standards for the sake of the planet. **Reflect** on why many people resist such arguments.
10. Measures such as GDP per capita are criticised because they fail to reflect how the wealth of a nation is shared. **Examine** why it is important to look at the distribution of resources when assessing a nation's standard of living.
11. **Identify** and **explain** why Australia always rates highly on measures such as the Human Development Index.
12. **List** the other types of data included in the Human Development Index that make it different from GDP. Do you think this makes HDI a 'better' measure? What aspects of life do you believe should be measured when describing a country's standard of living.

LESSON

5.14 How have our beliefs and values been impacted over time?

LEARNING INTENTION

By the end of this lesson, you should be able to identify how and why Australians' beliefs have remained the same or changed over time.

TUNE IN

As a nation, Australians are known for their democratic society and their ability to stand up for their beliefs. Throughout history, there have been countless protests with passionate protesters standing up for what they believe in.

SOURCE 1 Protesters in Sydney march for marriage equality



1. Examine **SOURCE 1** and make a list of the slogans written on placards held by protesters.
 - a. According to the placards, what did protesters want to change?
 - b. Are any political organisations represented in the crowds? If so, which ones are present and why do you think they attended these rallies?
2. What makes the debate around marriage equality historically significant?

5.14.1 Advance Australia fair?

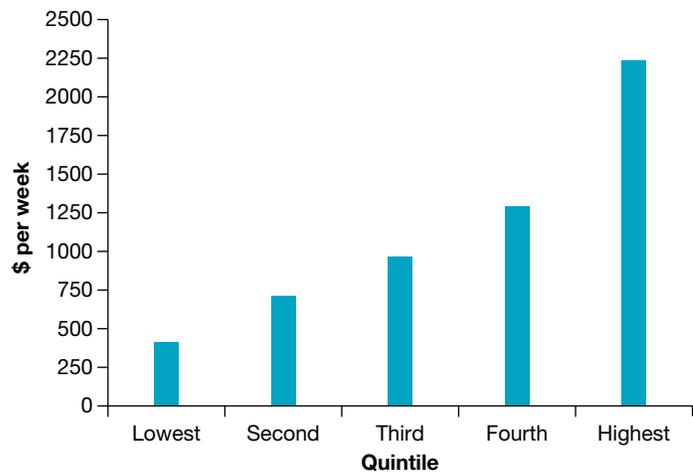
Australians have traditionally considered our nation to be an **egalitarian** society; that is, one that values equality and fairness. Some people have even referred to Australia as a 'classless society' because every member of society, in theory, has the opportunity to succeed. However, in 1945, there were a great number of people whose voices were left out of the national debate, including First Nations Australians, non-white immigrants, LGBTQIA+ Australians and many women. It would take decades for Australia to become a society that would truly value citizens of any colour, sexual orientation, religion and gender.

But in some ways Australians have become less equal since 1945. Today, while it is possible for people from a range of backgrounds to get an education, gain employment and become productive members

of society, many Australians still live in poverty, and lack access to education, healthcare and other essential services. In the past 70 years, Australia has also seen the gap widen between its poorest and richest citizens (see **SOURCE 2**). For those living in poverty, the concept of egalitarianism can seem more myth than reality.

Recent statistics from the Australian Bureau of Statistics (ABS) reveal that although average household weekly income rose significantly between 2003–04 and 2007–08 by \$213 per week, in the following eight years, it grew by only \$27. The average weekly income in 2019–20 was \$1124. Wealth is less equally distributed now than it was in 2003–04. In fact, according to the Australian Bureau of Statistics, in 2019–20, the top 20 per cent of households received almost five times as much income (after tax) as those in the bottom ten per cent.

SOURCE 2 Australian income inequality in mean \$ per week (after tax), by quintile



Source: ABS (2022) Household income and income distribution, Australia: Summary of Results, 2019–20.



aud-0587

SOURCE 3 This extract from the article 'Still working for the man? Women's employment experiences in Australia since 1950' suggests gender inequality in work remains an issue for women in Australia.

The changes in Australian society since 1950 have been profound. From a minority of women in paid work in 1950, it is now the norm to combine both paid work and family care across the life course. The reality of the male breadwinner exists in a minority of families, as both women and men contribute to the family funds in the majority of households. Major changes have occurred in the conditions of work for women. Whereas lower wages for women were the law in 1950, this is now forbidden through anti-discrimination and industrial legislation. Equal opportunity at work and equality of conditions and rewards are now the law.

What kind of working world do the grand-daughters of those women of the 1950s face? They are the most highly educated cohort with more women than men possessing university degrees. They will spend longer than their grandmothers in the paid workforce and can enter any occupation and industry and expect equal pay with their male co-workers. They can expect organisations (at least those with more than 100 employees as set out in the legislation) to have employment equity programs that consider and address equity issues. What is the current reality at work? There are many more opportunities for women to enter the workforce but these opportunities decrease if women choose to move to managerial ranks. Most managers are men. Women may be constrained in their choices by hostile organisational cultures and lack of practices that assist with managing both paid work and family care. Are women still working for a man? Most probably.

egalitarian having the belief that all people are equal and deserve equal rights

The power of democracy

A democratic society is one in which the people have the power to determine the laws and actions of the state. Australia has one of the oldest continuous democracies in the world. In 1945, all white Australian adults over 21 were entitled to vote in the federal election. This right did not extend to most First Nations Australians. In 1962, as the civil rights movement built up momentum in Australia and overseas, the Menzies government extended the vote to all Aboriginals and Torres Strait Islanders (see lesson 3.7). In 1971, Liberal senator Neville Bonner became the first First Nations Australian to sit in Parliament. It was not until 2016 that Linda Burney became the first First Nations Australian woman to be elected to the House of Representatives.

In 1975, Australian democracy was put to the test when the Labor prime minister, Gough Whitlam, was dismissed by the Governor-General, Sir John Kerr. This dismissal was due to many reasons. One reason was because the government's supply of money had been frozen by the Opposition in the Senate. This made it impossible for the prime minister to govern the country.

The Whitlam dismissal was significant because it was the first time that many Australians realised that the governor-general (who was appointed by the prime minister to represent the Queen) could sack an elected prime minister. Despite the unsettling nature of this decision, the response by all parties demonstrated the strength of Australian democracy. All parties, including the Labor Party and trade unions, agreed to resolve their issues through the established democratic process.

Today, all Australians aged 18 and over are required to vote in state/territory and federal elections.

Each person's vote is cast in secret and recorded on a ballot (list of candidates); ballots are counted by independent monitors. Donations to political parties above a certain level must be disclosed. The whole electoral process is designed to be as fair and inclusive as possible, and is a great source of pride for many Australians.

5.14.2 Religious tolerance in a changing society

Technically, Australia is a secular society. This means that there is no official religion in Australia and governments are forbidden to promote one religion above others. Despite this, religious observance is still an important part of Australian society. In the 1940s, most of Australia's Anglo-Celtic population identified themselves as Christian (either Protestant or Catholic). It was expected that these people would attend church at least once a week. Followers of these faiths wore their 'Sunday best', and church-sponsored events, including dances, were a common meeting place for girls and boys. However, there was still a large religious divide between these denominations.

When World War II ended, most Australians considered themselves loyal to England, the 'mother country'. Many of these people viewed Catholics, who had traditionally immigrated from Ireland rather than England, as unreliable, superstitious and even disloyal to Australia. It was not uncommon for a job to be advertised

SOURCE 4 Gough Whitlam watches on as the Governor-General's secretary reads the notice dismissing him in November 1975.



accompanied by the disclaimer, ‘Catholics need not apply’. At this time, a ‘mixed marriage’ referred to marriage between a Protestant and a Catholic. It was an act that could break families apart.

Catholics who were married in a Protestant church were excommunicated, which meant they were denied membership to the Catholic Church, a fate that befell Ben Chifley, who was prime minister in the late 1940s. Despite the potential damage that it could cause, one in five people chose to marry outside their faith prior to 1960.

SOURCE 5 In an opinion piece written for the *National Times* in 2009, Siobhan McHugh reports on the Protestant/Catholic divide that was ever-present in Australia during much of the early twentieth century.

HOW THE IRISH ROSE ABOVE AUSTRALIA'S SOCIAL APARTHEID

Religion in ‘Anglo-Celtic’ Australia was code for identity: it branded you as part of the Protestant Ascendancy or the Catholic ‘Bog Irish’. To marry across these entrenched divides was nothing short of consorting with the enemy for many...

One Randwick man was cut out of three wills for marrying a Catholic — yet his nominally Anglican parents did not even attend church regularly. It was all about upholding Englishness and Empire, about fealty [loyalty] not faith. On the Catholic side, the hatred was just as strong, fuelled by memories of the Irish famine of the 1840s, which halved the population through death, disease and emigration, as the English exported food from Ireland. After one Maitland woman, Julia O’Brien, eloped with her Protestant lover, her father forbade the mention of her name and spurned her deathbed visit. When Julia died in childbirth, neither side would help with the children, who had to be placed in an orphanage. The eldest went on to reject all religion...

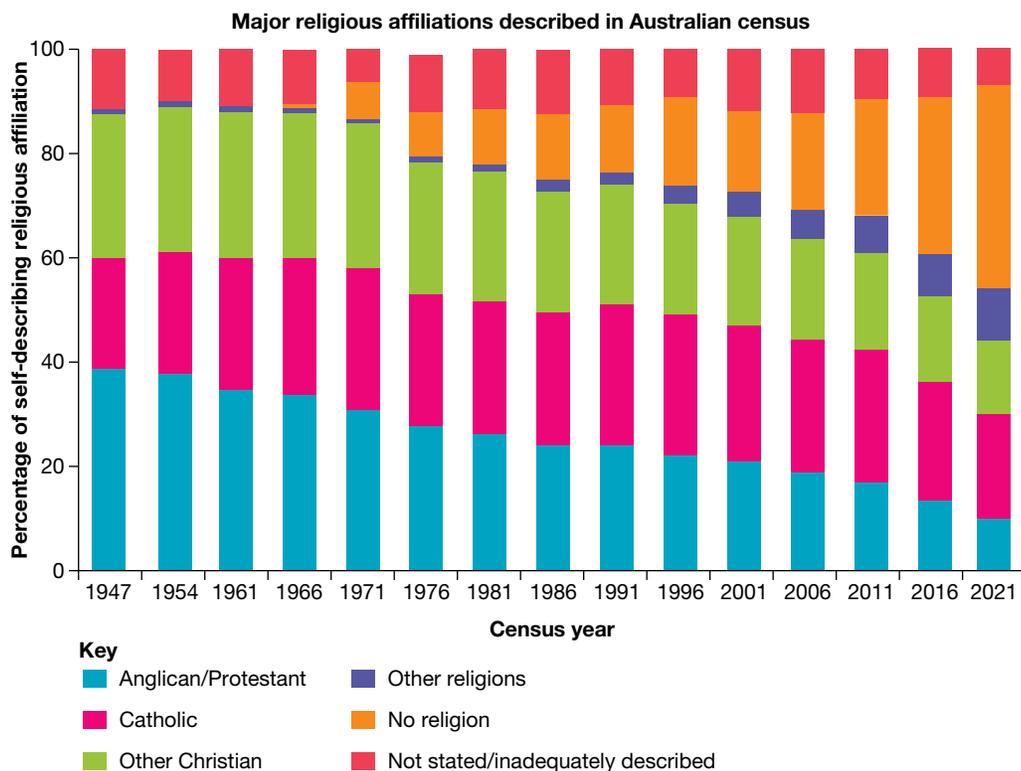
Changing attitudes to religious practice

Some of these long-held prejudices would start to be broken down as a tide of European migrants reached Australia’s shores following World War II. Suddenly, the number of Roman Catholics (many from Italy) increased dramatically, along with members of other Christian denominations, such as the Greek Orthodox



int-9055

SOURCE 6 This graph shows the proportion of the Australian population that identifies with various religions according to census data collected since 1947.



church, which challenged the supremacy of the Anglican church. Another significant milestone occurred following the 1963 federal election. The largely Protestant Coalition government approved state aid for Catholic schools (and other non-government schools). Labor Prime Minister Gough Whitlam consolidated this in 1972 when he tripled the amount of state aid given to all schools. From this point onwards, it could be said that the religious intolerance that had marked much of Australia's early history had finally begun to crumble.

With Whitlam's abolition of the White Australia policy in 1973, the nation opened its arms, and its borders, to people from across Asia, greatly increasing the number of practising Buddhists, Hindus and Sikhs in Australia. Between the 1980s and the present, an influx of immigrants from the Middle East and, more recently, Africa has led to an increase in the number of practising Muslims. Throughout this era, growing support for multiculturalism has led to an increasing level of religious tolerance within the community.

In recent years, it has also become more common to hear some political leaders referring to their faith in election campaigns and other interviews. This has become a point of debate for some people, who fear that such religious politicians may be unable to choose between their religion and the needs of the country, particularly when dealing with controversial issues. The recent debate over marriage equality is an example of how social and political issues can be influenced by religious beliefs.

5.14 SKILL ACTIVITY: Questioning and researching

'Religion in Australia is a unifying force, not a divisive force.' **Discuss** this contention in small groups and **develop** for and against arguments. Then **conduct research** on religious forces in Australia after World War II to further **investigate** this topic, and **present** your findings to your classmates.

5.14 Exercise

learnon

5.14 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 4

■ LEVEL 2

5, 6, 10

■ LEVEL 3

7, 8, 9

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Check your understanding

1. Prime Minister Gough Whitlam was sensationally sacked by Governor-General Sir John Kerr in 1975. Complete the paragraph below to **explain** how the actions of politicians following this event demonstrate Australian democracy in action.
The Whitlam _____ was very significant because it was the _____ time that many Australians realised that the governor-general (who was appointed by the _____ to represent the _____) could sack an elected prime minister. Despite the unsettling nature of this decision, the response by all parties demonstrated the strength of Australian _____. All _____, including the Labor Party and trade unions, agreed to resolve their issues through the established democratic process.
2. **Select** which of the following shows how the abolition of the White Australia policy led to increased religious freedom and tolerance in Australian communities.
 - A. Australia opened its borders to allow only American people and culture in.
 - B. Australia opened its borders to allow only Asian people and cultures in.
 - C. Australia opened its borders to Christian people and cultures from across the world.
 - D. Australia opened its borders to people and cultures from across the world.
3. To the best of your knowledge, **explain** how it might be possible for inequality between a country's rich and poor populations to develop.
4. In your own words, **define** the terms 'egalitarianism' and 'democracy'.
5. **Explain** the ways in which Australia both is and is not an example of an egalitarian society.

Apply your understanding

Using historical sources

6. Using the graph in **SOURCE 2**:
 - a. **compute** the difference between the weekly income of Australians in the lowest and highest quintile
 - b. **compute** this as an annual income (after tax). What statement can you make about the results you obtain in relation to income equality between Australians?
7. **Outline** what issue is being explored in **SOURCE 1**. What changes in Australian society are outlined in the source? Can you detect any bias in this source? What would you need to know in order to establish whether the source was biased?
8. **Examine SOURCE 6**. Based on your analysis of this graph, and your current knowledge, how do changes in religious affiliation reflect Australia's changing immigrant intake? What do these changes suggest about Australia's changing attitude toward religion since 1945?

Communicating

9. **Discuss** how reliable statistics are as a source for showing broad patterns of change over time. What might be their limitations?
10. Australia has been described as a classless society. **Identify** what factors have contributed to this description of Australia by historians and commentators.

LESSON

5.15 INQUIRY: Teenagers through the decades

LEARNING INTENTION

By the end of this lesson you should be able to speak to people to form tentative conclusions about the past.

Background

As you now know, after World War II, improvements to communications technology created a direct connection between the mass media (newspaper, television and radio) and their target audience, many of whom were teenagers. By analysing popular film, music, television, sport, fashion, and other examples of popular culture from this era, we have learned about the sorts of things that have preoccupied, motivated and inspired people during this tumultuous period. Another way we can gain an insight into the lives of teenagers of the past, and either corroborate or challenge our findings, is to speak to them directly. In this inquiry, you will need to locate at least three people who were teenagers in different decades. These decades can include the 1950s, 60s, 70s and 80s. Through your inquiry, you are going to try to discover how, and why, life changed for the nation's teenagers in the latter half of the twentieth century.

SOURCE 1 Technological advancements and many other changes meant that life was quite different for teenagers born in different decades.



Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

Write your **inquiry question**.

Research your question. In this case, interview at least three people who were teenagers in different decades from the 1950s to the 1980s. You will need to ask them a series of questions, including the following:

- How would you **describe** the mainstream or dominant culture when you were a teenager?
- How would you **describe** the counter-culture?
- Were you part of the mainstream or counter-culture?
- What values do you think underpinned Australian culture at this time?

Step 2: Using historical sources

Analyse your interviewees' answers, looking specifically for evidence of things that are a) similar and b) different between them.

Step 3: Historical perspectives and interpretations

Evaluate: What are the strengths and weaknesses of each interview/interviewee (for example, a clear memory and lots of detail are strengths, while a fuzzy memory or a lack of details would be weaknesses.)

