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JACARANDA
HISTORY ALIVE 9

AUSTRALIAN CURRICULUM | THIRD EDITION

VOTES for Women

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JACARANDA
HISTORY ALIVE 9
AUSTRALIAN CURRICULUM | THIRD EDITION

ROBERT DARLINGTON

ANNE LOW

MATTHEW RICHARDSON

ASHLEY WOOD

CONTRIBUTING AUTHOR
Samuel Islip

REVIEWED BY
Courtney Rubie, Wiradjuri woman
Rachel Wallis, Wiradjuri woman

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v9.0

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Contents

About this resource

NEW FOR
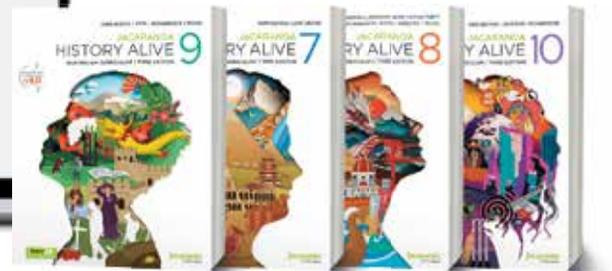
JACARANDA

HISTORY ALIVE 9 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.

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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.

learn**on** Jacaranda History Alive 7 AC 3e

5.4 What was Egyptian society like?   5.4 teachON

LESSON 5.4
What was Egyptian society like?

LEARNING INTENTION
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.

TUNE IN
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.

- Scribes
- Peasants
- Servants

SOURCE 1   A social pyramid showing where each class ranked

5.3 WHY WAS THE NILE SO IMPORTANT?

5.4 Exercise

SELECT YOUR

ALL

Check your

Q1

Place each of the f
Egypt: artisans, no

B   I   U

"   T°   T₂

SAMPLE RESPONS

Q2

Select True or Fals
or control nature.

powerful learning tool, learnON

Differentiated question sets

Teacher and student views

Textbook questions

eWorkbook

Answers and sample responses

Digital documents

Video eLessons

Interactivities

Extra teaching-support resources

Interactive questions with immediate feedback

SHARE | Teacher | Student | No Class | Help | Lindsey Abeyasekere

5.4 Ex 1 | 5.4 TBQ | 1

RESOURCES

Topic PDF | 1
eWorkbook | 15
Sample responses | 1
Digital documents | 5
Teacher-led videos | 10
Video eLessons | 1
Audio | 3
Interactivities | 6
Weblinks | 10
TEACHER eWorkbook | 12
TEACHER Digital documents | 4

PATHWAY

LEVEL 1 | LEVEL 2 | LEVEL 3

Questions: | Questions: | Questions:
, 2, 3, 4 | 5, 6, 7, 8 | 9, 10

understanding

ollowing groups in the order in which they ranked in ancient
oles, scribes, peasants, pharaohs

0 Word(s)

1 mark(s)

e. Ancient Egyptians believed that the pharaoh could influence

5.5 WHAT DID ANCIENT EGYPTIANS BELIEVE?

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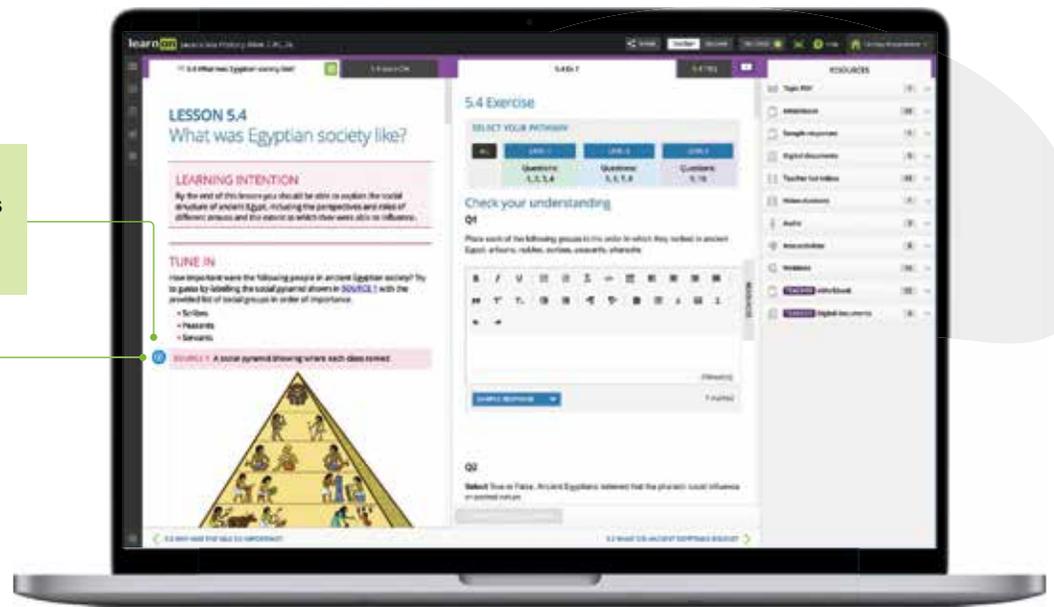
New teaching videos are designed to help students learn concepts by having a 'teacher at home', and are flexible enough to be used for pre-and post-learning, flipped classrooms, class discussions, remediation and more.