Step 4: Communicating

What is the answer to your inquiry question? Present your findings as a written and/or oral presentation, with pictures (such as photographs of your interview subjects when they were teenagers) for the purpose of illustration. Support your claims with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 5.15 exercise set to complete it online.

Resources

 **Digital document** Inquiry rubric (doc-39880)

LESSON

5.16 Review

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5.16.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

5.2 What do sources tell us about the modern world?

- Since World War II, improvements in technology have resulted in a mass media.
- By analysing sources such as films, music, television, sport and fashion, we can understand the phenomenon of popular culture since 1945.

5.3 How did World War II change the world?

- World War II had been devastating to countries around the world, in terms of the loss of life, the destruction of property, and the financial cost. It also displaced millions of people worldwide.
- This devastation inspired the creation of the United Nations, an organisation charged in part with making sure that such terrible wars could never happen again.

5.4 How did Australian society change in the 1950s and 1960s?

- In post-war Australia, the population was predominantly white and Anglo-Saxon.
- Labour shortages meant immigration was encouraged. As well, women were needed in the workforce although they did not receive equal pay.
- Prosperity increased in the 1950s as the economy grew. Life in the suburbs and affordable consumer goods became the norm, along with a 'baby boom'.
- Advances in communications technology brought American popular culture to Australia.

5.5 What were the causes of the Cold War?

- After the Second World War, two superpowers emerged: the United States and Russia. They represented competing ideologies.
- One of the ways these superpowers consolidated their power *in fact, one of the things that makes them superpowers is their large stockpile of nuclear weapons.*
- Today, many countries have nuclear weapons, including China and India, both of which are well on their way to achieving superpower status. Significantly for Australia, we have close relationships with both of these countries.

5.6 How did Australia form relationships with its neighbours?

- Australia's relationship with its neighbours in the Asia Pacific has changed greatly since the end of World War II.
- While all Australian leaders have recognised the increasing importance of this relationship to Australia's security and financial success, they have dealt with the governments of these countries very differently, with some seeing the relationship as largely competitive while others have viewed it as one of cooperation.

5.7 What role did sport play in society?

- Sport is an important element of national identity and Australia has developed a strong sporting culture.
- A surfing culture developed in Australia after World War II, taking advantage of Australia's coastal features and sunny climate.

- Participation in the Olympics was seen as part of Australia's commitment to its values, and Australian athletes enjoyed great success. World events intruded into the Olympics in the form of political protests.
- Immigration from Europe encouraged the growth of soccer as a sport, although ethnic tensions sometimes created divisions rather than unity. Australia's national men's team, the Socceroos, have had increasing success in world soccer.

5.8 What was the impact of the rock'n'roll revolution?

- Australian popular music immediately after World War II included jazz, country and big band music and catered to conservative tastes.
- Rock'n'roll was a new form of music which appealed to the 'baby boom' teenagers. It originated in America and its popularity quickly grew around the world.
- Australian rock'n'roll performers such as Johnny O'Keefe emerged and Australia joined the rock'n'roll craze. Performers from America toured Australia and were seen by a largely teenage audience.
- British music arrived in the 1960s, with the Beatles as its foremost exponents. The group toured Australia in 1964 and were met by large crowds of screaming fans.
- A second and third wave of Australian rock'n'roll acts achieved success overseas. Groups such as The Easybeats and AC/DC had international hit songs.

5.9 How has migration influenced change in Australia?

- Australia has experienced three identifiable 'waves' of migration in the post-World War II period.
- These included the first wave of displaced persons, European refugees; assisted migrants during the 1950s and 1960s; and the final wave made up of immigrants who are supplementing Australia's skill shortage.
- Australia has responded with three immigration policies: assimilation, integration and multiculturalism.
- Alongside these 'waves' there has been an increase in asylum seekers reaching Australian shores since the late 1970s.

5.10 What were the global political and social influences on popular culture?

- Some of the most significant cultural changes in Australia have developed in response to our evolving relationships with other countries.
- Australia's connection to its colonial past has formed the basis of our cultural identity. From cricket pitches to the houses of Parliament, much of Australian modern identity stems from British roots.
- Our connection to Britain began to wane after World War II. In its place arose a new partner in the United States of America. New trends in music, television and film soon found their way into mainstream Australian society. Along with these cultural areas, social and political movements popular in America were seen in Australia as well.
- The civil rights, peace, environmental and hippie movements all entered Australia through its new cultural partner. In recent years, Australian culture and identity has seen another change due to our closer relationship with our Asian neighbours.

5.11 How did Australian television become a cultural influence?

- Television arrived in Australia in 1956 and soon became a dominant cultural force.
- The events of the Vietnam War were able to be seen in Australian households and this influenced public opinion against the war.
- Multiculturalism found a place in television with the establishment of Channel 0/28, later SBS. This was the world's first ethnic television channel.
- Australian television programs have been varied in genre, but 'soap operas' have been particularly successful. Reality television has been popular with some demographics.
- Technology has influenced what Australians watch and the range of channels available has increased via cable, satellite and internet streaming services.
- Illegal downloading and internet streaming services pose a threat to the future of Australian television.

5.12 What can the film industry tell us about history?

- As Australia's global relationships changed, so too did Australian music, film and television. New global trends and influences led to different genres of entertainment developing within Australia. As a result, the quality of Australian-made music, film and television began to improve. As it did, it began to have an influence on global audiences.
- A particular view of the Australian character was often depicted in Australian-made films with portrayals of larrikins, rogues and scoundrels.
- Australian films enjoyed increasing popularity overseas, feeding money back into the emerging Australian arts industry. This enabled further growth in these areas and also contributed to the development of Australian identity.
- The future of the Australian film industry is uncertain as American films continue to dominate Australian cinema releases. Australians also download many films — legally or illegally — rather than attend movie theatres.

5.13 How has life changed since the end of World War II?

- Australia has seen an unprecedented rate of technological change since World War II.
- In general, the quality of life for Australians has improved over this time, however these improvements are not enjoyed equally by all Australians.
- As our rate of consumption has increased, we have become more aware of the environmental harm caused by first-world lifestyles. This has led to a push for sustainable development.

5.14 How have our beliefs and values been impacted over time?

- Australia now looks towards Asia and the United States rather than Britain.
- The vision of Australia as a democratic and egalitarian society has been questioned by some. Some Australians still live in poverty, and lack access to education and healthcare. This is particularly true for First Nations Australians.
- Democracy, however, remains strong, with all Australians over the age of 18 being required to vote in federal and state or territory elections.
- As a secular society, Australia has no official religion. Multiculturalism has resulted in a growth in the different religions present within society. However, social and political issues can still be influenced by religious groups.

5.15 INQUIRY: Teenagers through the decades

- Through this inquiry, try to discover how, and why, life changed for the nation's teenagers in the latter half of the twentieth century.

5.16.2 Key terms

Allied powers the name for the countries that allied themselves against the Axis powers during World War II. They included the United States, the Soviet Union and Britain and her former colonies.

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales

Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers

assimilation the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture

Australian Security Intelligence Organisation (ASIO) a body responsible for collecting information on terrorism and other dangers to Australia's security

beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas

Cabinet group of select government ministers that meets regularly to decide major issues of government

ensorship government controls and restrictions on the free flow of information in the media

civil rights the rights belonging to an individual by virtue of citizenship

climate change any change in climate over time, whether due to natural processes or human activities

Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR

conscription compulsory enlistment, especially in the armed forces; also called the draft

disc jockey also known as a DJ, a disc jockey announces and plays music on the radio

displaced person a person driven from their homeland by war or political upheaval

ecosystem systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment

egalitarian having the belief that all people are equal and deserve equal rights

globalisation the idea that, through improved communications and increased international and multinational trade, the significance of national borders is reduced as the world becomes one global marketplace

ideology sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately

multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, so long as they do not break the law; respect for, and appreciation of, cultural diversity

napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers

ocker (slang) a boorish or uncultivated Australian

picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike

power vacuum a situation in which there is a lack of political leadership

satellite state a country dependent on and dominated by a more powerful country

UNESCO (United Nations Educational, Scientific and Cultural Organization) a UN body tasked with promoting peace and security through international cooperation in the fields of education, science and culture

utopia an ideal, perfect place, especially in its social, political and moral aspects

xenophobia the fear or hatred of foreigners or strangers

5.16.3 Reflection

Revisit the inquiry question posed in the Overview:

How does what we choose to read, watch, listen to and play tell us about the perspectives of people at a particular time?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question, outlining your views.

Resources

 **eWorkbooks** Customisable worksheets for this topic (ewbk-11492)

Reflection (ewbk-11796)

Crossword (ewbk-11797)

 **Interactivity** Globalising world crossword (int-9108)

5.16 Review exercise

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Multiple choice

1. Why were Lee Gordon's 'Big Show' rock concerts so influential on the Australian music scene?
 - A. They were free and exposed people to new music.
 - B. Australian bands were the headline acts.
 - C. Australian bands supported overseas headline acts.
 - D. They were the first concerts held in Australia.
2. 'Populate or perish' was the phrase given to what kind of post-war federal government initiative?
 - A. Immigration
 - B. Family planning
 - C. Tax incentives for families
 - D. Urban planning
3. Why was Channel 0/28 established in 1980?
 - A. Because people were becoming bored with other stations
 - B. To help immigrants understand Australian culture and customs
 - C. To show a greater range of foreign programs
 - D. To balance the number of television stations
4. After World War II, Australian teenagers discovered they had access to the three ingredients necessary to establish a surfing culture. What were they?
 - A. The beach, the sun but no spare time
 - B. The beach, cars and leisure time
 - C. The money, the wetsuits and no spare time
 - D. The beach, surfboards and leisure time
5. Who was the first Australian band to have an international rock'n'roll hit?
 - A. The Bee-Gees
 - B. Billy Thorpe and the Aztecs
 - C. AC/DC
 - D. The Easybeats
6. What was the event that shaped Australian society and dominated popular culture during 1965–75?
 - A. The Korean War
 - B. The Vietnam War
 - C. The civil rights movement
 - D. The hippie movement
7. Which of the following types of mass media helped to shape popular culture after 1945?
 - A. Television
 - B. Music
 - C. The internet
 - D. All of the above

8. **Identify** the two main drivers of social change in post-war Australia from the list below.
- A. Television
 - B. Politics
 - C. The Vietnam War
 - D. Migration
9. Name the years and locations of Olympic Games held in Australia.
- A. Melbourne (1956) and Sydney (2000)
 - B. Melbourne (1956) and Brisbane (1988)
 - C. Sydney (2000) and Melbourne (2006)
 - D. Sydney (2000) and Brisbane (1988)
10. Over the past 60 years, the world's population has:
- A. decreased.
 - B. more than doubled.
 - C. almost doubled.
 - D. increased by 25 per cent.

Short answer

Communicating

11. The national service scheme, introduced by the Menzies government in 1964, was based on a ballot system. All eligible men aged 20 had their names put into a barrel and if their number came up, they would receive a draft card. If drafted, a man was required to serve in the National Service for two years. From 1965 this often meant serving in Vietnam. Some men chose to protest compulsory conscription by burning their draft cards. This gained media attention, but often resulted in the man being fined. **Explain** if you think this was an effective form of protest. Why/why not?
12. **Evaluate** the following statement: 'Had Australia's international relationships remained the same after World War II, our country would not have undergone the social transformation that it experienced.'

Historical perspectives and interpretations

13. **SOURCE 1** is regarded as one of the most memorable and significant photographs of the twentieth century. Why do you think this is?
14. **Determine** how changes in media and communications technologies since the end of World War II, including the internet, have changed life for the majority of Australians.

SOURCE 1 Peter Norman stands in support while Americans Tommie Smith and John Carlos give the 'Black Power' salute at the 1968 Mexico Olympics



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6 The environment movement

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First Nations Australian readers are advised that this topic may contain images of and references to people who have died.



LESSON

6.1 Overview

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Answer questions and check results

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We, as humans, have the capacity to destroy the Earth, or save it. Which will we choose?

6.1.1 Introduction

Since the early 1900s, more visionary world leaders, as well as organisations and individuals, have taken an increasing interest in the environment, recognising a need to preserve it for future generations. This awareness of the vulnerability of Earth's environments to human impact intensified in the 1960s as the modern globalised world began to take shape. The dramatic photographs sent back to Earth from the Apollo 8 moon mission in 1968 showed a beautiful but fragile planet from a perspective never seen before by humankind, mobilising many to change their thinking. Astronomer Carl Sagan echoed this new awareness when he said in 1994, 'Our planet is a lonely speck in the great enveloping cosmic dark. In our obscurity — in all this vastness — there is no hint that help will come from elsewhere to save us from ourselves. It is up to us.'

SOURCE 1 The Earth as seen from space



Resources



eWorkbook

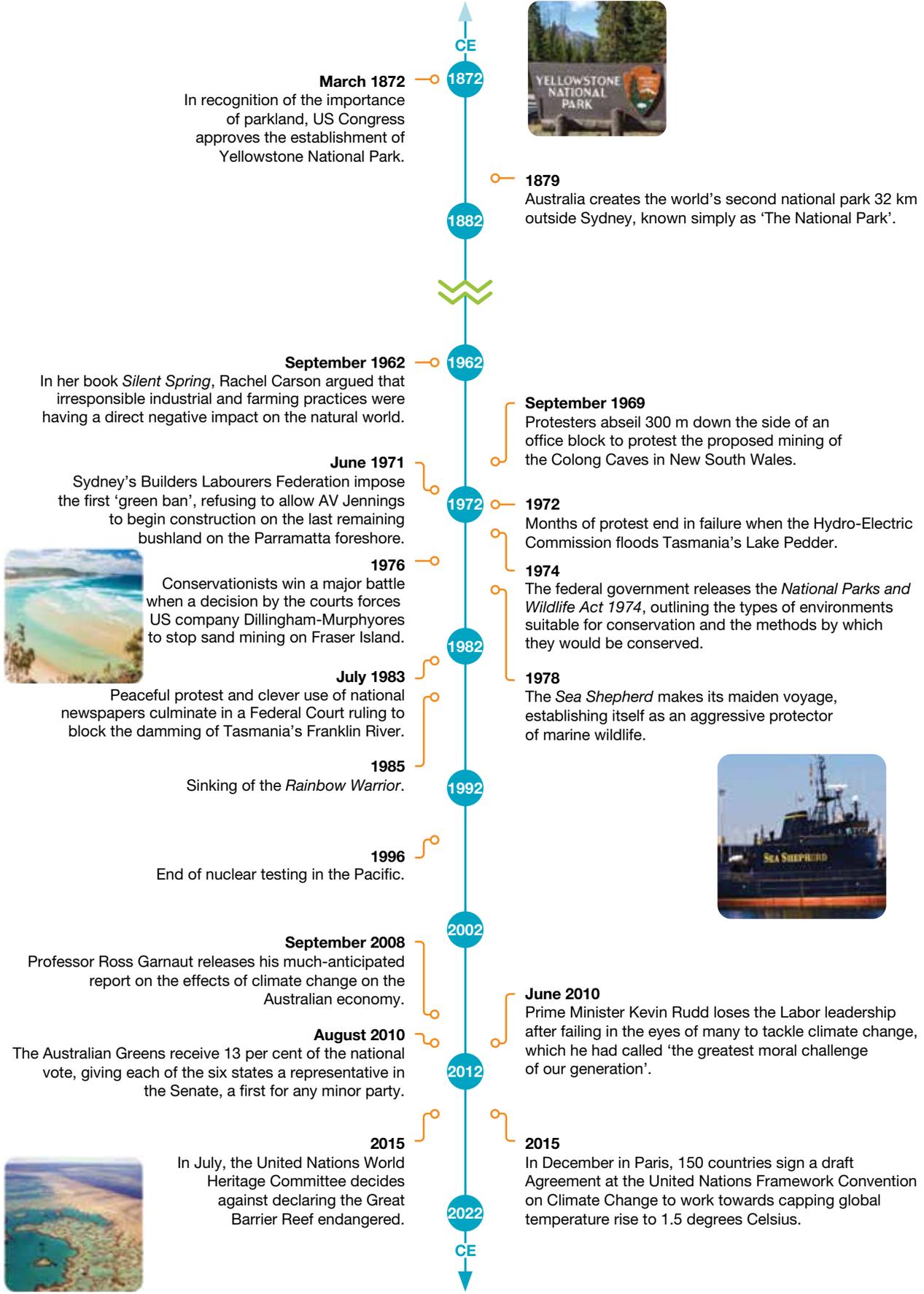
Customisable worksheets for this topic (ewbk-11494)



Video eLesson

The Green movement (eles-2618)

SOURCE 2 A timeline of the environment movement from the 1870s to the present



LESSON

6.2 What do sources tell us about the environment movement?

LEARNING INTENTION

By the end of this lesson you should be able to understand how visual sources, including photographs, can become a catalyst for change.

TUNE IN

Visual sources, including photographs, have the power to change people's perceptions in a way that words rarely can. The environment movement has benefited from the keen eye and compassion of photographers such as the American Ansel Adams, Lithuanian-Australian Olegas Truchanas and his protégé Peter Dombrovskis. Viewers are free to examine photographs and interpret the feelings they evoke. As Ansel Adams said, 'There are two people in every photograph: the photographer and the viewer'. In this way, photography has had a significant impact on environmental awareness and the environmental movement itself, becoming part of a historical record.

SOURCE 1 A photograph taken by famous American photographer and environmentalist Ansel Adams in 1942. Like many of Adams' photographs, this image captures the raw beauty of nature. Adams' work helped expand the American national park program.



This photograph depicts mountains in the background, darkened trees in the foreground, and a glittering river snaking through the scene, leading the eye from one point to another. The place Ansel Adams chose to photograph was not chosen at random. It was selected for its natural beauty.

Other artistic choices made by the artist, which influence the mood of the photograph, include the time of day when the picture was taken, the contrast — and therefore the drama. This is depicted in the soft trees and craggy mountain peaks, and in the fluffy white clouds and radiant sunlight on the left-hand side of frame when compared to the gathering storm on the right.

As well as analysing what is shown in the picture, make sure to consider what is not shown, and how this affects the viewer's understanding. In the case of this image, there are no people. This is a deliberate choice, designed to make the viewer appreciate what an environment looks like without human occupation.

1. Have you heard the expression 'a picture is worth a thousand words'? How does this saying relate to what is written above?
2. Has an image ever changed your mind about something? If so, what was it that got you to think in a different way? If not, has a photograph or other visual source moved you? What was it that made you feel this way?
3. Do photographs have as much power to influence people today as they did in the days of Ansel Adams, Olegas Truchanas or Peter Dombrovskis? Why/why not?

6.2 SKILL ACTIVITY: Using historical sources

Now that you have learned how to **analyse** a photograph, and what it suggests about both the photographer and the viewer, you are going to research another important environmental photograph. It might be another photograph by Ansel Adams, or one by Olegas Truchanas or Peter Dombrovskis, or by somebody else. The important thing is that it is recognised as being part of the environmental movement.

Using **SOURCE 1** as an inspiration, locate one other photograph from the period 1945 to 1990. You will need to do some **research** on the historical context in which it was taken, as well as on the photographer who took it.

Analyse the photograph by responding to these prompts:

- What and/or who does the photograph depict?
- How would you **describe** the mood of the photograph? (For example, is it beautiful, dramatic, confronting, reassuring?)
- What environmental statement does it make? How do the visual elements combine to make this statement?
- Who does it appear to be aimed at? How can you tell?
- In what way/s might it be considered an effective piece of activism?

6.2 Exercise

learnon

6.2 Exercise

Learning pathways

■ LEVEL 1

1, 2

■ LEVEL 2

4, 5

■ LEVEL 3

3, 6

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Check your understanding

1. **State** as many examples of sources as you can think of that would provide evidence about the history of the environment movement.
2. **Explain** what you think Ansel Adams meant by this statement: 'There are two people in every photograph: the photographer and the viewer.'
3. Our relationship with the natural world has been influenced by academic and popular writers, who have expressed their views in fiction and non-fiction, books, articles, letters, poems and songs. Which of these types of writing do you think is most effective in making somebody believe something or behave in a certain way? **Justify** your opinion.

Apply your understanding

Using historical sources

4. **Consider SOURCE 2.** It shows the cover from *The Mother Earth News*. Launched in 1970, this magazine offered concerned citizens practical advice on how to live a more sustainable life. From humble beginnings, it would go on to influence generations of do-it-yourself environmentalists and grassroots activists with its 'advice for wiser living'.
 - a. **Describe** who you imagine its readers were.
 - b. **Identify** what issues they were interested in, and **explain** how the written and visual elements tell you this.

SOURCE 2 *The Mother Earth News*



5. Consider **SOURCES 1** and **2**. Identify which one you think would be more likely to inspire somebody to become an environmental activist. **Explain** why.

Historical perspectives and interpretations

6. Think about what you know about the environmental movement today.
- Analyse** if the tools outlined on this page are as relevant to the movement as they once were.
 - Explain** what other tools are available to those who want to influence public opinion that weren't around when Ansel Adams and the publishers of *The Mother Earth News* were active.
 - Do you think that these are more or less influential than the sources above? **Justify** your opinion.

LESSON

6.3 Why were national parks established?

LEARNING INTENTION

By the end of this lesson you should be able to identify the reasons why national parks were first established, and explain how this led to a wider movement to protect the wilderness.

TUNE IN

Royal National Park in NSW was one of the first National Parks established anywhere in the world. However society's attitudes towards preservation of the environment and the way we interact with it have changed markedly over the years.

SOURCE 1 In 1968, German dignitaries Otto Kersten (right) and Mr and Mrs Brueckmann (centre) discuss a Dharawal rock carving of a kangaroo in Royal National Park with one of the park's guides (left).



- Why do you think these visitors were being shown these engravings?
- Do you believe this behaviour is appropriate? Why or why not?
- Do you believe this would be allowed today? Why/why not? Discuss your answers in a small group and then with the class.

6.3.1 America leads the way

National parks first emerged in North America. Since settling in America, the population had moved westward from the Atlantic coast, shedding much of their European heritage as they went. By the mid 1800s, the majority of America's Indigenous peoples had been driven out of their traditional lands and placed on **reservations**. America's wilderness was conquered; its trees felled on a previously unimaginable scale to be sold for construction and to make way for agricultural development; and millions of wild bison hunted almost to extinction. In 1864, George P. Marsh released his groundbreaking work *Man and nature*, in which he argued that humans were a destructive force upon the environment, and that they must stop land clearance in the name of industrialisation and work to restore 'wild nature'.

Yellowstone, the world's first national park

Yellowstone National Park was signed into law by United States (US) President Ulysses S. Grant on 1 March 1872. Comprising more than two million acres of land in Montana and Wyoming, much of Yellowstone falls within an ancient volcanic caldera, a natural cauldron formed by the collapse of land after a volcanic eruption. It contains spectacular mountains, petrified forests, waterfalls, **geysers** and North America's largest high-altitude lake. It is also home to a huge range of fish, birds, insects and animals, including black bears, grizzly bears, buffalo, mountain lions and grey wolves.

With such a vast range of flora and fauna (plants and animals), the park truly embodied what George Marsh had referred to as 'wild nature'. However, Yellowstone was not set aside merely to protect these natural wonders. The world's first national park was heavily promoted by the American railroad industry, which had made a major financial investment in linking the country by rail, and saw tourism as one way to recoup its costs. The public responded enthusiastically, with about 50 000 tourists making the trip to Yellowstone each year, an early example of **ecotourism**.

reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people

geyser a natural hot spring that intermittently ejects a column of water and steam into the air

ecotourism tourism to places with unspoiled natural resources

SOURCE 2 Preservationists such as John Muir objected to the logging of majestic trees like this one, a giant sequoia, the first of which was felled in 1853.



After witnessing the impact of humans upon the environment as a boy, Wisconsin-born John Muir believed that the battle to conserve the natural world was a battle between right and wrong. In 1867, he set out on foot to explore America's wilderness. Of California's Yosemite, he wrote, 'No temple made of hands can compare'. But Yosemite was under threat from logging. Through his letters and articles, Muir successfully lobbied the government to establish Yosemite National Park in 1890. Two years later, he would also found the Sierra Club, one of America's most important wilderness societies.

6.3.2 Australia and other countries follow

In 1879, Australia attempted to follow the Yellowstone model by setting aside about 18 000 acres of bushland outside Sydney to create the world's second national park. The National Park (renamed Royal National Park in 1955) interpreted Marsh's concept of 'preservation' very loosely, however. Native trees and mangroves were removed to make way for thousands of ornamental trees, and rabbits, foxes and deer were released for hunting. In the decades that followed, Sydneysiders made the 32-kilometre journey from the city to enjoy the amusements offered, use the dance hall or take a boat ride around the lake. The park was affectionately referred to as 'the lungs of Sydney'.

Today, tourists have found new ways to enjoy Royal National Park, albeit sometimes at considerable risk to their lives, as **SOURCE 3** details.

aud-0590

SOURCE 3 'Social media obsession risks lives at Figure 8 Pools in Sydney's Royal National Park', *ABC News*, January 2016

Instagram and tourism campaigns have led to ill-prepared visitors 'inundating' Sydney's Royal National Park, arriving with no knowledge of surf conditions or bushwalking, a local resident has warned.

Three people were treated for minor injuries after being knocked over by a large wave that crashed over the rock shelf at the popular Figure 8 rock pool in the national park on Saturday afternoon.

It is a scene that Royal National Park residents saw coming.

'It [Royal National Park] was dedicated for a small population of Sydney as a small recreational area, but we now have 2.5 million people coming to the park [each year]', Coastal Cabins Protection League and resident Helen Voysey said.

'There is limited access and now we're inundated by car visitors who are not serious bush walkers and who don't understand what a national park is about or the surf.'

'They want to get to the place that's advertised and they don't have the understanding of how dangerous the coastal fringe is.'

The Figure 8 Pools are on a rock ledge south of Burning Palms Beach and are accessed via a steep 3.5 km walking track.

The showpiece rock pool is a perfectly formed figure eight shape, roughly six metres in length.

Information online stresses the importance of visiting the site at low tide, but waves can still break over the ledge during high surf like that seen over the weekend.

With Instagram, areas that were once secret spots are now repeatedly published with a map location, and the Figure 8 Pools has been a social media sensation.

Like fellow Royal National Park attraction Wedding Cake Rock, Figure 8 Pools has become a fashionable but risky spot to visit and share photos of.

Kane Weeks, from the National Parks and Wildlife Service, said social media had had a significant influence on how the organisation managed the site.

'The visitation to Figure 8 has increased over the last 12 months, but in the last month we've seen a dramatic increase at the site', he said.

‘We’ve had to upgrade parking and try to limit the amount of people going to the site because of the risks.’

Mr Weeks said a visit to the site would take about four hours return over challenging terrain.

‘We’ve got information on the national parks website that clearly indicates you need to go at low tide, but it was the swell and height of the wave that people got caught out with [at the weekend].’

‘[Social media] brings a whole new demographic to the Royal National Park with young people and international visitors, but they need to understand the safety concerns for the site.’

DID YOU KNOW?

The traditional owners of the land on which Royal National Park was established are the Dharawal (Tharawal) people. Together with other groups in the area, they were known as the ‘Eora’ people, meaning ‘here’ or ‘from this place’. Rock engravings in the park highlight the Dharawal’s connection to the land.

Other parks were established around the world to preserve the wilderness. In Canada, 6641 square kilometres were set aside by the government in 1885 for the Banff National Park. Since this time, Banff has been grouped with other parks in the area to form the Canadian Rocky Mountain Parks. In New Zealand, Ngāti Tūwharetoa, a Maori tribe whose tribal lands covered the central North Island, gifted to the Crown the mountain summits of Tongariro, Ngauruhoe and Ruapehu in 1887 as a way of saving these sites from being sold to European settlers. By donating these areas to the British government, the tribe protected their use for future generations. These peaks were of major significance to the belief system of the Ngāti Tūwharetoa, one of whose sayings is, ‘Te ha o taku maunga ko taku manawa’ (‘The breath of my mountain is my heart’). These words are now inscribed upon the entrance to the park for all visitors to see. This gift would become the basis for Tongariro National Park, the country’s first national park, and the world’s fourth.



aud-0591

SOURCE 4 On 23 September 1887, this letter was sent to the Honourable John Ballance (the Native Minister) by chief Te Heuheu, confirming that the mountains would be given to the Crown in order to make a national park.

Friend I have signed the deed laid before me by Mr Lewis for the purpose of confirming the gift of the land as a national park in accordance with the wish of the Government, and to fulfil my word spoken to you at Rotorua. I have however, two words to make known to you.

First — my father Te Heuheu Tukino, who was overwhelmed at Te Rapa, is laid on the mountain, and it is my wish that he be removed to some other place. He was, as you know, a chief of very high rank, and it is right that the Government should erect a tomb for him, because both my people and I are unable to do so. Your friend Mr Lewis has agreed to this word of mine, subject to your approval.

The second word is, that I am an old man, and the affairs of my people are conducted by my only son, Tureiti Te Heuheu Tukino. It is my wish that he be authorised, that is to say his name be inserted in the National Park Act; ... These are my requests to the Government on my signing the deed giving Tongariro and Ruapehu to the Government as a National park, for the use of both Natives and Europeans.

6.3 SKILL ACTIVITY: Questioning and researching

1. **Construct** a timeline to show the chronological sequence of the establishment of the national parks mentioned in this section.
2. **Use** your own research to find out about the nearest national park to where you live. **Identify** when it was made a national park and include this in your chronology, along with four or five interesting facts about it (such as its size, number of visitors per year, and what makes it so special).

6.3 Exercise

Learning pathways

■ LEVEL 1

1, 2, 4

■ LEVEL 2

3, 5, 6, 7, 8, 9, 10

■ LEVEL 3

11, 12

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Check your understanding

- Yellowstone National Park is characterised by:
 - 500 acres of land, much of which was formed after a large volcanic eruption in the area.
 - its high mountain peaks, waterfalls and petrified forests.
 - its beaches.
 - its vast deserts.
- Determine** whether the following statements are true or false.
 - The American railroad industry assisted in the development of Yellowstone National Park.
 - Yosemite was the United States' first national park.
- The Ngāti Tūwharetoa tribe gave the Tongariro and other mountain peaks to the British government. **Identify** why they made this gift.
 - To ensure their protection and leave a legacy for future generations to enjoy
 - To provide more land for housing for a growing population
 - To provide farming land to meet a growing population's food requirements
 - To provide an environment for logging for future generations
- List some of the effects of the westward movement of America's population in the 1800s.
- Describe** how the national park movement changed the way in which natural environments were regarded by the public.

Apply your understanding

Using historical sources

- Analyse SOURCE 2.**
 - What does the source suggest about what the natural world meant to America's early industrialists?
 - What techniques were used to fell trees such as the one pictured in this source? What evidence is there in the photograph to support your observations?

Communicating

- After reading **SOURCE 3**, **consider** how the historical uses of Sydney's Royal National Park might differ from the ways in which it is used today. In your opinion, does the type of activity described in **SOURCE 3** protect or endanger the environmental status of the park?
- Read **SOURCE 4.**
 - Explain** the two requests made by Chief Te Heuheu. What do his requests suggest about the balance of power between the Ngāti Tūwharetoa and the Europeans?
 - Identify** evidence to indicate how Chief Te Heuheu felt about gifting his land to the British government. Look for key words and consider language choice and tone.
- From the sources in this lesson, **infer**, (making conclusions) about the differing ways in which people viewed the environment in the late 1800s. Use specific examples in your response.

Historical perspectives and interpretations

- Explain** how the national park movement in the 1800s might have been influential in the development of modern environmentalism.
- Was the National Park in New South Wales a good example of George P. Marsh's vision of preservation? **Explain** your response.
- Explain** why the gifting of the peaks and the two requests made by Chief Te Heuheu in **SOURCE 4** have historical significance.

LESSON

6.4 How have humans impacted on the environment?

LEARNING INTENTION

By the end of this lesson you should be able to identify how humans have negatively impacted the environment, particularly since the early industrial period.

TUNE IN

During the late 1800s, the part of Africa now known as the Democratic Republic of Congo was under the control of Belgium's King Leopold II. Over fifty years, the Belgians plundered the country for natural resources, including ivory, copper and rubber.

SOURCE 1 In this *Punch* cartoon from November 1906, a Congolese man is entangled by the rubbery coils of a snake with the head of King Leopold II.



IN THE RUBBER COILS.

1906—The Congo "Free" State.

1. What do you think the cartoon in **SOURCE 1** is trying to say about King Leopold II and the Congolese people?
2. How do you think that the title of the image, 'In the rubber coils', relates to what we see in the image?
3. Is this a primary or secondary source?
4. Why are political cartoons useful historical sources? What might be their limitations? Discuss your answers in a small group and then with the class.

6.4.1 Impacts resulting from the Industrial Revolution

The Industrial Revolution brought many economic and social changes. Inevitably, rapid and ongoing industrialisation and urbanisation had a significant and transformative effect on many environments that had remained largely unchanged for many generations.

While George P. Marsh, John Muir and others (see lesson 6.3) were effective in raising awareness of the need to set aside and protect unspoiled tracts (areas) of land and water, the world's urban centres were growing at an unprecedented rate as a result of rapid industrialisation and population growth. In 1800, only 3 per cent of the world's population lived in cities; just a century later, that number had risen to 14 per cent, with 12 cities of more than one million people. Although London had the highest population with almost seven million, three of the world's largest cities were located in America, the 'land of opportunity'. The impacts of industrialisation and urbanisation were being felt around the world. Today, these impacts are intensified many times, with 54 per cent of the world's population living in cities. There are over 300 cities with at least one million inhabitants.

The cost of urbanisation

As the cities of the world swelled, factories (and later cars) spewed toxins into the atmosphere, while biological and industrial waste was commonly discharged directly into waterways, sometimes the very waterways that were meant to serve the people of the city. This gave rise to a number of water-borne epidemics including typhoid and cholera.