Brand new! Tune in activities to spark interest and kick off every lesson with discussion and source analysis
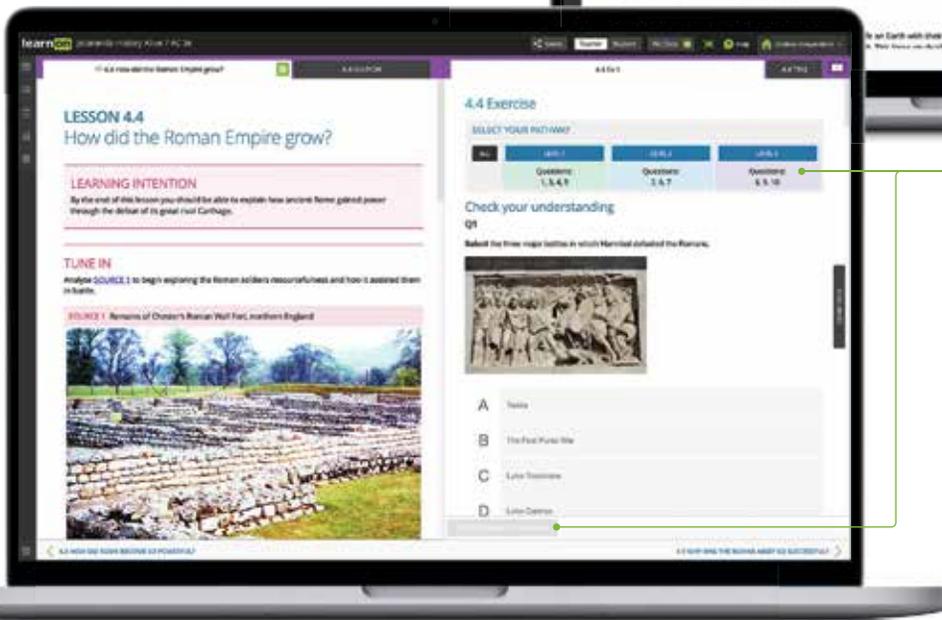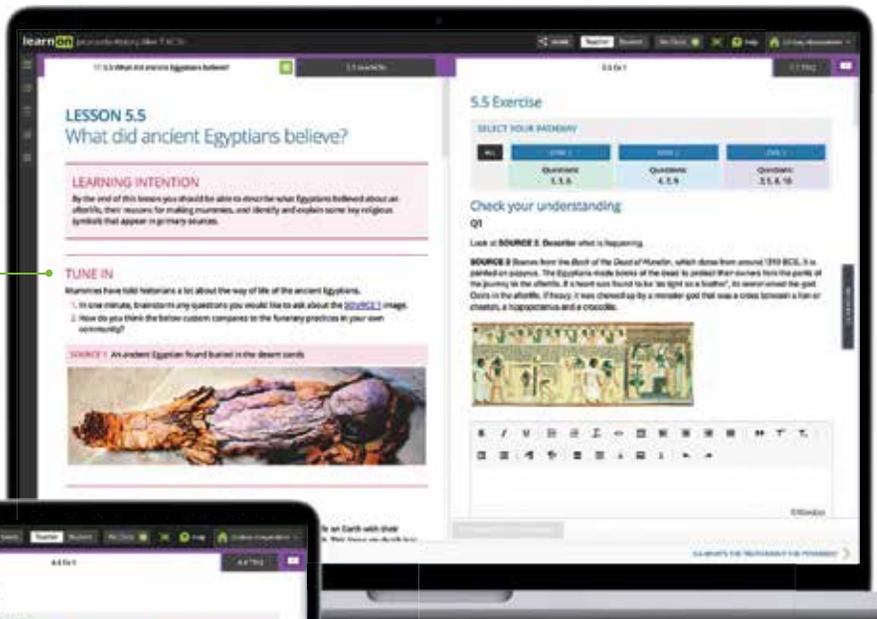
Three differentiated question sets, with immediate feedback in every lesson, enable students to challenge themselves at their own level.

Instant reports give students visibility into progress and performance.
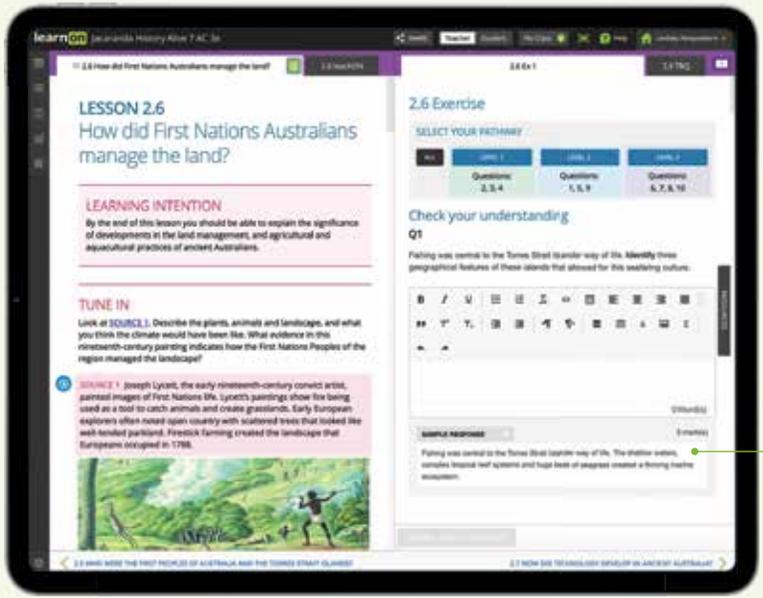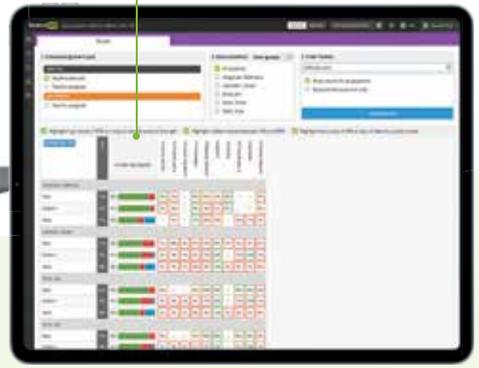
Every question has immediate, feedback to help students overcome misconceptions as they occur and get unstuck as they study independently — in class and at home.