Following the Meat Cutters strike of 1904 in America, during which 56 000 members of the Amalgamated Meat Cutters Union battled with the 'Beef Trust' (a small group of powerful companies) for fair pay, Upton Sinclair wrote *The Jungle*, a novel that examined life for workers in Chicago's meatpacking district. Its bleak depiction of city life was an eye-opener for its readers, and raised awareness about some of the social and environmental costs of the industrial revolution.

After reading *The Jungle*, President Theodore Roosevelt sent a commission to investigate its claims; less than six months later, he signed into law two Acts designed to clean up the industry, the Pure Food and Drug Act and the Meat Inspection Act.



aud-0592

SOURCE 2 In this excerpt from Upton Sinclair's novel *The Jungle*, Jurgis Rudkus and his family, recent immigrants from Lithuania, are transported by train to Chicago's meatpacking district, where they become, in Sinclair's words, 'wage slaves of the beef trust'.

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realised that they were on their way to the home of it — that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it — you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder, when suddenly the car came to a halt, and the door was flung open, and a voice shouted — 'Stockyards.'

6.4.2 Exploiting the developing world for resources

The damage caused by rampant industrialisation was illustrated most clearly in places that were exploited for their natural resources in the name of increasing industrial production and trade. In many cases, this exploitation was carried out by powerful **colonial nations** in their Asian or African colonies. Many of these

colonial nation a nation that has foreign settlements, or colonies, under its control

colonial powers lacked sufficient access to natural resources to fuel their industrial growth. To alleviate resource shortages at home, they sought to exploit their respective colonies abroad where an abundance of highly sought-after raw materials might be found.

The experience of the Congo Free State in Africa can be used as an example of colonial resource exploitation. Between 1855 and 1908, the Congo Free State (now known as the Democratic Republic of Congo) was controlled by Belgium's King Leopold II. The king claimed that he wanted to bring infrastructure, laws and religion to Central Africa in order to 'civilise' it. Instead, over more than half a century, the king's forces plundered the country for resources, including ivory, copper and rubber. The latter was used to feed the growing rubber boom, which was brought about by the world's growing need for automobile tyres and elastic to be used in clothing. As they exploited the Congo, Leopold's forces tortured and killed much of the native population. They also exploited the natural environment. In the Congo, rubber came from jungle vines; as these were cut down, the vines died, leading the resource to become more scarce. Similarly, in Peru, Brazil, Ecuador and Columbia, large swathes of rainforest were cleared to make way for rubber-tree plantations. Rubber barons grew rich by using the native Indian population as slaves and punished them harshly for failing to meet quotas. In some places, this led to the death of large parts of the Indigenous population, meaning that whole cultures died due to this industry.

Sir Roger Casement, a former British consul in the Congo, worked hard to publicise these crimes in a series of reports to the British government between 1904 and 1911. The industry was changed as a result of international pressure. However, exploitation of the developing world continues to plague international trade to this day, with smaller, weaker countries often exploited for their environmental riches or cheaper workforce. Recent examples include logging of the Amazon rainforest by domestic and multinational corporations; Multinational corporations' exploitation of workers in 'sweatshops' throughout Asia; and China's exploitation of the South-East Asian region in its hunt for energy, including the development of 40 hydro-electric plants along the Mekong River in nations with lax environmental and labour laws, such as Burma and Thailand.

DID YOU KNOW?

According to some estimates, during Leopold's rule of the Congo from 1885 to 1908, the country's population fell from 25 million to 10 million. These estimates are difficult to verify because records were not accurately kept. Starvation, war, disease and a falling birth rate are suggested as reasons for the drop in population.

6.4.3 The impact of industrialisation and urbanisation on Australia

Vegetation

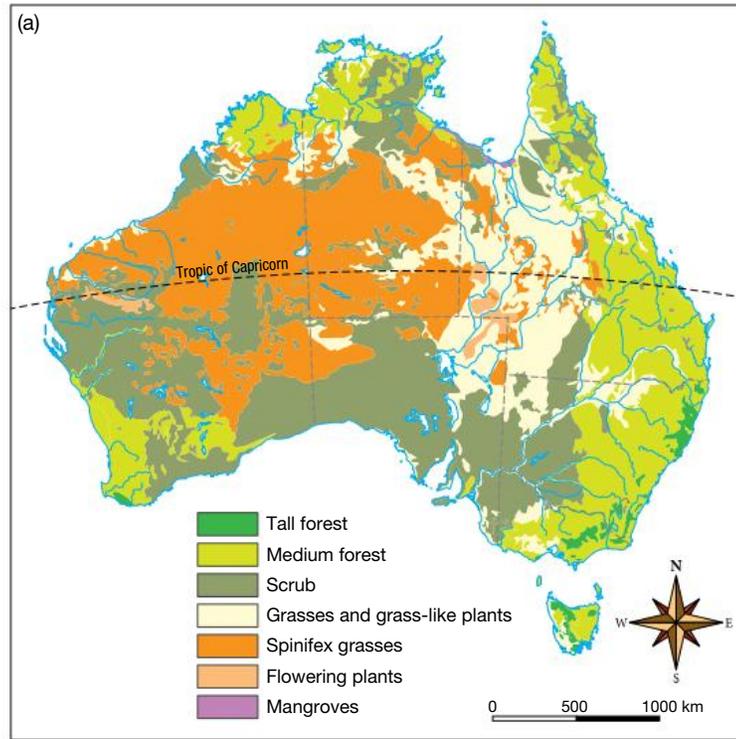
Before European colonisation, most of Australia was covered by native species of vegetation, including shrubland, heath, grassland, woodland and forest. Since European settlement, around 13 per cent of this natural vegetation has been cleared to make way for our farms, cities and industries.

Forests, for example, not only provide a habitat for many species of native flora and fauna, but also contribute to water catchment. In Victoria, for instance, vegetation cover dropped over a period of 100 years from 88 per cent to less than 35 per cent of the state. According to the Department of Sustainability, Environment, Water, Population and Communities, between 1972 and 2004, around 8.4 million hectares of forest were cleared across the country. Today, nationwide, over half a million hectares of native vegetation is still being cleared each year. The largest percentage of this is in Queensland.

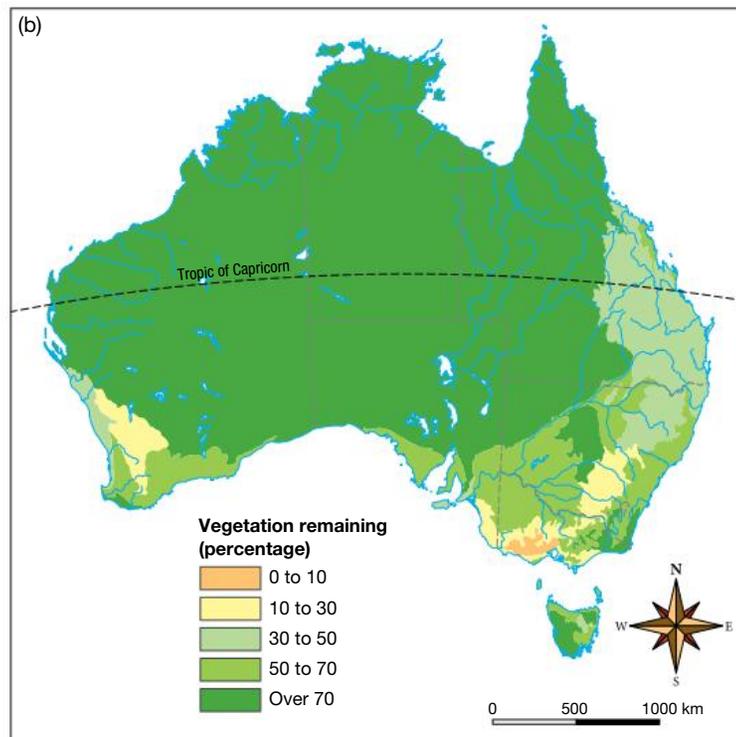
Another negative effect of **deforestation** has been fully appreciated only in recent decades. Because of our use of fossil fuels to power our homes and factories and to run cars, the amount of carbon dioxide in the atmosphere has been steadily increasing since the Industrial Revolution began. This is dangerous because carbon dioxide is a greenhouse gas, a gas that becomes trapped in the atmosphere and does not allow heat to escape, leading to a rise in global temperatures. Trees are natural carbon sequestrators, meaning that they have the ability to remove carbon dioxide from the atmosphere and store it within themselves. When trees are cut down, this ability is lost.

deforestation the removal of trees or forest

SOURCE 3 These maps show (a) a comparison of the vegetation on the Australian continent in 1788 when Europeans arrived and (b) the percentage of that vegetation remaining today.



Source: MAPgraphics Pty Ltd Brisbane.



Source: MAPgraphics Pty Ltd Brisbane.

Conservational agriculture

In response to the key environmental issues of land clearance, deforestation and pollution, Australian farmers adopted a number of strategies from the 1960s onwards that demonstrated the advantages of environmentally friendly farming practices over industrialised farming. These included the back-to-the-land movement, permaculture and organic farming.

Back-to-the-land began in the United States at the beginning of the twentieth century, where it was popularised by the activist and author Bolton Hall. It relates to being self-sufficient and promotes practices such as growing your own food. In Australia, the movement appealed to members of the counter-culture movement of the 1960s, including hippies. Having set up farms in areas such as Nimbin in northern New South Wales, people farmed the land in an attempt to become self-sufficient.



aud-0593

SOURCE 4 Quotation from Bolton Hall (1854–1938) in *Three Acres and Liberty*, written in 1907

The time is not far distant when the builders of homes in our American cities will be compelled to leave room for a garden, in order to meet the requirements of the people. In the mad rush for wealth we have overlooked the natural state, but we see a healthy reaction setting in. With the improvements in steam and electricity, the revolutionizing of transportation, the cutting of the arbitrary telephone charges, it is becoming possible to live at a distance from our business. May we not expect in the near future to see one portion of our cities devoted entirely to business, with the homes of the people so separated as to give light, sunshine, and air to all, besides a piece of ground for a garden sufficient to supply the table with vegetables?

You raise more than vegetables in your garden: you raise your expectation of life.

As a pioneer of the Australian environment movement, Bill Mollison's concern for the state of Australian habitats was sparked when he began to notice rapid environmental changes in his native state of Tasmania. After studying psychology and environmental science, Mollison realised humankind needed to live in balance with the natural world. Together with one of his research students, David Holmgren, Mollison founded the permaculture movement. In recent years, the **permaculture** movement has grown significantly in Australia and across the world.

permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy

SOURCE 5 From *Introduction to Permaculture*, 1991, by Bill Mollison

Sitting at our back doorsteps, all we need to live a good life lies about us. Sun, wind, people, buildings, stones, sea, birds and plants surround us. Cooperation with all these things brings harmony, opposition to them brings disaster and chaos.



aud-0594

SOURCE 6 From *Permaculture: A Designer's Manual*, 1988, by Bill Mollison

... every society that grows extensive lawns could produce all its food on the same area, using the same resources, and ... world famine could be totally relieved if we devoted the same resources of lawn culture to food culture in poor areas. These facts are before us. Thus, we can look at lawns, like double garages and large guard dogs, [and Humvees and SUVs] as a badge of wilful waste, conspicuous consumption, and lack of care for the earth or its people. Most lawns are purely cosmetic in function. Thus, affluent societies have, all unnoticed, developed an agriculture which produces a polluted waste product, in the presence of famine and erosion elsewhere, and the threat of water shortages at home.

Organic farming developed as a natural extension of the principles of permaculture, as it focused on working in harmony with nature rather than against it. It involves growing food that is pesticide-free, using natural fertilisers and pest controllers, and conserving water. The Organic Federation of Australia was established in 1998 to ‘work in co-operation with all sectors of industry and government to develop the Australian Organic Industry from a niche industry into a major component of Australian agriculture and deliver benefits to consumers, producers and the Australian environment’. In recent years, organic farming requirements have expanded to include products that have not been genetically modified.

6.4 SKILL ACTIVITY: Historical perspectives and interpretations

Is the developing world more or less safe from environmental exploitation today than it once was?

1. Use your library and the internet to find out more about one of the current forms of exploitation of the developing world mentioned in this lesson.
2. **Compare** it to what you have learned about Leopold II’s exploitation of the Congo Free State. *Tip:* Start by **creating** a table listing the similarities and differences between them.
3. Based upon your research, **decide** how much has changed in the exploitation of the developing world for economic reasons in between the rule of King Leopold II and today.

6.4 Exercise

learn on

6.4 Exercise

Learning pathways

■ LEVEL 1

1, 2, 5, 6

■ LEVEL 2

3, 4, 10

■ LEVEL 3

7, 8, 9

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Check your understanding

1. **Determine** whether the following statements are true or false.
 - a. The outcome of President Roosevelt’s commission to investigate the meatpacking industry in Chicago after the Meat Cutter’s strike of 1904 was that, less than six months after Roosevelt’s commission, he signed into law two Acts designed to clean up the meat-packing industry: the Pure Food and Drug Act and the Meat Inspection Act.
 - b. President Roosevelt’s actions were inspired by reading a novel about the issue called *The Jungle*.
2. **Identify** why colonial powers took resources from their overseas colonies.
 - A. It was a way of topping up existing stocks.
 - B. They were resources to which these countries would not otherwise have access.
 - C. It was an easy way to increase their wealth.
 - D. As a sign of their dominance
3. Why should we be concerned about loss of forests, both in Australia and other parts of the world? **Select** all options that apply.
 - A. They provide habitats for flora and fauna.
 - B. They are important for water catchments.
 - C. They encourage monoculture.
 - D. They increase carbon dioxide.
4. **Identify** and **explain** the ways in which urbanisation began to threaten natural environments during the early twentieth century.
5. **Identify** and **explain** three strategies Australian farmers used after 1960 to initiate environmentally friendly farming practices.

Apply your understanding

Questioning and researching

6. The period of Belgian control of the Congo Free State in Africa can be used as an example of colonial resource exploitation.
 - a. **Identify** the main resource wanted by Belgium's King Leopold II.
 - b. **Recall** what this resource was used for in the industrialising western world.
 - c. **Select** two ways in which taking this resource could result in an impact on the natural environment.

Communicating

7. **Create** a table listing the historical sources used in this lesson in chronological order. In a second column, **identify** the theme or main idea presented in each source. Then in a paragraph, **discuss** what these themes have in common.

Historical perspectives and interpretations

8. Read **SOURCE 2**.
 - a. **Identify** whose perspective is detailed in the source.
 - b. The source is taken from a work of fiction. **Identify** what might affect the validity of a work of fiction as a historical source.
 - c. To which of the human senses does this source particularly appeal?
 - d. **Identify** two examples of the sensual language used by the writer to describe the effect of the local environment on the immigrants.
 - e. **Examine** how this language might indicate an attempt to position the reader to a particular viewpoint.

Using historical sources

9. Study the maps in **SOURCE 3**.
 - a. Estimate the percentage of Australia covered by forest in 1788.
 - b. **Identify** which areas of Australia have fewer than 10 per cent of original forest remaining. **Propose** reasons for this.
 - c. **Identify** which areas of Australia have had the least change to their 1788 vegetation. **Propose** reasons for this.

Communicating

10. **Evaluate** to what extent you consider the Industrial Revolution to be the cause of the world's environmental issues. Draw a consequences wheel to show some effects of the Industrial Revolution on global environments.

LESSON

6.5 What were the causes and consequences of the Atomic Age?

LEARNING INTENTION

By the end of this lesson you should be able to understand how the nuclear arms race, nuclear testing, and disasters at nuclear power plants have further unified environmentalists in their efforts to advocate for clean fuels.

TUNE IN

Examine **SOURCE 1**, a cartoon published immediately after the Cuban Missile Crisis between the US and USSR ended in October 1962.

1. The cartoonist uses an analogy of the Greek myth of Pandora, who opened a box that contained all the evils of the world. How apt is this analogy with relation to the threat of nuclear war to the world?
2. Political cartoons are valuable historical sources. At the time of their creation, why might they be more successful in influencing opinions on an issue as opposed to, for example, a government report or a newspaper editorial? Discuss your answers in a small group and then with the class.

SOURCE 1 A cartoon drawn by famed American political commentator, Herbert Block (aka Herblock).



6.5.1 Fears of nuclear war

With the explosion of the first atomic bomb in 1945, the world entered a new era that would become known as the Atomic Age. The United States' sole possession of nuclear weapons seemed to guarantee the world's security, while atomic energy promised to become the clean, cheap power source of the future. After the Soviet Union tested its first nuclear weapon in 1949, however, the two superpowers entered a nuclear 'arms race', in which each tried to develop the largest nuclear stockpile. In this time of nuclear weapon proliferation, many people worried that a nuclear war could break out. Around the same time, environmentalists raised concerns about the safety of nuclear power plants and the toxic waste this supposedly 'clean' power source generated.