TUNE IN lesson starters

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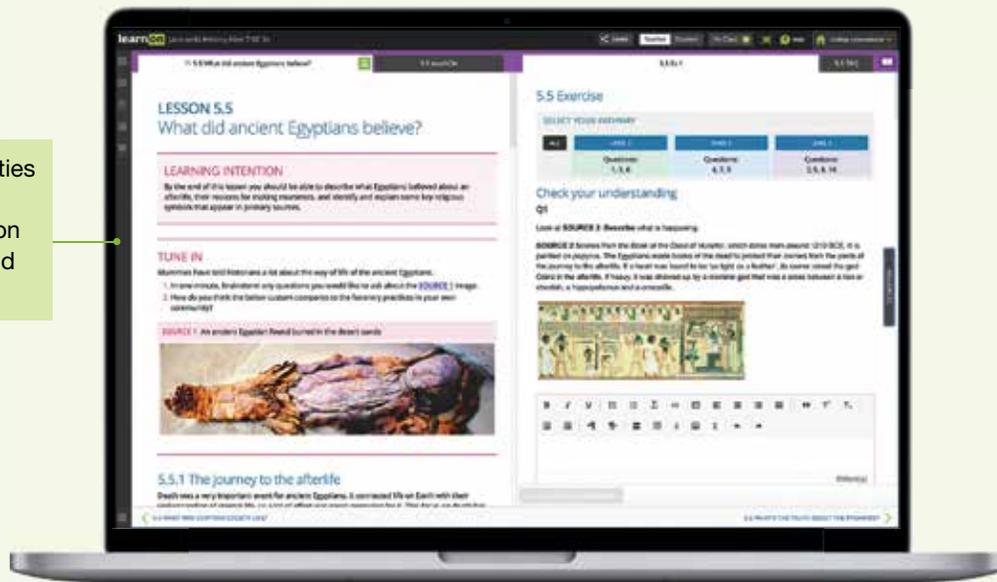
Skill development

New skill activities provide opportunities to develop and build crucial History skills using research, collaboration and analysis.
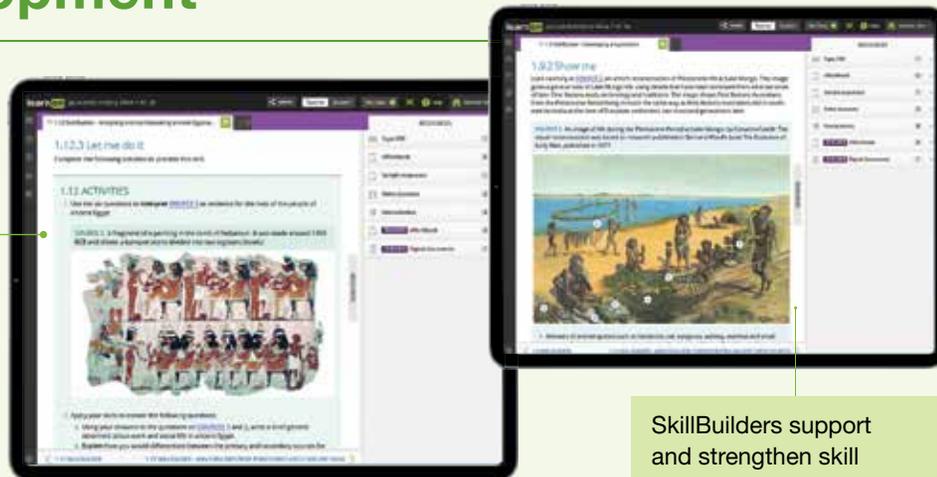
SkillBuilders support and strengthen skill development using our Tell me, Show me, Let me do it approach.

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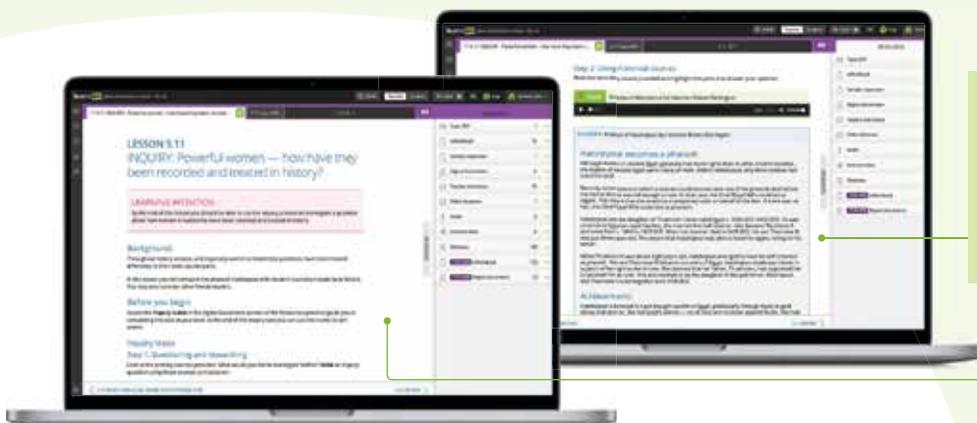
New Inquiry lessons use project-based learning and a clear skill structure for a deep dive into every topic while practising the curriculum-specific skills.

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.
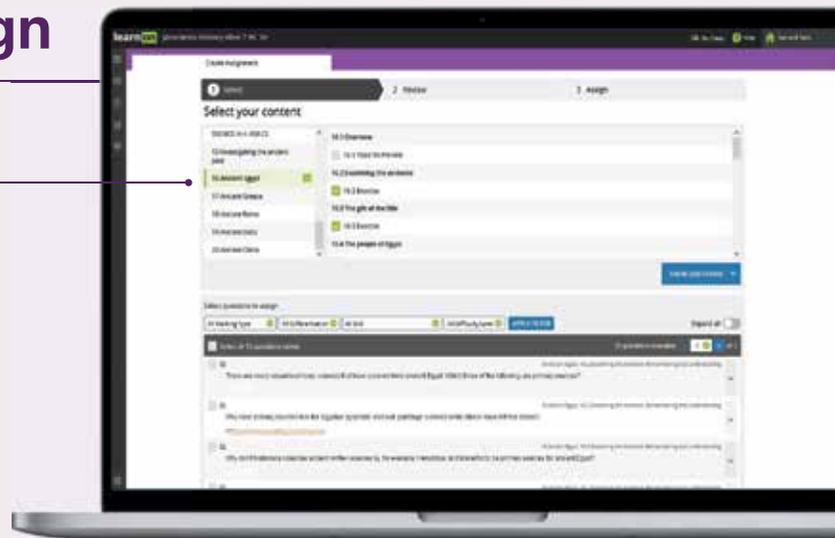
Reports and results

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.

Acknowledgements

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

LESSON
1.1 Overview

1.1.1 Introduction

In 2017, a crowd gathered in southern Israel to commemorate the centenary of the Battle of Beersheba. Approximately 100 horsemen from Australia participated in a re-enactment of the cavalry charge. The historical event has often been referred to as 'the last successful cavalry charge in history'.

The Australian 4th Light Horse Brigade was tasked with capturing the fortified desert town of Beersheba on 31 October 1917. The town, which was strategically important and possessed the only water supply in the region, was held by the Turkish army. Comprising troops on horseback, the 4th and 12th regiments of the brigade charged at the Turkish trenches. With bayonets in their hands, they jumped the trenches and rode straight into Beersheba, seizing its water wells and the rest of the town. The victory was a turning point in the campaign to defeat the German-allied Turkish army in the Middle East. It led to the eventual fall of the Ottoman Empire.

SOURCE 1 Australian horsemen recreate the WWI Battle of Beersheba.

We know these things because historians use clues like archives, letters and weapons as well as many other historical sources to bring the past to life. They use evidence that includes all kinds of traces, from skeletons to newspapers, paintings and photographs. The study of history involves using such evidence in an attempt to find the truth about what happened in the past.

on Resources

📋 **eWorkbook**　Customisable worksheets for this topic (ewbk-10580)

▶ **Video eLesson**　Investigating the past (eles-1057)

　　　　　　　　History concepts and skills (eles-6112)

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 key historical concepts.

1.2.1 Why we study history

History can be compared to an incomplete jigsaw puzzle — as each discovery through time is studied, another piece is added to our knowledge of the past and the picture becomes clearer. However, unlike the jigsaw puzzles that we complete at home, the jigsaw of our past remains incomplete, and it is the duty of historians to discover, study and place events in the correct chronological order to give an accurate picture of humanity's history. History is more than just names and dates, it is the story of humanity.

The value of history

History is the study of the past and of the causes of historical events. The term comes from the ancient Greek word *historia*, which originally referred to inquiry, or the act of acquiring knowledge through inquiry. Some people question the need to understand the past, but there are many very good reasons for studying history. Knowledge of history helps us to understand our heritage. We start to understand where our ideas, languages, laws and many other aspects of our lives came from. We can also develop more open minds and learn to appreciate cultures that are different from our own.

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, the present and the future

Perhaps you already know that we can never understand the time we live in or what the future may hold if we do not understand the journey that brought us to this point. Human societies did not appear in the present as if from nowhere. They developed over many thousands of years. By understanding the past, we might just be able to avoid repeating past mistakes and make our world a better place in the future.

History, work and leisure

The kinds of skills you will learn while studying history are also important in many careers. These skills will help you to:
- carry out research
- organise information and check it to determine its accuracy
- draw conclusions and make decisions based on **evidence**
- recognise the difference between fact and opinion
- understand that there is usually more than one way of thinking about any problem
- think critically
- communicate effectively
- present findings and conclusions through reports, the media, books, lectures and exhibitions.

evidence information that indicates whether something has really happened

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.

A number of other careers are related to the study of history. These include:

- anthropologists
- archaeologists
- archivists 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.

artefact an object made or changed by humans

SOURCE 2 Conservation works in 2018 on the facade and dome of the Royal Exhibition Building, in Melbourne, which was completed in 1880 to host the first World's Fair in the Southern Hemisphere.

A knowledge of history is important in our everyday lives too. History gives many people great personal pleasure. How much more enjoyment do people experience from travel, books and movies when they know about the history that shaped the places they visit or the stories they read or watch on a screen!

History and democracy

In Australia we live in a democratic society. This means we have the right to choose our political representatives and leaders through voting. We cannot vote responsibly, however, unless we can make our own judgements about the ideas these leaders put forward. To do that, we need to know something about the past.

DISCUSS

1. How might understanding our past help us avoid repeating mistakes in the future? Discuss current events or issues in the world today (especially the causes and effects) and suggest some of the historical events that have similar patterns or features. For example, responses to the COVID-19 pandemic were informed by the way previous pandemics were managed. What might past events tell us about how to manage the current situations you identified?
2. What can we gain from understanding our own heritage? What can we learn from understanding the heritage of other people in our community?

1.2.2 Historical concepts

As you've learned in Year 7 and 8, history is more than just names and dates, it is the story of humanity. At times it will excite, shock and even amaze you. At times it will be as if the people of past societies were from another planet because their understanding of the world around them differed so much from yours. However, at other times their actions and ideas will be similar to those of your friends and neighbours.

Historians are always asking questions and subsequently researching the answers to these questions, which often leads to more questions. There are a variety of historical concepts, as shown in **SOURCE 3,** that you need to master to become a true historian and help other historians in answering their many questions. The development of these historical skills and an understanding of historical concepts will develop over time and you will build upon them as you continue your studies in history. You should recognise many of these concepts from your previous years of studying history in primary school and Years 7 and 8.

The concepts are discussed below in detail and an understanding of them will guarantee that you can successfully study history, and will ensure that you gain a complete understanding of the topics that you will cover in Year 9.

SOURCE 3 A diagram showing the six historical concepts
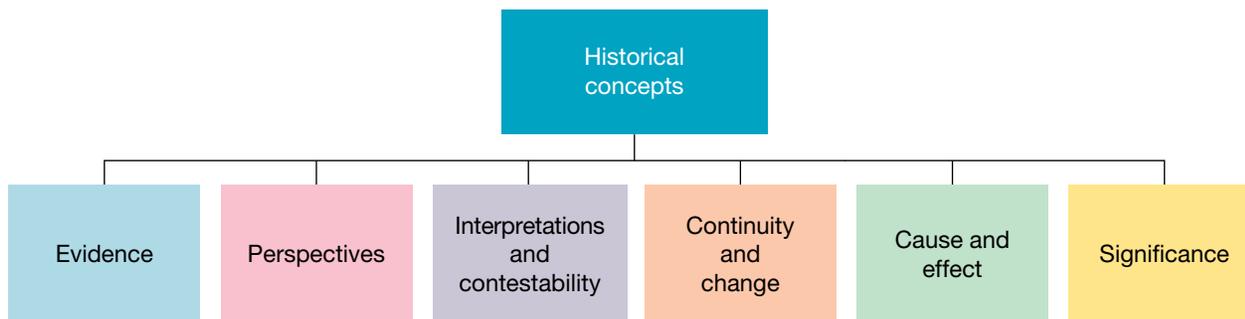
1.2.3 Evidence

History is like a mystery, and it is the job of the historian to use evidence to find out the entire story of the topic they are researching. This evidence can be found through the use of primary and secondary sources. By finding the correct evidence, historians are able to support their line of thinking about how a particular event took place, or the key people involved; for example, who the key person was in an assassination attempt.