The **Cold War** that dominated international superpower politics after World War II resulted in, at best, an uneasy truce. This truce was sustained by a concept known as mutually assured destruction (MAD). This was the notion that in the event that

Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR

nuclear warfare between the two countries did eventuate, both sides would be completely annihilated. Having seen the calamitous impacts nuclear warfare had on Japan's people and environment at the close of World War II, people across the world lived in serious fear of full-scale nuclear war.

aud-0595
tlvd-10764

SOURCE 2 An excerpt from US Secretary of State, Robert McNamara's 'No cities' speech delivered in Ann Arbour on 9 July 1962. The controversial speech outlined the government's nuclear war policies and strategies.

Let us look at the situation today. First, given the current balance of nuclear power, which we confidently expect to maintain in the years ahead, a surprise nuclear attack is simply not a rational act for any enemy. Nor would it be rational for an enemy to take the initiative in the use of nuclear weapons as an outgrowth of a limited engagement in Europe or elsewhere. I think we are entitled to conclude that either of these actions has been made highly unlikely.

Second, and equally important, the mere fact that no nation could rationally take steps leading to a nuclear war does not guarantee that a nuclear war cannot take place. Not only do nations sometimes act in ways that are hard to explain on a rational basis, but even when acting in a 'rational' way they sometimes, indeed disturbingly often, act on the basis of misunderstandings of the true facts of a situation. They misjudge the way others will react, and the way others will interpret what they are doing. We must hope, indeed I think we have good reason to hope, that all sides will understand this danger, and will refrain from steps that even raise the possibility of such a mutually disastrous misunderstanding. We have taken unilateral steps to reduce the likelihood of such an occurrence. We look forward to the prospect that through arms control, the actual use of these terrible weapons may be completely avoided. It is a problem not just for us in the West, but for all nations that are involved in this struggle we call the Cold War.

SOURCE 3 Location of the Chernobyl Power Complex in the Ukraine



6.5.2 Nuclear power and the Chernobyl disaster

Nuclear war was not the only means by which the Earth's environment and people's lives could be devastated. The Chernobyl Power Complex was a nuclear power plant located in the Ukrainian SSR (now the Ukraine), on the border of Belarus and the USSR.

The plant consisted of four reactors, which were completed between 1970 and 1983. On 26 April 1986, Reactor 4 exploded, discharging approximately 5 per cent of its nuclear reactor core into the atmosphere and downwind. The disaster would lead to the death of hundreds of people, the ongoing illness of thousands and widespread contamination. No event symbolised the potential danger of nuclear power, or was more important to anti-uranium campaigners, than the Chernobyl disaster.

uranium a radioactive element used in the construction of nuclear fuels and weapons

int-6718

SOURCE 4 An artist's impression of the chaotic scenes during the Chernobyl disaster



- A** On 26 April 1986, a reactor at the Chernobyl Power Complex experienced a sudden power surge. Official records attribute about 64 deaths as a direct result of the accident. However, the spreading radiation would claim the lives of an estimated 200 000 people in the decades to come, as well as cause cancers and genetic abnormalities in future generations of children.
- B** An army of liquidators consisting of firemen, nuclear power professionals, soldiers and civilians was sent in to clean up the site. They sealed the reactor inside a concrete sarcophagus (tomb). Most would later develop cancer and other life-threatening conditions as a result of the radiation.
- C** The government initially downplayed the extent of the disaster. It was only because of mounting international pressure that, days later, people within a 30-kilometre exclusion zone were evacuated. This exclusion zone is still enforced today.
- D** The radioactive fallout spread far across Europe. Some animals as far away as the United Kingdom have been discovered to contain unusually high levels of radiation attributed to the Chernobyl disaster.
- E** Local media were allowed to film the event. Many of them did not know the dangers and wore minimal or no protective equipment.

DID YOU KNOW?

Calder Hall, the world's first commercial nuclear electric power plant, was opened at Sellafield in England in 1952. Although it was seen by many as the beginning of an exciting new 'atomic age', the plant supplied more than cheap electricity. It produced plutonium to feed Britain's nuclear weapons program.

6.5.3 Nuclear testing on Australian soil

Although environmental campaigners and anti-nuclear protesters were convinced of the threats that nuclear power and energy presented for the planet, others had more positive views on its potential for peaceful purposes. At the International Conference on Atomic Energy convened by the United Nations in Geneva in 1955, 25 000 participants came together to advance non-military uses of nuclear technology. President Eisenhower had delivered his 'Atoms for Peace' speech two years earlier and many leaders and their governments wanted to support the cause. In 1954, the United Kingdom established the United Kingdom Atomic Energy Authority (UKAEA), although it had already been carrying out nuclear testing, notably on Australian soil.

From 1952 to 1957, the United Kingdom conducted a series of 12 nuclear tests at Emu Junction, Monte Bello Islands and Maralinga. Although these tests had been approved by Australia's Commonwealth government, it is likely this was done without consideration of the true environmental impacts of the testing program. In fact, some sources from the time (such as newspaper headlines and articles) document the pride that Australians felt about our participation in the British nuclear testing program.

The testing sites were chosen primarily for their remote locations. The Monte Bello Islands, for example, are an isolated chain of small islands off the coast of far north Western Australia. The British Navy could easily access the site and could conduct their testing away from prying international eyes. The desert locations of Maralinga (see **SOURCE 6**) and Emu Junction were chosen for similar reasons.

An Australian royal commission in 1985 revealed that, as they tried to develop their nuclear weapons, the British had unwittingly exposed Australian and English troops, as well as First Nations Australian communities, to nuclear **fallout**. Scientists testified that they had found high levels of nuclear contamination at Maralinga but acknowledged that the human cost of the tests would be impossible to prove. This was partly because, at the time of the tests, few records were kept of the First Nations Australians living on the land, and partly because of taboos involving naming the dead. In 1985, the South Australian government returned ownership of the land to its traditional owners under the Maralinga Tjarutja Land Rights Act; however, it would take another ten years to clean up the contamination.

fallout the fall of radioactive particles after a nuclear explosion

SOURCE 5 Two years before the more well-known nuclear tests at Maralinga, a bomb was detonated at Emu Junction, South Australia. Many of the local First Nations people were not warned of the impending blast.

EILEEN KAMPAKUTA BROWN (translated): We noticed a very red, red colour in the sky in the west there, and we thought, hey. And it was that boom, that blast, and then that mushroom that we could see. That next morning when we all woke up, that was when we noticed sickness happening then.

Yami got up that morning and we saw, you know, red eyes, sore red eyes, real phlegmy in the nose, coughs, bad coughs as well, and so we were starting to think maybe it was to do with that bomb.

That morning when we woke up was when we found out about Kelly's father who passed away. Day Two we lost Kelly's sister then. So Day Three was when we lost Kelly's mother.

SOURCE 6 A sign declaring a prohibited area on the road to the Maralinga test site, taken in 1974



on Resources

 **Video eLesson** Nuclear tests at Maralinga (eles-2621)

6.5.4 Nuclear testing in the Pacific

After World War II, several countries including the United Kingdom, France and the United States conducted nuclear testing in the Pacific Ocean. These tests occurred between 1946 and 1996, in the misguided belief that these were remote locations with little population to worry about.

The first country to do this was the United States, conducting its first test in Bikini Atoll in the Marshall Islands in 1946. The US went on to conduct around 100 nuclear tests in the Pacific over the following years, eventually stopping in 1962.

The United Kingdom's testing occurred between 1952 and 1958, when they conducted a total of 12 nuclear tests on Christmas Island, part of the British Indian Ocean Territory. These tests were conducted co-operatively with the US, as part of their joint defence strategy during the Cold War.

France, however, conducted the most nuclear tests in the Pacific. These also happened much later, between 1966 and 1996, on the French Polynesian atolls of Mururoa and Fangataufa. Although the French government claimed the tests were necessary for the country's defence program, they were highly controversial. There was widespread environmental and local opposition centred around concerns about the impact of radiation on health and the effect on the environment.

The *Rainbow Warrior* was a Greenpeace ship involved in protesting against the French nuclear testing. It was docked in Auckland Harbour in 1985, preparing to lead a protest flotilla to the nuclear test site in Mururoa, when it was bombed by French agents. A Greenpeace photographer, Fernando Pereira, was killed in the blast. This led to worldwide outrage, as well as pressure on France to end its nuclear testing program in the Pacific, which it eventually did in 1996.

Today, the *Rainbow Warrior* vessel remains a symbol of environmental activism and a reminder of the importance of standing up for environmental protection and human rights. While the original boat has been replaced, a new *Rainbow Warrior* vessel continues to be used by Greenpeace in its work.

The nuclear testing conducted in the Pacific over this time has had significant environmental and health consequences for the local people. These range from health issues caused by radiation exposure to environmental damage, including contamination of soil and water. Many of these effects are still being felt today.

DISCUSS

'The potential benefits of the use of nuclear power far outweigh all social and environmental impacts.' Do you agree or disagree with this statement? Justify your view.

6.5 SKILL ACTIVITY: Historical perspectives and interpretations

Research the Three-Mile Island accident in 1979, or the Fukushima nuclear disaster in 2011. **Compare** and **contrast** the causes and effects of this disaster with those of Chernobyl. Present your findings using words and images.

6.5 Exercise

learn **on**

6.5 Exercise

Learning pathways

■ LEVEL 1
1, 2, 3

■ LEVEL 2
4, 5, 9

■ LEVEL 3
6, 7, 8, 10

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Check your understanding

1. **Determine** whether the following statements are true or false.
 - a. The Atomic Age is the period of history which followed the detonation of the first nuclear bomb during World War II on 16 July 1945.
 - b. The Cold War reduced fears of a nuclear attack.
2. Mutually assured destruction (MAD) is the concept that both parties involved in a conflict have the understanding that the use of _____ would lead to _____.
3. **Identify** the ways in which a nuclear war would be calamitous for the environment. **Select** all possible answers from the options below.
 - A. The blast would form a crack that would extend through the Earth's crust.
 - B. The initial impact of a nuclear bomb would destroy the surrounding built and natural environments.
 - C. A nuclear bomb would kill all living things within the impact zone.
 - D. Nuclear radiation would seep into ecosystems, cycling through food chains for years to come.
4. **Explain** the response of the following people in the Chernobyl disaster:
 - locals
 - liquidators
 - government officials
 - local media.
5. Answer the following questions about nuclear testing in Australia.
 - a. **Name** the sites in Australia where the United Kingdom carried out nuclear testing.
 - b. **Explain** how they were able to conduct these tests in Australia.
 - c. **Identify** what was significant about the location of these sites.
 - d. Had environmental impact studies been conducted?

Apply your understanding

Questioning and researching

6. **Identify** some of the environmental and health consequences of the nuclear testing conducted in the Pacific. **Explain** how these might have impacted local communities and the wider world.

Using historical sources

7. **Examine SOURCE 4.**
- The source represents an artist's impression of the aftermath at Chernobyl. **Evaluate** what limitations it might have as an accurate historical source.
 - Propose** what other types of sources a historian could draw on to ensure an accurate account of the disaster could be given. Given the nature of the times, **explain** why access to such sources might be restricted or difficult to obtain.
8. Read **SOURCE 5** carefully.
- According to the source, what was seen and heard on the day of nuclear testing at Emu Junction?
 - Is this an eyewitness account? **Explain.**
 - Discuss** how reliable you consider this account. Why?
9. **SOURCE 7** is a photograph of Greenpeace's ship *Rainbow Warrior*.
- Identify** the hints that this boat is dedicated to protecting the environment.
 - Consider** what life might be like for those on the boat. What makes you say this?
 - Does this boat look like you imagine a boat for 'eco-warriors' should look? **Explain** why/why not?

SOURCE 7 Greenpeace's ship *Rainbow Warrior*. This ship, registered in The Netherlands, is the third to bear the name and was launched in 2011. It was built to environmentally friendly specifications and uses mainly wind power.



Communicating

10. Copy and complete the table below to make an **analysis** of the different types of historical sources used in this lesson.

Type of source	Example	Strengths	Weaknesses
Speech			
Political cartoon			
Artist's recreation of an event			
Photograph			
Eyewitness accounts			

LESSON

6.6 How have governments addressed global environmental issues?

LEARNING INTENTION

By the end of this lesson you should be able to understand complexities in addressing some of the world's most pressing environmental issues, including climate change, and how the response from governments, non-governmental organisations, and everyday people have changed over time.

TUNE IN

Many islands in the Pacific are facing the threat of rising sea levels brought about by climate change. One of these is the Polynesian country of Tuvalu.

1. Examine **SOURCE 1**. What statement do you think Tuvalu's Foreign Minister is trying to make in this speech?
2. Do you need to know exactly what he said to get the message?
3. Do you think that this is a smart way for smaller or poorer nations to get their message across? Why/why not?. Discuss your answers in a small group and then with the class.

SOURCE 1 Tuvalu's Foreign Minister, Simon Kofe, delivering a speech addressing climate change while half-submerged within the ocean



6.6.1 Responding to the global challenge of climate change

Many global issues today require global responses and international cooperation. Pollution, endangered environments and hazardous waste all demand attention. On one particular issue, however, the environment movement is increasingly vocal. That voice is being added to by scientists, politicians and citizens across the globe.

Despite controversial debates about whether **global warming** and climate change is the result of human activity, science has become settled on the issue, pointing to human activities, particularly our output of carbon dioxide emissions, as a very likely cause.

The United Nations World Meteorological Organization announced in January 2016 that, according to its data, 15 of the 16 hottest years on record have all been this century, with 2015 being significantly warmer than the record-level temperatures recorded in 2014. Underlining the long-term trend, 2011–15 is the warmest five-year period on record. Most scientists expect this upward trend to continue.

SOURCE 2 An aerial view of Kiritimati (Christmas Island), Kiribati, in the Pacific Ocean. This low-lying island is threatened by sea level increases caused by global warming.

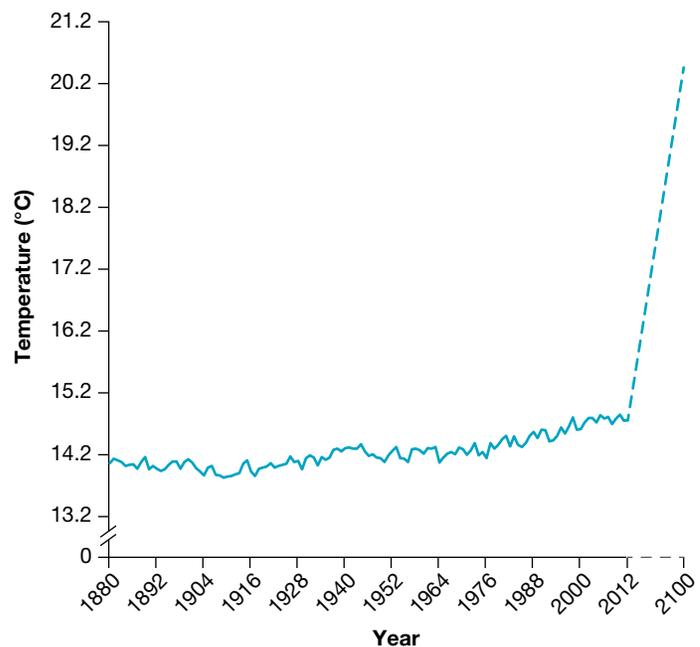


global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect

By the end of the twenty-first century the Earth's average temperature might be up to 5.8 °C warmer than today, if greenhouse gas concentration continues to increase. But it is not just the temperature that might change — storms might be more extreme, sea levels might rise, and floods and drought might also become more frequent. Sea levels have risen 10 to 20 centimetres over the past century, affecting many low-lying regions such as Papua New Guinea's Carteret Islands, which are slowly being covered by the sea. They and other low-lying island groups, such as the Marshall Islands and Kiribati in the Pacific, and the Maldives in the Indian Ocean, may eventually be entirely submerged.

Already governments are planning for below-average rainfall levels to become more commonplace. Around Australia, desalination plants have been built to help meet the future water needs of growing populations. It has also been predicted that the extreme weather that led to the recent bushfires and floods will become more common in years to come. While individual governments may plan to deal with the specific issues they face on the home front, international cooperation is essential for long-term gains to be made in the effort to reverse the effects of global warming.

SOURCE 3 Average global temperature, 1880–2012, with projection to 2100



Kyoto Protocols and climate change conferences

In 1992, the United Nations Framework Convention on Climate Change (UNFCCC), an international environmental treaty, was negotiated at the United Nations Earth Summit held in Rio de Janeiro. Since 1995, parties to the UNFCCC have met annually at the Conference of the Parties (COP) to assess progress in dealing with climate change. Formulated at COP3, held in Kyoto, Japan, the Kyoto Protocols (1997) called for a 15 per cent reduction in carbon dioxide emission by 2012. However, the differing priorities of some countries soon became apparent, with large producers such as China claiming an exemption from any targets because of their growing industrial development. The Australian government was also reluctant to accept these targets, arguing that they would have a negative impact on the Australian economy because of our high dependence on fossil fuels. The Kyoto Protocol was finally ratified (approved) by the Australian government in December 2007 and came into effect in March 2008. In ratifying the agreement, Australia committed to reducing greenhouse gas emissions by 60 per cent of year 2000 levels by 2050.