Sources

Historians analyse and interpret the information, evidence and data they gather from a variety of primary and secondary sources to identify the purpose of the sources as well as to determine how reliable and accurate they are. In doing so they are able to determine the causes and effects of events and issues within the time period of history they are researching.

Historical sources are the clues to the mystery that historians are trying to solve. Like detectives or scientists, historians will form a **hypothesis** to explain what may have occurred. They then use the historical sources to support their hypothesis and also review sources that give a different view to make sure 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.

Primary and secondary sources

Evidence refers to the available facts or information that indicate whether something really happened.

Evidence can come from two types of sources: **primary sources** and **secondary sources**. Primary sources were created in the period of time the historian is investigating (for example, a film clip of conditions on the Western Front during World War I, filmed from the trenches). Secondary sources are reconstructions of the past, created by people after the time period that the historian is studying (for example, a

hypothesis (plural: hypotheses) a theory or possible explanation

primary sources objects and documents that were created or written in the period of time that they relate to

secondary sources reconstructions of the past written or created after the period that they relate to

documentary about the Battle of the Somme, showing the conditions of the Western Front and the difficulties faced by the soldiers on both sides of the war, filmed after the war).

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; for example, the X (formerly known as Twitter) account of President Donald Trump. Archaeological sources are often called artefacts (they can sometimes include written sources if writing is inscribed on them; for example, a tomb or pottery), and include works of art, weapons, toys and jewellery.

Secondary sources can include books, articles, websites, models, timelines, computer games and other software, and documentaries. In order to create secondary sources historians will do the following:
- base their research on primary sources
- interpret their research
- use the research to explain what happened to others.

Analysing and evaluating sources

Historical sources are valuable but they do not explain themselves. When using historical sources as evidence, historians will need to ask questions about each source, such as where did the source come from (origin) and why was it created (purpose)? A source may be fact or someone's opinion — that is, it could be **biased**. One way to test sources for reliability is to compare them with other sources. If this evidence leads to the same conclusion, we call it supporting evidence. If it leads to different conclusions, it's called contradictory evidence. When we use sources to try to find out about the past, we have to ask some questions. For example:
- What type of source is this?
- When was the source written or created and by whom?
- Why was this source written or created?
- What evidence does the source provide?
- What was happening at the time the source was written or created?
- Is the source trustworthy?

biased one-sided or prejudiced; seeing something from just one point of view

SOURCE 4 Some types of primary sources

Remains of buildings · Remains of shipwrecks · Statues · Translations of works of ancient writers · Maps and diagrams · Preserved body or skeleton · Paintings and carvings in tombs and caves · Photographs and reconstructions · Weapons · **History sources** · Ancient inscriptions · Mosaics · Graffiti · Coins · What other people have written · Tombs · Pots and cups · Tools · Figurines · Social media X, Facebook, Instagram, blogs

Using evidence

Primary and secondary sources are the clues to the history mystery and by analysing these sources historians are able to discover all kinds of information to support their viewpoint on their research topic. Through this research, historians may come across other research that may disagree with their line of thinking; they then have to use the historical sources to support their argument and disprove others.

After gathering all of the evidence that they require, historians will then critically analyse the sources to ensure that their interpretation of them is correct; and that the research that they present to others is as factual and unbiased as possible.

1.2.4 Perspectives

Perspectives, which includes **empathy**, is an important concept when studying history.

Empathy is the ability to understand how people think and feel. It allows you to put yourself in the shoes 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 imagination that is required to write a creative writing piece, instead it is historical imagination based upon evidence. Having empathy helps historians understand what people experienced, as well as the motives behind actions, differing opinions, beliefs and values.

Empathy is related to perspective, which refers to the points of view of the people who lived through historical events. Historians try to understand the **perspective** of people in the past by looking at their points of view, attitudes and values. Historians can get a sense of the way people thought and felt through primary sources such as diaries or through visiting museums and historical sites. Using empathy, historians work with all the evidence they have in order to imagine what the past was like for people who were there at the time. Questions to consider include:

- Who were these people?
- Where did they live?
- How did they live?
- What mattered to them?
- What did they believe in?
- What did they see, hear, taste, smell and feel?
- What did they fear and what did they hope for?
- Did they have feelings similar to or different from ours?
- Did they all think and feel the same as one another, or did they have differing perspectives?

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

perspective point of view or attitude

How should we judge people in the past?

When we learn about some of the things people did in the past, it is natural that we make moral judgements. For example, we naturally see child labour as wrong. What we should try to avoid is judging people in the past by beliefs or standards that did not exist in their time. The Industrial Revolution was a new, unknown period in British history, before which no legal provisions existed regarding child labour. Mine and factory owners needed the skills that at the time and under the circumstances only children could

SOURCE 5 Child labourers working in a cotton mill, mending broken threads, fixing snags and replacing empty bobbin reels
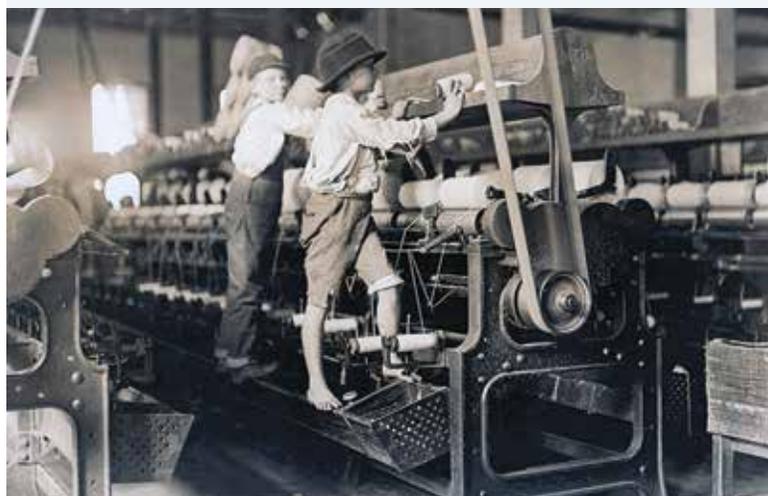
provide. In hiring children, they did not contravene the British laws of the day. The families of the children needed the extra income, and the politicians wanted the economy to function and grow; society on the whole did not view child labour as morally wrong.