Ten years later, more than 10 000 participants, including government representatives and non-governmental organisations representing 180 nations, gathered at the Bali Climate Conference to develop the Bali Road Map, a document intended as a guide to reducing carbon emissions beyond 2012. When the United States delegates suggested developing nations should take more responsibility for carbon emissions, frustration with the United States boiled over, with a delegate from Papua New Guinea saying, 'If you cannot lead, leave it to the rest of us. Please get out of the way.' Following the Bali conference, many people hoped for a stronger plan for cutting carbon emissions.

At COP15 held in Copenhagen, Denmark (2009), world leaders officially recognised the need to keep the global temperature rise to less than 2 degrees Celsius. However, the agreement did not contain specific commitments for reaching that goal. At subsequent global climate change meetings, the lack of concrete

strategies continued to frustrate politicians and UN representatives. In Paris in 2015, COP21 focused on developing a binding agreement from all nations regarding practical solutions to climate change. The key outcomes of this meeting, the Paris Agreement, are listed in **SOURCE 4**.

SOURCE 4 Agreed outcomes from the 2015 United Nations Climate Change Conference held in Paris

Governments agreed:

- on a long-term goal of keeping the increase in global average temperature to well below 2 °C above pre-industrial levels
- to aim to limit the increase to 1.5 °C, since this would significantly reduce risks and the impacts of climate change
- on the need for global emissions to peak as soon as possible, recognising that this will take longer for developing countries
- to undertake rapid reductions thereafter in accordance with the best available science
- to come together every 5 years to set more ambitious targets as required by science
- to report to each other and the public on how well they are doing to implement their targets
- to track progress towards the long-term goal through a robust transparency and accountability system
- to strengthen societies' ability to deal with the impacts of climate change
- to provide continued and enhanced international support for adaptation to developing countries.

In Katowice, Poland in 2018, COP24 formulated rules for implementation of the 2015 Paris Agreement, which outline how governments will measure and report on their efforts to cut carbon emissions. The Australian government has ratified the Paris Agreement and committed to reducing emissions and increasing renewable energy capacity to meet targets set for 2030 and beyond. The issue remains contentious, however, with many people believing more needs to be done now to protect the planet for the future. In March 2019, thousands of students across Australia went on strike — missing school to protest perceived government inaction on climate change.

In October/November 2021, the United Nations' Climate Change Conference (COP26) was held in Glasgow, Scotland. UK cabinet minister Alok Sharma was president of the conference. Reflecting upon the successes and challenges of the conference, Alok Sharma said, "We can now say with credibility that we have kept 1.5 degrees alive. But, its pulse is weak and it will only survive if we keep our promises and translate commitments into rapid action."

SOURCE 5 'School Strike 4 Climate' supporters protest outside their local Member of Parliament's electoral office in Melbourne, March 2019



6.6.2 Responses to other environmental issues

Opinion polls in Australia and across the world have confirmed that governments can no longer ignore environmental issues. In the build-up to the 2016 US election, 51 per cent of people listed the environment as a key determining factor in their voting preferences (for a reference point, the most significant listed was terrorism, with 78 per cent). The rise of the Australian Greens as a legitimate alternative party has also forced

SOURCE 6 The risks to the Great Barrier Reef of various threats as shown in the 2019 Great Barrier Reef Outlook Report

Threat	Risk		Timing	Influencing factor			
	Ecosystem	Heritage values		Climate change	Coastal development	Land-based run-off	Direct use
Altered weather patterns	■	■	▲	●			
Sea-temperature increase	■	■	▲	●			
Ocean acidification	■	■	▲	●			
Sea-level rise	■	■	10+	●			
Modifying coastal habitats	■	■	▲		●		
Nutrient run-off	■	■	▲			●	
Sediment run-off	■	■	▲			●	
Outbreak of crown-of-thorns starfish	■	■	▲			●	●
Illegal fishing and poaching	■	■	▲				●
Incidental catch of species of conservation concern	■	■	▲				●
Altered ocean currents	■	■	▲	●			
Barriers to flow	■	■	▲		●		
Marine debris	■	■	▲			●	●
Discarded catch	■	■	▲				●
Extraction of particle feeders	■	■	▲				●
Extraction of predators	■	■	▲				●
Fragmentation of cultural knowledge		■	▲				●
Foundational capacity gaps		■	▲				●
Incompatible uses		■	▲				●
Artificial light	■	■	▲		●		●
Damage to reef structure	■	■	▲				●
Extraction from spawning aggregations	■	■	▲				●
Illegal activities – other	■	■	▲				●
Pesticide run-off	■	■	▲			●	
Outbreak of disease	■	■	▲	Cumulative effect of many factors			
Outbreak of other species	■	■	▲	Cumulative effect of many factors			
Terrestrial discharge	■	■	▲			●	
Acid sulfate soils	■	■	▲		●	●	
Disposal of dredge material	■	■	▲		●		●
Dredging	■	■	▲		●		●
Noise pollution	■	■	▲		●		●
Exotic species	■	■	▲		●	●	●
Behaviour impacting heritage values	■	■	▲				●
Damage to seafloor	■	■	▲				●
Extraction of herbivores	■	■	▲				●
Grounding – large vessel	■	■	▲				●
Grounding – small vessel	■	■	▲				●
Spill – large chemical	■	■	▲		●		●
Spill – large oil	■	■	▲		●		●
Vessel strike	■	■	▲				●
Vessel waste discharge	■	■	▲				●
Wildlife disturbance	■	■	▲				●
Atmospheric pollution	■	■	▲		●		●
Genetic modification	■	■	5+				●
Spill – small	■	■	▲				●

Threat	Risk	Timing
■ Region-wide	■ Low risk	▲ Now
■ Local or regional	■ Medium risk	5+ More than 5 years
	■ High risk	10+ More than 10 years
	■ Very high risk	

Source: Great Barrier Reef Marine Park Authority

our country’s politicians to carefully consider environmental policies. These changes have resulted in several examples of positive government responses to environmental issues.

In the United States, growing concern regarding the treatment of hazardous material in the 1970s and 1980s led to the creation of the *Comprehensive Environmental Response, Compensation, and Liability Act* (1980). Referred to as CERCLA or simply Superfund, the Act gives the government the authority to clean sites that are deemed unsafe. The Act was developed after a long series of tragic environmental disasters in the late 1970s, including the deaths of five workers at a chemical treatment plant in Bridgeport, New Jersey. Today, more than 1300 hazardous sites have been cleaned as a result of this legislation.

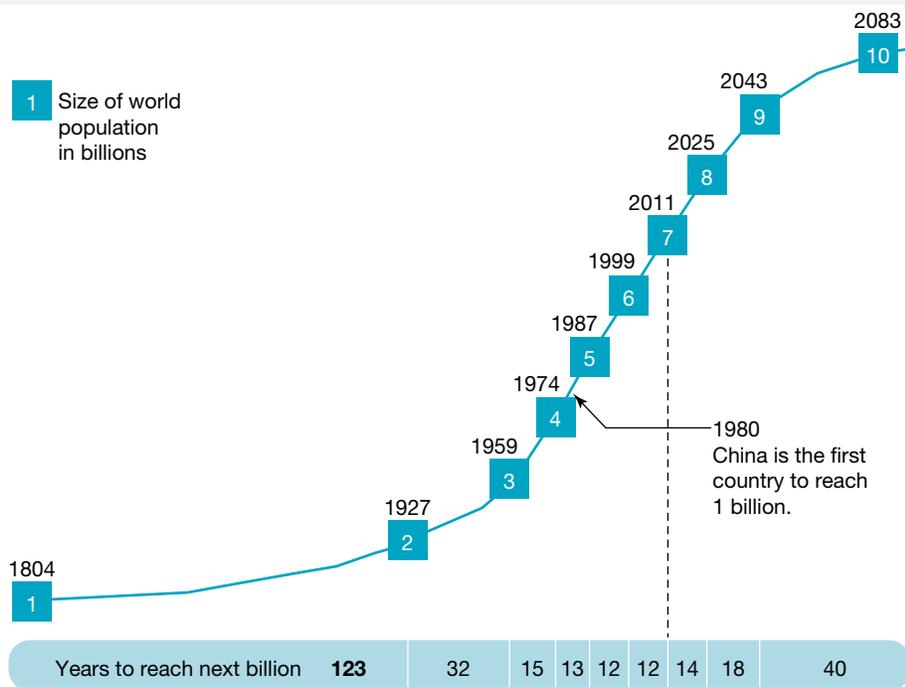
Closer to home, the Great Barrier Reef Outlook Report is another example of a government response to an environmental concern. As one of the most ecologically significant sites in the world, the protection of the Great Barrier Reef is of the utmost importance. Every five years, a detailed assessment of the health of the reef is conducted. This data is then developed into management strategies implemented by the federal and Queensland governments. **SOURCE 6** presents a summary of the risks to the reef that were identified in the latest report. When this report was updated in 2019, the assessment of the reef’s health had worsened from ‘Poor’ to ‘Very poor’.

The Great Barrier Reef is not only an environmental treasure; it is of significant economic importance to Australia as well. With more than two million visitors per year, the reef generates around 6 billion dollars and supports the livelihoods of more than 60000 Queenslanders. In 2021, UNESCO made a draft resolution to list the reef as in danger due to climate change. If certain measures were not taken to protect the reef, this would mean that it might be stripped of its World Heritage status, greatly lessening its value as a tourist attraction. The Australian government fought back, lobbying those in charge of making this decision, and criticising UNESCO’s decision-making procedure. Ultimately, this led the committee to reject labelling the Great Barrier Reef as ‘in danger’, but the committee requested to visit the reef within six months to issue new recommendations.

Population growth has added to environmental concerns. Even in the 1960s environmentalists were warning against unchecked population growth. *The Population Bomb* (1968) by Paul and Anne Ehrlich took a controversial and extreme position on population control, suggesting that, if population growth went unchecked, the world would face famine on a never-before-seen scale in the 1970s and 1980s. In 1973, respected English economist E. F. Schumacher challenged the industrial-age notion that ‘bigger is better’ in his collection of essays *Small is Beautiful: A Study of Economics as if People Mattered*.



SOURCE 7 Seven billion and beyond: the growth of the world population and future predictions



Source: The United Nations Population Division, United States Census Bureau.

The ideas that underpinned the environment movement at this time included:

- unlimited growth is unsustainable
- biological systems need to remain diverse and productive
- the natural world has inherent rights
- the Earth and its creatures are all part of the same living being.

These issues are still central today.

DISCUSS

With a partner, decide whether you agree or disagree with the following statement: 'Australia has a responsibility to cut its carbon emissions, even if other nations are not doing so'.

Justify your opinion using information from this lesson and other sources you may find.

6.6 SKILL ACTIVITY: Communicating

Research an international environmental organisation, such as Conservation International, Greenpeace, the Environmental Defense Fund, The Nature Conservancy, Ocean Conservancy, the World Resources Institute or the World Wildlife Fund.

In your research, **consider** the following:

- Identify** when the organisation was founded.
- Identify** how large is it, and in which country/ies it operates.
- Describe** how it advocates to change government policies around environmental threats.
- Evaluate** how effective its advocacy has been.
- Explain** how somebody, such as yourself, can get involved with the organisation and its advocacy.

Communicate: Present your findings to your classmates.

on Resources

 **Weblink** Climate protests

6.6 Exercise

learnon

6.6 Exercise

Learning pathways

■ LEVEL 1

1, 2, 3, 5, 6

■ LEVEL 2

4, 7, 8, 9

■ LEVEL 3

10, 11, 12

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Check your understanding

- Determine** whether the following statements are true or false.
 - Global warming is simply one element of climate change. Climate change relates to any variation in local, national and global climate patterns.
 - There has been only one major global meeting about climate change.
- What is the most significant cause of climate change?
 - Livestock
 - Bushfires
 - Melting polar regions
 - Human activities

3. In 2015 a United Nations Climate Change Conference was held in Paris. How did the outcome from the Paris Climate Conference differ from those that came before?
 - A. It resulted in the creation of a Memorandum of Understanding.
 - B. It resulted in the creation of a legally binding agreement.
 - C. It resulted in the creation of a List of Agreed Values.
 - D. It resulted in the creation of a legally binding contract.
4. **Explain** what evidence demonstrates the growing environmental concerns held by people in the United States and Australia.
5. **Describe** why government organisations such as the American CERCLA are so important to communities.

Apply your understanding

Using historical sources

6. **SOURCE 3** graphically illustrates the rise in global temperatures. **Identify** why the data on which this graph is based might be a driving force for change at the highest (governmental) level.
7. **Describe** the features of the natural landscape visible in **SOURCE 2**. **Explain** why such an environment will be vulnerable as a result of climate change.
8. Study **SOURCE 4**.
 - a. **State** the types of international cooperation mentioned.
 - b. **Identify** how the role of science is given importance in the source.
9. **Interpret** what **SOURCE 5** suggests about who is concerned about the impact of climate change.
10. **Examine SOURCE 6** and answer the following questions.
 - a. **Identify** (i) the two risk categories and (ii) the four influencing factors shown in the source.
 - b. **State** the threats that are linked to the influencing factor of climate change.
 - c. **Identify** which three threats will come into play in ten years or more.
 - d. Of the threats that present a very high risk to the ecosystem and heritage values of the Great Barrier Reef, **determine** which (i) Australia's governments, (ii) environment groups and (iii) individual citizens can do most about.
 - e. **Evaluate** what responses government and non-government organisations can implement to help address the threats.

Historical perspectives and interpretations

11. Using **SOURCE 7**, answer the following questions.
 - a. When did the world population reach one billion?
 - b. When Ehrlich wrote *The Population Bomb* in 1968, what was the approximate world population?
 - c. The figures for 2025, 2043 and 2083 are predictions. What ongoing information could have been used to make these predictions?
12. 'Global climate conferences such as those held at Kyoto, Copenhagen and Paris have done little to further real action on global climate change issues.' Based upon what you've read in this topic, and elsewhere, **discuss** to what extent you agree with this statement.

LESSON

6.7 What does Australia's environmental future look like?

LEARNING INTENTION

By the end of this lesson you should be able to identify some of the ways we can all help, as Australians, in addressing some of our most pressing environmental problems.

TUNE IN

On 8 May 2014, the Queensland Government gave preliminary approval for the creation of Australia's biggest mining project, the Carmichael coal mine, which would be owned by the Adani family. Environmental groups protested, setting up a years-long fight in the courts and on the streets.

1. Without knowing a lot of detail about the protest, what do you think the protesters shown in **SOURCE 1** are trying to say through this mock funeral?
2. Who do you think is their intended audience or audiences?
3. What is it about what you can see (including the signs people hold) that suggests this is the case?
4. Many environmental protests present a dire view of the planet. Is this the best way to get people to support the cause of environmentalism, or should protests try to present a more positive or proactive view? Discuss your answers in a small group and then with the class.

SOURCE 1 In this image, taken in December 2018, anti-Adani protesters in Melbourne stage a 'Funeral for our Future'.



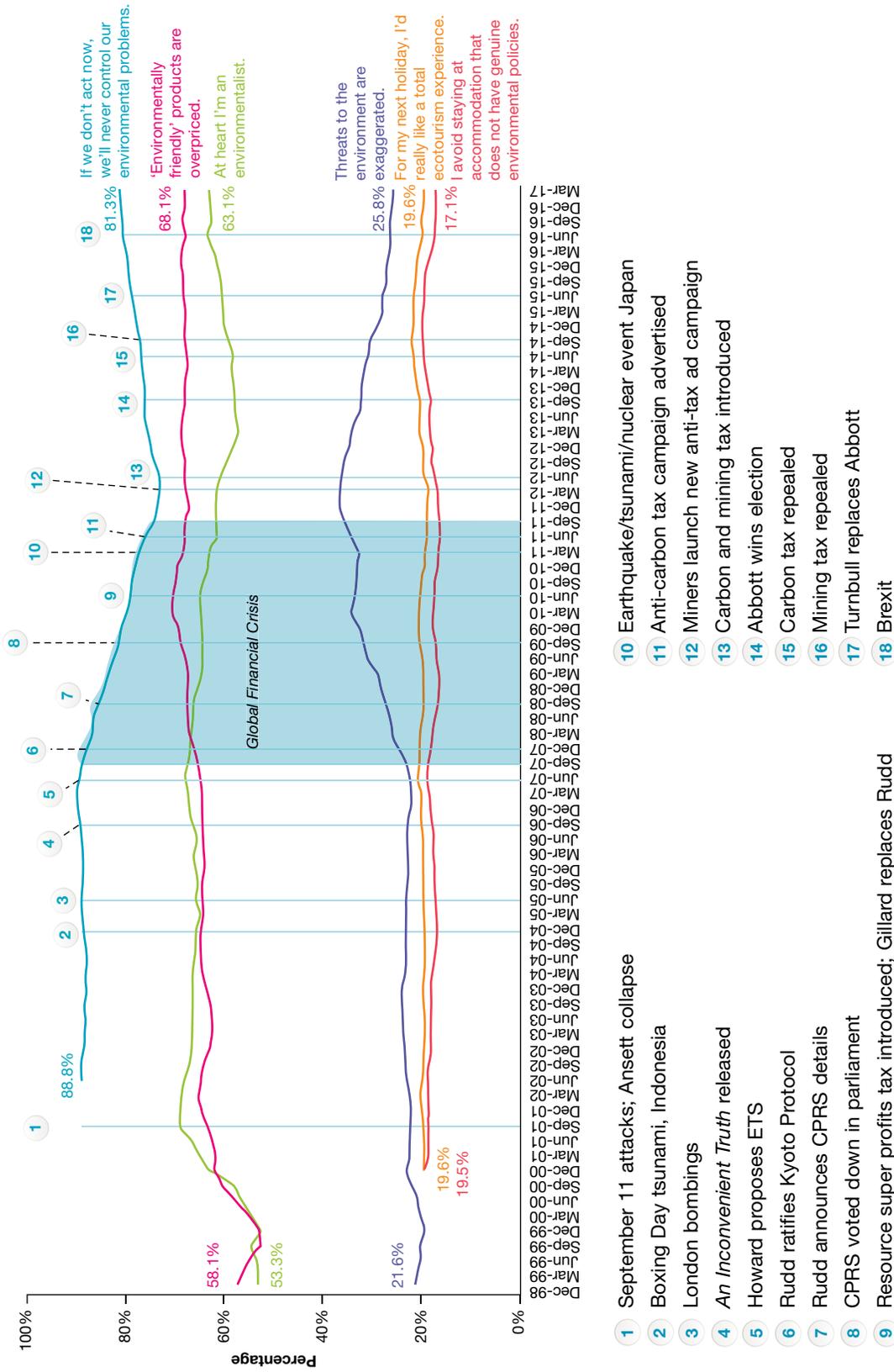
6.7.1 Change over time in environmental concern

In 2022, the Intergovernmental Panel on Climate Change (IPCC) warned that rising sea levels can be slowed but cannot be stopped, and have stressed that this will greatly impact Australia. They warned that the Australian government has done too little to prepare for these changes.

It is interesting to note the fluctuations in Australians' concern about the environment over the past few decades, and to see how these align with other national and global issues. In the early 1990s, a time of relative prosperity in Australia, concern about the environment was extremely high. Our biggest environmental concerns back then were air pollution, destruction of trees and ecosystems, ocean pollution and the depletion of the ozone layer. However, statistics gathered in 2007–08 saw a reduction in concern. Since then, Australians' levels of concern for the environment have returned to close to where they were at the turn of the millennium.

In 2017, Roy Morgan Research prepared a report for WWF-Australia based on 20 years' worth of data. This data included a recent survey of 1800 Australians aged 14 and above about their attitudes towards environmental issues. They found that, although 86 per cent of the population agreed that climate change was of concern, they were more concerned by other environmental issues. Their biggest concern was protecting oceans and marine life, including the Great Barrier Reef, which 94 per cent of people agreed was important. Almost 70 per cent of those interviewed felt that a healthy environment and a prosperous economy go hand in hand.

SOURCE 2 This graph shows the change over time in Australians' attitudes towards environmental issues, as reflected in their responses to stimulus belief statements.



Source: WWF-Australia, 2019.

- 1 September 11 attacks; Ansett collapse
- 2 Boxing Day tsunami, Indonesia
- 3 London bombings
- 4 *An Inconvenient Truth* released
- 5 Howard proposes ETS
- 6 Rudd ratifies Kyoto Protocol
- 7 Rudd announces CPRS details
- 8 CPRS voted down in parliament
- 9 Resource super profits tax introduced; Gillard replaces Rudd
- 10 Earthquake/tsunami/nuclear event Japan
- 11 Anti-carbon tax campaign advertised
- 12 Miners launch new anti-tax ad campaign
- 13 Carbon and mining tax introduced
- 14 Abbott wins election
- 15 Carbon tax repealed
- 16 Mining tax repealed
- 17 Turnbull replaces Abbott
- 18 Brexit

Variations according to location, age and gender

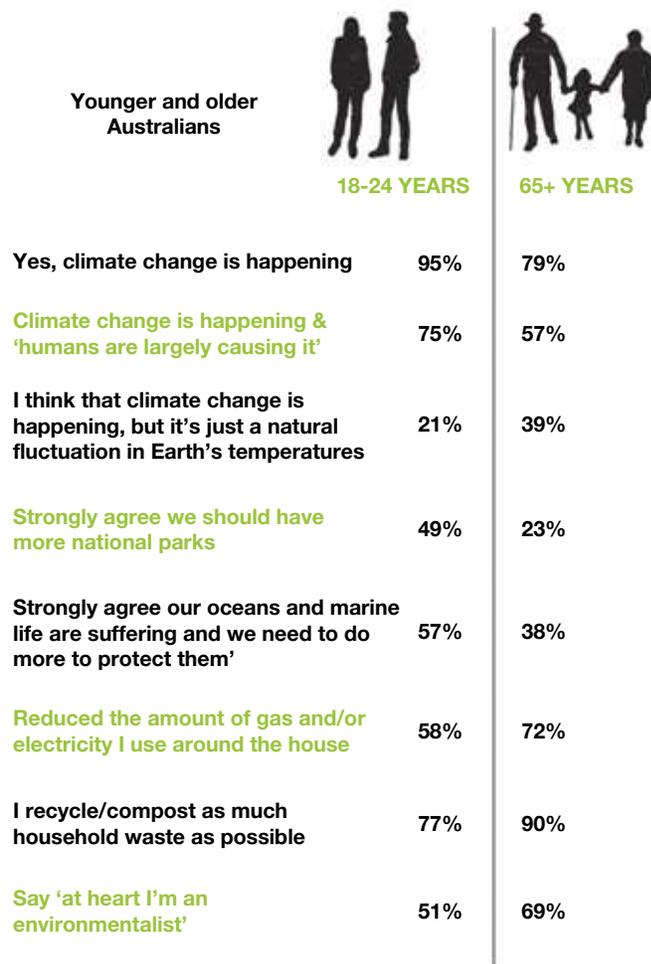
In 2017, more Australians who lived in capital cities reported concern about climate change (60 per cent) compared with people living outside capital city areas (52 per cent). The proportion of people concerned about environmental issues increased steadily with age, reaching a peak of 70 per cent in the age range 55–64 years, then declining to 54 per cent among Australians aged 65 years and over. Interestingly, similar proportions of 18–24 year olds (53 per cent) and those aged over 75 (54 per cent) reported being concerned about environmental issues in general. On the specific issue of climate change, however, this younger age group (18–24) was the most concerned of all age groups, at 61 per cent. More females were concerned about water shortages (68 per cent), accumulation and disposal of household waste (67 per cent), and climate change (61 per cent) than males (61 per cent, 60 per cent and 53 per cent respectively).

The findings from this survey are consistent with those that have taken place since. In 2021, the Lowy Institute released its Climate Poll, a nationally-representative survey. It found that concern over climate change had increased significantly in recent years, with 6 in 10 Australians agreeing that ‘global warming is a serious and pressing problem. We should begin taking steps now, even if this involves significant costs’. Fifty-five per cent of Australians now believe that the government should be trying to reduce carbon emissions, while 91 per cent of Australians are in favour of the government offering subsidies — or financial assistance — to develop energy technology. Sixty per cent of Australians feel that the government is doing too little to combat climate change, while 78 per cent support establishing a net zero carbon target for 2050.

Aspirations for the environment

Consultations have shown that Australians believe that since the natural environment affects everyone, all people, groups, businesses and nations have a responsibility to participate in protecting it. Further, they hope that collective efforts and measures by governments, non-government organisations and individuals will work for positive environmental outcomes for the future. In caring for and sustaining the environment, alignment between the different levels of government, collaboration and linking across public and private activities and initiatives, and international cooperation is seen as imperative.

SOURCE 3 Persons concerned about environmental issues in Australia, by age group



Source: WWF-Australia, 2019.



SOURCE 4 shows a summary of the hopes of Australians for the environment in 2012, which was gathered through extensive consultations.

SOURCE 4 An extract from the Australian Bureau of Statistics *Measures of Australia's Progress: themes and aspirations report 2012*

Environment

Healthy natural environment

Australians aspire to a healthy natural environment.

Appreciating the environment

Australians aspire to appreciate the natural environment and people's connection with it.

Protecting the environment

Australians aspire to care for and protect our natural environment.

Sustaining the environment

Australians aspire to manage the environment sustainably for future generations.

Healthy built environments

Australians aspire to healthy built environments.

Working together

Australians aspire for government, business and communities to work together locally and globally for a healthy environment.

6.7.2 Think global, act local

As the environment movement continues to inspire large-scale action worldwide, many people direct their efforts to making a difference in their local area. Growing community awareness of environmental issues is reflected in the rise of online and print publications that celebrate sustainability, going green and local activism. Countless small yet effective local projects focus on things that regular people can do to assist the environment every day, including buying products that are farmed organically, and participating in food swaps and community gardens. Many of these organisations believe that there is more opportunity to effect change at this grassroots level than there is through governments and political systems.

Grassroots organisations take the lead

Government departments and local councils have an important role to play in protecting the environment, but they cannot win the fight for the environment alone. Many non-government organisations (NGOs) represent the interests of those who want to protect the environment, working with local communities to run campaigns on issues such as the anti-nuclear movement, sustainability, healthy rivers and oceans, First Nations Australian land rights and climate change. In many cases, these **grassroots** movements give a voice to those who would otherwise go unheard. Popular grassroots environmental organisations include Friends of the Earth (FOE) Australia, which runs numerous campaigns on a range of issues; the Australian Network of Environmental Defenders' Offices (ANEDO), which represents independent community environmental law centres around Australia; and Watermark Australia, which encourages citizens to discuss water use and management and other water issues facing Australia.

Action on climate change

While many environmental NGOs welcome participation by young people, the Australian Youth Climate Coalition (AYCC) was specifically designed to give Australian environmentalists aged 30 and under a real voice in the climate change debate. This youth-run and youth-led organisation grew from 5000 members at the beginning of 2009 to more than 50 000 members by the end of the year. In 2009, the organisation focused on three major projects, which involved running the first Australian youth climate summit; working with World Vision

grassroots involving ordinary people in a community or organisation

to hold the world's first national youth vote on climate change; and establishing AYCC International to send a **delegation** to the United Nations Climate Conference. They have also sent delegates into schools to talk about climate change and to mentor students, and have established the Youth Climate Leadership Program. In 2010, the AYCC was one of 20 NGOs chosen to represent the community's interests in the Non-Government Organisation Roundtable on Climate Change.

Based in inner Melbourne, the Yarra Climate Action Now (YCAN) is a community group made up of people concerned about climate change. Their aim is to work to achieve collective responses to climate change. Lobbying all levels of government, media campaigns, stalls at events and festivals, participating in organised events such as 100% Renewables and doorknocking all form part of their act local, think global philosophy. Other campaigns include involvement in 350, a global grassroots climate action organisation, Yarra Community Solar, Trains not Toll Roads and Lock the Gate.

delegation a person or group appointed to represent others

SOURCE 5 The figure '350' is formed by people holding umbrellas at a mass environmental awareness event at the Sydney Opera House. 350 Australia is part of a global grassroots movement that aims to hold governments accountable to 'the realities of science and the principles of justice' through mass public action and online campaigns. The number 350 refers to the recommendation by scientists that the amount of CO₂ in the atmosphere must be reduced from its current level of 400 parts per million to below 350 parts per million.



DISCUSS

The future health of the environment is arguably the greatest challenge for present day individuals, groups and governments.

6.7 SKILL ACTIVITY: Using historical sources

Using all the sources in this lesson as evidence, write an essay on the following topic: 'Australia's environmental future is in good hands'.

6.7 Exercise

Learning pathways

■ LEVEL 1

1, 3, 4

■ LEVEL 2

2, 5, 6, 8, 10

■ LEVEL 3

7, 9, 11, 12

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Check your understanding

- Determine** whether the following statements are true or false.
 - Overall, the concern of Australians about environmental issues is decreasing.
 - People aged 65 to 74 are the most concerned about environmental issues.
- Compare** the main environmental concerns of Australians in the 1990s with their concerns after 2007. Can you **suggest** a reason for this change?
 - People grew tired of historical concerns and found new ones.
 - The perception that progress has been made in alleviating some of these historical concerns
 - Historical concerns found themselves out of fashion.
 - Historical concerns had all been resolved.
- What does the growth in membership of the AYCC suggest to you?
 - That an increasing number of young Australians are interested in being members of a group
 - That an increasing number of young Australians are concerned about political issues
 - That an increasing number of young Australians are not concerned about environmental issues
 - That an increasing number of young Australians are concerned about environmental issues
- Explain** in your own words the meaning of the slogan 'Think global, act local'.
- Name** some of the projects (i) the AYCC and (ii) YCAN have been involved in. **Identify** what you see as the similarities and differences between these two organisations.

Apply your understanding

Questioning and researching

- Analyse** why caring for the environment should be a collective effort. Which of the aspirations in **SOURCE 4** relates to this?
- Suggest what might be the biggest environmental concern of Australians in 20 years. **Justify** your opinion.
- Using the sources in this lesson for reference, as well as your own knowledge, to what extent can grassroots movements have more success than more formal government policies? **Explain** your view.

Using historical sources

- Refer to **SOURCE 2**. Write two to three sentences about the trends shown in the graph, including what you **predict** might happen in this data over coming years.
- Refer to the **SOURCE 3** infographic to answer the following questions.
 - Identify** particular environmental issues that concern both young and older Australians the most. **Explain** why you think these issues might be of paramount concern.
 - Select** which issues these two segments of Australian society disagree on, and **consider** why this might be the case.

Communicating

- Determine** how the evidence in **SOURCES 2–4** could be a valuable starting point for (i) an education campaign about the environmental issues faced by Australia and (ii) the focus of government policy aimed at making all Australians more concerned and active when it comes to protecting our environment.
- At times, some environmental protesters employ controversial tactics to achieve their goals. Based upon what you have learned in this lesson and others, **decide** if you believe these tactics are justified. **Elaborate** on what effect/s such tactics can have on the perception of environmental issues, both positive and negative.

LESSON

6.8 INQUIRY: Interrogate sources to form a reasoned opinion on a historic debate

LEARNING INTENTION

By the end of this lesson you should be able to compare and evaluate sources to answer a question about the past.

Background

As a historian, it is your task to decide, ‘Are members of the Sea Shepherd Conservation Society eco-defenders or eco-terrorists?’ To answer this question, you must locate and evaluate sources of evidence. One of the most challenging aspects of finding reliable evidence is that different people will offer different accounts of the same event. Accounts tend to differ based on whether the person experienced the event directly or indirectly, whether their information was complete or incomplete, and their role in the event. Some accounts may also suggest bias. To decide which historical account is most accurate, you need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other.

Sample source analysis



aud-0596

SOURCE 1 In this interview excerpt from *Huck* magazine, a bi-monthly lifestyle magazine published in London and aimed at young males, Sea Shepherd captain and founder Paul Watson explains his views on the illegal destruction of marine life, including whales, and what should be done about it.

Huck: What do you say to people who reason that human welfare should be considered before animal welfare?

PW: I think what people should realise is that what we’re doing in the areas of conservation and biodiversity is probably more important to humanity than anything else, whether it’s cancer research or helping the poor. If the oceans die, we die. We’re interdependent, as is a lot of ecology, on other species ... We need the fish, they don’t need us. We need the bees, they don’t need us ... And if we don’t conserve and preserve all this biodiversity in our world we’re doomed. I think one of the most important things to be involved in is the conservation of biodiversity on planet Earth.

Huck: The Japanese authorities have labelled you a terrorist. Are you worried what effect that might have on your work?

PW: In a world where the Dalai Lama is officially a terrorist, it doesn’t bother me too much. A while back, I was coming into the US and Homeland Security ... said ‘Japan have made an accusation that you’re an eco-terrorist.’ I asked ‘Am I off to Guantánamo?’ and they were like ‘no it’s just a lot of paperwork’. They seem to understand the politics of the situation. Japan have taken out an arrest warrant on me but nobody seems to take it seriously ... I find it absurd that Japan are breaking all these laws ... they sank one of our ships and the Captain responsible wasn’t even questioned by authorities ... and they have the audacity to call me a terrorist. We’re not killing anybody, we’re not injuring anybody, we haven’t even been convicted of any crime and the Japanese have shot at us, thrown flash grenades at us, destroyed a £2m ship of ours. It’s a very bizarre world where people who inflict terrible violence have the audacity to label people who are non-violent, terrorists.

Sample analysis

- a. What ‘answers’ does the source offer to your major question?
Captain Paul Watson defends the society’s anti-whaling actions by arguing that they are far less violent than those committed by Japanese whalers. Watson also directly addresses the question of whether he is a terrorist, calling the claim ‘bizarre’.
- b. When was the source created and how does the source fit the chronology of the event under investigation?

This interview was published in June 2010. Sea Shepherd has been active since 1979, albeit under a different name. The so-called ‘Whale Wars’ between Sea Shepherd and the whaling activities of Japan began in 2002 and continues today. This brief chronology places the interview in the midst of these activities.

c. Who created this source and why?