We should also remember that, in the future, people may think many kinds of behaviour we consider 'normal' might be, by their standards, wrong.

1.2.5 Interpretations and contestability

In some respects, history can be considered to be like a mystery to solve. Historical sources are the evidence that historians use to piece together a better understanding of the past, in order to tell the overall story of the topic that they have been studying.

But not all events or topics related to history are clear cut; in fact, the more you research the more questions and differing points of view you are likely to uncover. This concept of there being different perspectives or points of view about any historical event or idea is known as **contestability**, and it is an important concept to understand in the study of history. Contestability also refers to the contestability of historical sources; when critically analysing historical sources, it is important that historians take into consideration what is included within the source and what has been omitted. For example, in a propaganda poster encouraging Australian men to join the war effort against Germany in World War I, the poster may suggest that fighting will be an adventure and full of excitement. The posters leave out the reality that participating in the war was often horrific, dangerous, bloody and terrifying.

> **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

1.2.6 Continuity and change

Historians study the changes that have occurred over time, but some things remain constant over periods of time. It is important to be able to identify when a change has occurred and when things have continued unchanged. This is known as identifying **continuity and change**.

Change refers to something that is different from what has occurred in the past. This may occur over a long period of time and, in this case, it may be difficult to detect the precise moment of change. Change can also occur dramatically or suddenly. Such changes are often associated with single events and are referred to as turning points in history. Continuity refers to the things that endure, relatively

SOURCE 6 A view of William Street, Perth in the early 1900s, looking towards the Brass Monkey Hotel. (You can see the hotel in the distance on the right side of the street.)

William Street. Perth, W.A.

unchanged, over time. You will find that many things remain the same across long periods of time in history. Sometimes these continuities last into the modern world.

We can make comparisons between and among historical events occurring at the same time, between and among different historical periods, and between present time and the past. The use of timelines can help to understand the sequence of historical events, which should assist in identifying turning points that produced change. For example, placing the technological changes of the Industrial Revolution in Britain shows historians how they impacted society and how they also contributed to each new development in technology.

SOURCE 7 A recent view of William Street Perth, with the Brass Monkey Hotel on the left

1.2.7 Cause and effect

The historical concept of **cause and effect** is used to examine the relationship between historical events, issues and people, and how one can cause another event, or the short-term or long-term effect of the event, issue or person. For example, the introduction of new crops and rotation of crops in the four-field system prior to the Industrial Revolution led to the development of enclosures (see topic 3) and, consequently, to thousands of peasants being out of work as they were no longer required due to new technologies, new crops and no land being available to them.

Historians need to demonstrate the relationships between events and developments within the different communities around the world. The example above is known as the Agrarian Revolution and it contributed to the Industrial Revolution as it led to thousands of people leaving the countryside looking for work in the new factories that were being built in cities and towns. This then led to overcrowding, poor hygiene and increased crime in some areas, which ultimately led to Britain looking for ways to deal with the overcrowded prison population, and thus the First Fleet was sent to establish a penal colony in New South Wales.

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 recognise any similarities or differences.

The Industrial Revolution that began in Britain in the mid-eighteenth century had a number of causes. One major cause was Britain's influence as a global empire. The British controlled colonies in North America, the Caribbean, the Indian subcontinent and West Africa. This gave them access to raw materials which could be transformed into finished products to sell to an increasing population.

Other causes of the Industrial Revolution include:
- the development of new technology, including new machinery and steam engines
- developments in agriculture, including new methods of farming and changes in land ownership
- access to raw materials, including an abundance of convenient deposits of coal and iron ore
- the development of transport systems, including waterways, roads, and railroads

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

- population growth, including people from the countryside being freed up to work in the factories in the cities
- stability in government, including the rule of law and protection of assets
- the availability of investment, including the willingness of financial institutions and entrepreneurs to finance new ventures.

The Industrial Revolution also resulted in a number of effects. There was a huge rise in the rate of population growth. Most of this population growth occurred in the towns and cities. Other effects of the Industrial Revolution include:

- *industrialisation* — machines used to produce goods in factories reduced the need for hard physical labour
- *improvement in living standards* — health improved, leisure time increased, goods became more affordable
- *poor working conditions* — factory workers in factories, including women and children, often worked in unpleasant or dangerous conditions for long hours and low pay
- *social unrest and trade unions* — rapid changes led to unrest and protests; workers formed trade unions to improve their pay and work conditions
- *the growth of new ideas* — economic theories such as capitalism and socialism were developed to explain how business, workers and the economy should operate; political ideas and scientific ideas also flourished
- *impacts on the environment* — air pollution and water pollution increased; deforestation and land clearance resulted in further environmental problems.

SOURCE 8 A Newcomen steam engine used to pump water from flooded coal mines in nineteenth-century Britain

SOURCE 9 A photo taken by Lewis Hine of dust-covered 'breaker boys' at a US coal mine in January 1911. A breaker boy was required to separate impurities from coal by hand.

1.2.8 Significance

Historical **significance** is the importance that is assigned to particular aspects of the past. These aspects may include events, individuals or groups, developments in the past, ideas or movements, and historical sites.

There is far too much history to study or learn all of it. We need to make judgements about what is important and what is less important. This is an essential, yet challenging, historical skill.

When we try to establish the significance of an aspect of the past, we have to consider a number of questions. Such questions include:
- How relevant was it to people living at that time?
- How many people were affected?
- How did it change people's lives?
- How long were people's lives affected?
- How important and long lasting were the consequences?
- How relevant is it to the contemporary world?

SOURCE 10 Private John Simpson used donkeys to carry men away from the front line at Gallipoli.

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

1.2 SKILL ACTIVITY: Communicating

1. **Define** *history* in your own words.
2. Read George Santayana's quote in **SOURCE 1**.
   a. Rewrite this quote in your own words.
   b. How does this quote show that the study of history is important?
3. **Examine SOURCE 2**. The Royal Exhibition Building is the first World Heritage-listed building in Australia. Why do you think so much effort goes into conserving such traces of the past?
4. Today we live in a world in which people are sometimes killed over differences in religion. **Consider** how a knowledge of history might help bring understanding between people of different religions.
5. **Predict** 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.
   a. There was an increase in the number of Australians who did not practise religion.
   b. Inequality (the gap between rich and poor) increased in Australia.
   c. The Australian government took in more refugees.
6. Using the internet and/or other information sources, **identify** the meaning of the word 'sympathy'. **Explain** how empathy is different from sympathy.
7. **Analyse** the term 'bias'.
   a. **Discuss** in pairs or small groups why we might not be able to trust a primary source.
   b. **Create** a way to test primary sources for reliability. Use some of the written and visual primary sources in your classroom or textbook to judge how well your test works.
8. Look at the mind map in **SOURCE 4**.
   a. **Describe** each of the sources pictured around the mind map.
   b. **Propose** what we might learn about the past from graffiti or one of the other types of primary sources listed in the mind map.
   c. Is it wrong to think that primary sources are more reliable than secondary sources? Write a short response **justifying** your own point of view, and then **discuss** your thoughts in pairs or small groups.
   d. As a class, **identify** and make a list of some kinds of primary sources that could be used to create a history of your school (a secondary source). Beside each source in your list, **state** what you think you could find out by using it as evidence.

9. **Examine SOURCES 6** and **7** closely. **Identify** the changes that have occurred in Perth between the early 1900s and the present. **Identify** the similarities (or continuities) between Perth in the early 1900s and the present.
10. Look at the image of the breaker boys in **SOURCE 9**. Imagine that you travel back in time to meet the boys.
    a. Make a list of five questions that would you ask them about their lives. **Consider** their work and their family and leisure time.
    b. Do you think their hopes for the future and values would be very different to yours? **Explain** why or why not.
    c. If you could transport one of these boys into the future, what do you think their perspective of your life would be? **Propose** questions that you think they might ask you, and **predict** how you would respond.
11. The idea of contestability applies to any event or issue that can be experienced or seen in more than one way. Choose one event or issue that arose in your school, community or on the news recently that people had different opinions about.
    a. **State** all of the groups or individuals involved.
    b. Choose three people or groups of people who had differing views of the event. **Create** a short paragraph from each person or group's perspective, explaining why their view of the situation was 'correct'.
    c. Shift your view. For each explanation, **summarise** a list of dot points outlining how the other people or groups involved would contest it. **Consider** the following.
       • What facts would they disagree about?
       • What opinions would they disagree with and why?
       • What evidence would they suggest is flawed or misleading?

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 summaries are to remind you of these four key skills.

1. **Questioning and researching** involves asking questions about history, locating relevant and detailed information and/or data from a range of appropriate sources. In Year 9 History this includes primary and secondary sources related to the Industrial Revolution, such as paintings, diagrams, data, personal reflections and some very early photographs. When you study World War I, you will also use a variety of these types of primary and secondary sources, as well as maps, posters, transcripts and military documentation.

2. **Using historical sources** involves identifying and using primary and secondary sources, including identifying their usefulness and reliability. In Year 9 History this includes looking for patterns of change over time, such as looking at how attitudes to war change over time. You will also build your ability to identify the causes and effects of historical events.

3. **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. In Year 9 History this includes looking for patterns of change over time, such as looking at how attitudes to war change over time. You will also build your ability to identify the causes and effects of historical events. Evaluating means examining your interpretations of information to evidence-based conclusions. It requires taking into account ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues. It also includes drawing conclusions about the impacts of the Industrial Revolution on different parts of a community; for example, low-paid factory workers felt very differently about city life than the middle-class merchants whose wealth was multiplying rapidly, and free settlers who came to Australia to seek their fortune felt very differently about their migration than convicts who were transported as punishment.

4. **Communicating** your ideas means presenting information in a range of formats to suit the intended audience and purpose. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on

your skills is also an important part of the process. It involves using historical sources to describe, explain and argue points of view about the past. In Year 9 History this might include writing from the perspective of different people living in British cities during the Industrial Revolution, creating propaganda posters like those created by the Australian government during World War I, or creating a field guide for tourists wanting to visit the battlefields of Europe.

1.3.2 SkillBuilders in the topic

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

The SkillBuilders you will use in Year 9 are:
- SkillBuilder: Sequencing events in chronological order
- SkillBuilder: Analysing photos in WWI
- SkillBuilder: Analysing cartoons
- SkillBuilder: Analysing cause and effect
- SkillBuilder: Identifying continuity and change
- SkillBuilder: Analysing different perspectives
- SkillBuilder: Determining historical significance

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.

Go online 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.

28 June Archduke Franz Ferdinand is assassinated.

5 July Germany pledges support for its ally Austria–Hungary.

1914

23 July Austria–Hungary presents ultimatum to Serbia, which would curb its efforts to secure independence.

28 July Austria–Hungary declares war on Serbia.

30 July Russia mobilises its troops to support its ally Serbia.

1 August Germany declares war on Russia.

3 August Germany declares war on France and invades Belgium.

4 August Britain declares war on Germany in support of its ally France.

6 August Austria–Hungary declares war on Russia. Serbia declares war on Germany.

12 August Britain and France declare war on Austria–Hungary.
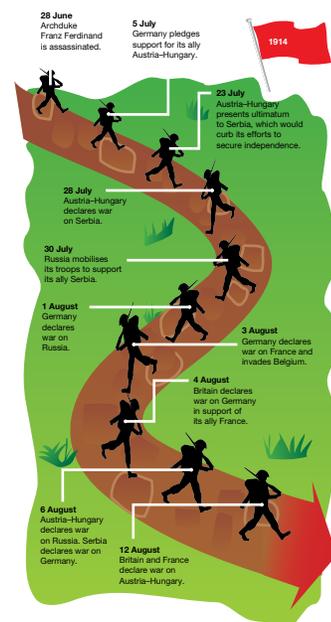
LESSON
1.5 SkillBuilder: Determining historical significance

Evaluating significance: the Chinese on the goldfields

One way of developing a deeper understanding of the past is to think about the significance of particular events, individuals, groups or ideas. This is not an easy thing to do. Measuring the importance of any aspect of history requires making a judgement about what was important at the time or what is still important today. There are various criteria we can use to evaluate the historical significance of any event, individual, group or idea.