This interview was conducted by *Huck* magazine, a bi-monthly lifestyle magazine published in London and aimed mainly at young males. Clearly, Paul Watson is the sort of person the editors thought the magazine’s readers would be interested in.

d. Are the views expressed reliable or unreliable?

The views are those of society founder Paul Watson. None of his claims are questioned by the interviewer, indicating that they are a clear statement of Watson’s position but do not necessarily reflect a balanced account of the incidents he describes.

e. Do you see any evidence of bias?

Watson has a very one-sided view of the issues he describes, which is to be expected because he is an activist. He appears to view himself as the victim, at one point comparing himself to persecuted spiritual leader the Dalai Lama.

f. Whose views/experiences are not represented here?

The experiences not represented in this article include those of the Japanese whalers, other environment groups such as Greenpeace and those officially charged with protecting the oceans.

g. Does the source support the general patterns of change suggested by other evidence?

Although Captain Walker’s views and methods could be described as extreme, they do reflect the growing sense of environmental concern witnessed in the twentieth century and beyond. Sea Shepherd and similar organisations arose because some people believed that more direct and hostile methods were required to combat global environmental issues.

Before you begin

Access the **Inquiry rubric** in the digital documents section of the Resources panel to guide you in completing this task at your level. At the end of the inquiry task you can use this rubric to self-assess.

Inquiry steps

Step 1: Questioning and researching

- Write your **inquiry question**.
- This can be the question posed in the Background section, or one of your own choosing.
- **Research** your question. In this case, this means **analysing** two more sources.



aud-0597

SOURCE 2 On 18 February 2011 Japan’s foreign minister, Seiji Maehara, announced that the country had decided to bring its harpoon ships home a month early because of fears for the safety of the ships’ crews due to the actions of the Sea Shepherd society.

[Today] Japan had no choice but to call off the research whaling mission for the current period from the viewpoint of ensuring the safety of the research vessels and the lives and property of the crew members. While this is due to obstructive acts by the Sea Shepherd, such obstructive acts are dangerous illegal acts that threaten the lives and property of the crew members of our country and the safe navigation of our ships that have been conducting lawful research activities on the open sea, and as such, they cannot be tolerated. Although the Ministry of Foreign Affairs, for its part, has continuously called on the Netherlands, Australia, and New Zealand, which are the flag states of Sea Shepherd’s boats, or where the boats make port calls, to take effective measures to prevent acts of violence by Sea Shepherd, it is extremely regrettable that Sea Shepherd still has not been stopped from its obstructive acts ... Although we made the heartrending decision to return home this time for the sake of the crew’s safety, we will work on the diplomatic front and since we must not allow ourselves to be prevented from doing what is allowed by law...

SOURCE 3 This photo, taken 15 February 2012, was released by the Institute of Cetacean Research of Japan. It shows Sea Shepherd activists on an inflatable boat preparing to throw a bottle allegedly containing acid toward a Japanese whaling vessel during an encounter in the Antarctic Sea.



Step 2: Using historical sources

Analyse these sources, **considering** the following:

- What ‘answers’ does the source offer to your major question?
- When was the source created and how does the source fit the chronology of the event under investigation? (*Hint: you may sometimes need to complete further research to answer this question.*)
- Who created this source and why?

Step 3: Historical perspectives and interpretations

Evaluate: What are the strengths and weaknesses of each interview/interviewee? (For example, a clear memory and lots of detail are strengths, while a fuzzy memory or a lack of details would be weaknesses.)

- Are the views expressed reliable or unreliable?
- Do you see any evidence of bias?
- Whose views/experiences are not represented?
- Does the source support the general patterns of change suggested by other evidence?

Step 4: Communicating

Communicate: *What is the answer to your inquiry question?* Present your findings as a written and/or oral presentation. Support your claims with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 6.8 exercise set to complete it online.

on Resources

 **Digital document** Inquiry rubric (doc-40154)

LESSON

6.9 Review

Hey students! Now that it's time to revise this topic, go online to:



Review your results



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6.9.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

6.2 What do sources tell us about the environment movement?

- Since the 1960s the environment movement has grown considerably in strength as both experts and ordinary citizens have become involved.
- There are numerous readily available sources on the environment movement.

6.3 Why were national parks established?

- North America led the way in establishing the world's first national park, Yellowstone, in 1872.
- In 1879 in Sydney, Australia established the second of the world's national parks, later to be known as Royal National Park.
- Other nations such as Canada and New Zealand followed, also establishing national parks to protect unique environments.

6.4 How have humans impacted on the environment?

- Impacts arising out of the Industrial Revolution, such as rapid urbanisation and expansion to exploit resources in new colonies, resulted in significant costs to the health of the global environment.
- In Australia, industrialisation and urbanisation after European settlement led to environmental issues such as land clearance, deforestation and pollution.
- From the 1960s onward, some Australian farmers pioneered conservational agriculture and organic farming.

6.5 What were the causes and consequences of the Atomic Age?

- Fears of nuclear war followed the detonation of atomic bombs in 1945.
- The Cold War saw the superpowers of the US and the USSR locked in an uneasy nuclear truce.
- The nuclear reactor disaster at Chernobyl in 1986 convinced many people that nuclear power was a threat to humankind and the planet itself.
- Britain conducted nuclear testing on Australian soil at Emu Junction and Maralinga.
- Between 1946 and 1996 the USA, UK and France conducted nuclear testing in the Pacific, until policy changes as well, as strong environmental and humanitarian protesting, forced it to stop.

6.6 How have governments addressed global environmental issues?

- Climate change is a global environmental problem that requires a coordinated international response.
- The Kyoto Protocol and various climate change conferences under the auspices of the United Nations have attempted to convince countries to reduce their greenhouse emissions.
- Other environmental issues, such as the threat to the Great Barrier Reef, are not just Australian environmental issues but international issues.

6.7 What does Australia's environmental future look like?

- Australia's environmental future is under pressure from population increase, economic growth and climate change.
- In the early 1990s, concern about the environment was extremely high. Our biggest environmental concerns were air pollution, destruction of trees and ecosystems, ocean pollution and the depletion of the ozone layer.
- However, statistics gathered in 2007–08 saw a reduction in concern. Since then, Australians' levels of concern for the environment have returned to close to where they were at the turn of the millennium.
- The strategy of 'think global, act local' finds expression in many grassroots organisations in communities and neighbourhoods.

6.8 INQUIRY: Interrogate sources to form a reasoned opinion on a historic debate

- You can compare and evaluate sources to answer a question about the past; however, sources may present different views.
- To decide which historical account is most accurate, you need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other.

6.9.2 Key terms

Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR

colonial nation a nation that has foreign settlements, or colonies, under its control

deforestation the removal of trees or forest

delegation a person or group appointed to represent others

ecotourism tourism to places with unspoiled natural resources

fallout the fall of radioactive particles after a nuclear explosion

geyser a natural hot spring that intermittently ejects a column of water and steam into the air

global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect

grassroots involving ordinary people in a community or organisation

permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy

reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people

uranium a radioactive element used in the construction of nuclear fuels and weapons

6.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

We, as humans, have the capacity to destroy the Earth, or save it. Which will we choose?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. Write a paragraph in response to the inquiry question outlining your views.

on Resources

 **eWorkbooks** Customisable worksheets for this topic (ewbk-11494)
Reflection (ewbk-12512)
Crossword (ewbk-12513)

 **Interactivity** The environment movement crossword (int-7665)

6.9 Review exercise

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Multiple choice

- Identify the name of Australia's first national park.
 - The Royal Park
 - The Royal National Park
 - Yellowstone National Park
 - Tongariro National Park
- Why did the Ngāti Tūwharetoa group give their land to the British government?
 - To avoid war with European settlers
 - To avoid development of the land by European settlers
 - To avoid another tribe stealing their land
 - To avoid taxes
- What was the most populous city in 1900?
 - London
 - New York
 - Paris
 - Chicago
- What percentage of the world currently lives in cities?
 - 24 per cent
 - 34 per cent
 - 44 per cent
 - 54 per cent
- What was the key concern addressed by Rachel Carson in *Silent Spring*?
 - Species loss
 - Ozone depletion
 - Deforestation
 - Irresponsible farming practices
- What environment movement was invented by David Holmgren and Bill Mollison?
 - Greenpeace
 - AYCC
 - Permaculture
 - Australian Green Party
- Which nations conducted nuclear testing in the Pacific?
 - UK, France and United States
 - UK and United States
 - Russia, UK and France
 - Russia, US and France
- The Great Barrier Reef is not only an environmental treasure; it is of significant economic importance to Australia as well. In 2021, what threatened its status as a tourist attraction?
 - The Australian Greens made a draft resolution to list the reef as in danger due to climate change.
 - UNESCO made a draft resolution to list the reef as in danger due to climate change.
 - Sea levels rising made it temporarily inaccessible.
 - It was stripped of its World Heritage status.

9. The Kyoto Protocol was an attempt to deal with the environmental issue of:
- A. deforestation.
 - B. the development of nuclear power.
 - C. pollution.
 - D. climate change.
10. What is a grassroots movement?
- A. An agricultural group which believes in using traditional planting techniques
 - B. An action group which implements local and community-based strategies
 - C. A group of farmers who profit from the harvesting of grains
 - D. Any environmental group

Short answer

Using historical sources

11. **SOURCE 1** depicts Dian Fossey, who worked tirelessly to understand and defend the endangered mountain gorilla. During this battle she lost her life. Does this source show the environment movement as being positive or negative? **Explain** your perspective.

SOURCE 1 Dian Fossey was a trained zoologist who travelled to Rwanda's Virunga Mountains in the late 1960s to study the mountain gorilla in its natural habitat. As she imitated their movements and noises, Fossey built up trust with the gorillas and was eventually accepted into their society. Fossey's actions brought her into opposition with poachers, who sought to kill the gorillas for their heads and hands, which could be sold to tourists. Fossey was murdered, presumably by poachers, in 1985. Her story was told in the film *Gorillas in the Mist* (1988), which helped raise awareness around the world of the plight of this endangered species.



12. **SOURCE 2** depicts a child sitting in a recycling yard surrounded by e-waste. What message do you think that this image holds for people in the developed world?

Historical perspectives and interpretations

13. Who is responsible for the plight of the gorillas depicted in **SOURCE 1** and the situation of the child depicted in **SOURCE 2**? Who can provide solutions? **Explain** your response in a short essay of 250 words.

Communicating

14. Since the 1960s there has been great tension between those who seek to profit from the wilderness and those who seek to protect it. **Evaluate** how you think that this situation may be resolved in the decades to come.

SOURCE 2 As the world's demand for cheap electronic gadgets increases, so does the amount of e-waste that we throw away. Despite some recycling programs in developed nations, the US Environmental Protection Agency (EPA) estimates that it is 10 times cheaper to export e-waste to developing nations such as India, Africa and China than to dispose of it at home. Once it has found its way into developing nations, the waste is sifted through by men, women and children in order to salvage valuable components such as gold, silver and copper. Since many of the elements in e-waste are hazardous to humans, this is a dangerous job, for which workers are paid between \$2 and \$4 per day.



15. If you were trying to effect lasting environmental change, such as saving Australia's remaining wilderness or ensuring that we disposed of our e-waste responsibly, **propose** which of the following strategies you would adopt, and why.

- Establish a grassroots campaign
- Appeal to government
- Seek support from big donors

In your answer, make sure to think about the skills and resources you already possess, and outline how you will use these to your advantage.

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GLOSSARY

- Abyssinia** the only independent African state in 1935; now called Ethiopia
- advocacy** active support
- Ailan kastom** (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islander Peoples living in the Torres Strait area
- alien** a person born in another country who is not yet a citizen of the country in which they live
- alienate** to cause someone to feel isolated or separated
- Allied powers** the name for the countries that allied themselves against the Axis powers during World War II. They included the United States, the Soviet Union and Britain and her former colonies.
- Anglo-Celtic** having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales
- Aquarius** relating to the Age of Aquarius — a period of transition, according to astrologers
- artefact** an object made or changed by humans
- Aryan** term used by the Nazis to describe ‘pure-blooded’ Germanic peoples
- assimilate** the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture
- assimilation** the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture
- Australian Security Intelligence Organisation (ASIO)** a body responsible for collecting information on terrorism and other dangers to Australia’s security
- beat generation** a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas
- bipartisan** supported by the two major political parties
- bunker** a fortified underground shelter, usually with openings from which to fire at enemies
- Cabinet** group of select government ministers that meets regularly to decide major issues of government
- cause and effect** the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences
- ensorship** government controls and restrictions on the free flow of information in the media
- census** an official, usually periodic, count of a population
- civil rights** the rights belonging to an individual by virtue of citizenship
- climate change** any change in climate over time, whether due to natural processes or human activities
- Cold War** a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR
- colonial nation** a nation that has foreign settlements, or colonies, under its control
- communism** a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people
- concentration camps** prison camps where people were beaten, tortured, starved and used as slave labour
- conscription** compulsory enlistment, especially in the armed forces; also called the draft
- contestability** when particular interpretations of the past are open to debate
- continuity and change** the concept that while many changes occur over time, some things remain constant
- culpability** state of guilt; being responsible or blameworthy
- deforestation** the removal of trees or forest
- delegation** a person or group appointed to represent others
- disc jockey** also known as a DJ, a disc jockey announces and plays music on the radio
- displaced person** a person driven from their homeland by war or political upheaval
- ecosystem** systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment
- ecotourism** tourism to places with unspoiled natural resources
- egalitarian** having the belief that all people are equal and deserve equal rights
- embassy** the residence or place of official business of an ambassador, who represents a foreign country
- empathy** the ability to understand and share another person’s thoughts and feelings

eradicate wipe out, obliterate

evidence information that indicates whether something is true or really happened

fallout the fall of radioactive particles after a nuclear explosion

First Nations Peoples of Australia (or First Nations Australians) an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait Islander communities

folly foolishness; lack of good sense

Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France

foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy

geyser a natural hot spring that intermittently ejects a column of water and steam into the air

globalisation the idea that, through improved communications and increased international and multinational trade, the significance of national borders is reduced as the world becomes one global marketplace

global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect

grassroots involving ordinary people in a community or organisation

hyperinflation such an extreme rise in prices that a currency loses any real value

hypothesis (plural: hypotheses) a theory or possible explanation

iconic important or enduring

ideologies sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

ideology sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

inalienable belonging to a thing by its nature; not able to be taken away

Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land

integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately; a policy that recognised the value of First Nations Australian cultures and the right to retain their languages and customs and maintain their own distinctive communities

internment to be put in prison for political or military reasons, either real or perceived

isolationist foreign policy based on avoiding involvement in the affairs of other countries

land rights the rights of First Nations Australians to possess land they traditionally owned and occupied

left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality

Luftwaffe the German air force during World War II

Makarrata a word from the language of the Yolngu people of Arnhem Land, referring to the process of conflict resolution, peacemaking and justice

militarism excessive influence of military values and pro-war ideas

militia a body of men called up for military service only in emergencies

moral relating to right and wrong behaviour

multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, as long as they do not break the law; respect for, and appreciation of, cultural diversity

napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers

native title a 'bundle of rights' of First Nations Australians to possess land they traditionally owned and continue to occupy

Normandy a region of France on the Atlantic coast

ocker (slang) a boorish or uncultivated Australian

Oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life

paramilitary armed forces outside the official military

partisans irregular fighters using guerrilla tactics behind enemy lines

pastoralist a person who runs sheep or cattle on a property

permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy

permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country

perspective the way in which a person views things based on their current position; reflects current views and is affected by personal circumstances

picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike

power vacuum a situation in which there is a lack of political leadership

precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

primary sources objects and documents that were created or written in the period that the historian is investigating

rationing controlling the distribution of something when supplies are low

rearguard action direct engagement with the enemy by troops protecting a retreating force

referendum a ballot in which people decide on an important political issue

Reichstag the German Parliament

repatriation assistance given to ex-service men and women returning to a civilian way of life

reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people

right-wingers supporters of conservative beliefs, such as individual enterprise, and the belief that government should not intervene in the economy

Royal Air Force (RAF) Britain's Royal Air Force

satellite state a country dependent on and dominated by a more powerful country

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

self-determination the freedom for a people to determine their own course of action

seminal original and influential

significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy

South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943

sovereign nation a nation that has the right to determine its own laws and future

spearhead to lead an attack

statistician a compiler of statistical data

tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land

terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown

Third Reich the Nazi name for their regime in Germany. Reich means empire.

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.

tried in absentia tried even though the accused is not present in court

unconstitutional not in accord with the principles set forth in the Constitution

UNESCO (United Nations Educational, Scientific and Cultural Organization) a UN body tasked with promoting peace and security through international cooperation in the fields of education, science and culture

unfettered unrestricted

United Fronts policy of communist parties forming alliances with other parties to combat fascism

uranium a radioactive element used in the construction of nuclear fuels and weapons

utopia an ideal, perfect place, especially in its social, political and moral aspects

visa a government document allowing the holder to enter or exit a country

Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar

White Australia policy an Australian government policy from the early 1900s that restricted immigration to Australia to white migrants

xenophobia the fear or hatred of foreigners or strangers

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