Go online 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 cartoons

Using historical sources as evidence: analysing cartoons

Historical sources help us understand the way people in the past thought and felt about their lives. The way we evaluate these sources shapes our understanding of the past.

Artworks, photographs and illustrations all give insight into the values, attitudes and beliefs of people in the past. Political cartoons can be powerful evidence of the ways that people thought and felt about their lives.

Go online 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: Analysing photos in WWI

Analysing World War I photographs

Photographs can be very useful primary sources. Analysing a photograph is therefore a very important skill when studying the history of periods in which photography existed. During World War I, many tens of thousands of photographs were taken by official war photographers and ordinary soldiers.

Go online 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 SkillBuilder: Identifying continuity and change

Identifying and evaluating continuity and change in the Industrial Revolution

The period of the Industrial Revolution brought more rapid change than had ever occurred previously anywhere in the world. It is important to be able to identify turning points that caused change, and to be able to describe the rate and extent of the change by examining the significance of events, ideas, people and groups.

Go online to access:
- an explanation of the skill (Tell me)
- a step-by-step procoss 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

1.9 SkillBuilder: Analysing different perspectives

Identifying and analysing different perspectives of people in the Industrial Revolution

When examining any historical issue or event, we should try to build up an accurate picture of what actually happened in the past. If we are relying on a primary source in the form of an eyewitness report of an event, we need to be aware of possible bias or prejudice on the part of that eyewitness.

Go online 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

1.10 SkillBuilder: Analysing cause and effect

Analysing the causes and effects of the fall of the Qing dynasty

When studying history it is important to remember that events don't 'just happen'. Many factors combine to bring about historical events. Being able to analyse cause and effect is an important historical skill.

Go online 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
1.11 Review

1.11.1 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.
- The key concepts you will study in History are evidence, continuity and change, cause and effect, perspectives, significance, and interpretation and contestability.
- Evidence means using sources to find and assess information and judging how reliable they are.
- 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.
- Perspectives involves exploring the different points of view, or perspectives, of people from the past.
- Understanding significance is the ability to make judgements about the importance assigned.
- Interpretation and contestability is about different interpretations of the past, and the historial debates that occur due to lack of evidence, new evidence and peoples' different perspectives.

1.3 Skills in History

- Questioning and researching involves asking questions about the past and using primary and secondary sources.
- Using historical sources means identifying the context and features of a source and analysing its intent. It also involves looking at their usefulness and reliability.
- Historical perspectives and interpretations involves considering cause and effect and patterns of continuity and change. It includes looking at different perspectives in sources and and analysing different interpretations.
- Communicating is about creating historical explanations and arguments which use historical terms, conventions and sources.

1.11.2 Key terms

artefact an object made or changed by humans

biased one-sided or prejudiced; seeing something from just one point of view

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 has really happened

hypothesis (plural: hypotheses) a theory or possible explanation

perspective point of view or attitude

primary sources objects and documents that were created or written in the period of time that they relate to

secondary sources reconstructions of the past written or created after the period that they relate to

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

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-10580)

Reflection (ewbk-10581)

Interactivities History concepts and skills crossword (int-7635)

Hey teachers! Create custom assignments for this topic

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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 one, for example, that showed in sequence, or time order, the key events of a day in your life.

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 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).

SOURCE 1 A simple chronology

SOURCE 2 An example of a timeline that covers a long span of time

Approximate number of years before the present

176 000

120 000 — Analysis of pollen and charcoal at Lake George (NSW) suggests people living there

116 000–176 000 Evidence of human occupation in the Kimberley (WA)

120 000

110 000

100 000

90 000

80 000

75 000 — The world's earliest known rock art carved on rock outcrop in the Kimberley

70 000

60 000

50 000 — Humans in Arnhem Land (NT) using **ochre**

50 000

38 000 — Humans reach south-west WA and camp on upper Swan River near Perth

40 000 — Humans in Lake Mungo (NSW)

40 000

30 800 — Humans in Tasmania

34 000 — Humans around Hunter River (NSW)

31 000 — Engravings carved in Olary region (SA)

23 000 — People in Arnhem Land using ground edge grooved axes; earliest in the world

30 000

13 000 — Australia's oldest ornaments, bone beads, made in Devils Lair (WA)

20 000

10 000 — World's oldest boomerangs used in Wyrie Swamp (SA)

10 000

First non-Aboriginal settlers arrive in Sydney Cove (1788)

800 — Stone huts built in semi-permanent villages in Victoria

2000 — People fishing with hooks and lines

8000 — New Guinea and Tasmania separate from the mainland

Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. The timeline may span thousands of years (see **SOURCE 2**) or cover a very short period (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 (see **SOURCES 4, 5** and **6**). Using digital technology, interactive online timelines can be created; users can click on a date and see a descriptive label, an image or even hear an audio narrative or sound effects.

SOURCE 3 An example of a timeline that covers a short span of time

28 June
Archduke Franz Ferdinand is assassinated.

5 July
Germany pledges support for its ally Austria–Hungary.

1914

23 July
Austria–Hungary presents ultimatum to Serbia, which would curb its efforts to secure independence.

28 July
Austria–Hungary declares war on Serbia.

30 July
Russia mobilises its troops to support its ally Serbia.

1 August
Germany declares war on Russia.

3 August
Germany declares war on France and invades Belgium.

4 August
Britain declares war on Germany in support of its ally France.

6 August
Austria–Hungary declares war on Russia. Serbia declares war on Germany.

12 August
Britain and France declare war on Austria–Hungary.

SOURCE 4 An extract from a timeline that provides some illustrative material to accompany descriptive text labels

PREHISTORY (Before 3000 BC)

IDEAS AND INVENTIONS

1 000 000 BC Fire was one of the first tools used by ancestors of modern humans, perhaps as early as 1.4 million years ago.

BC

| 1 000 000 | 40 000 | 35 000 | 30 000 | 25 000 | 20 000 |
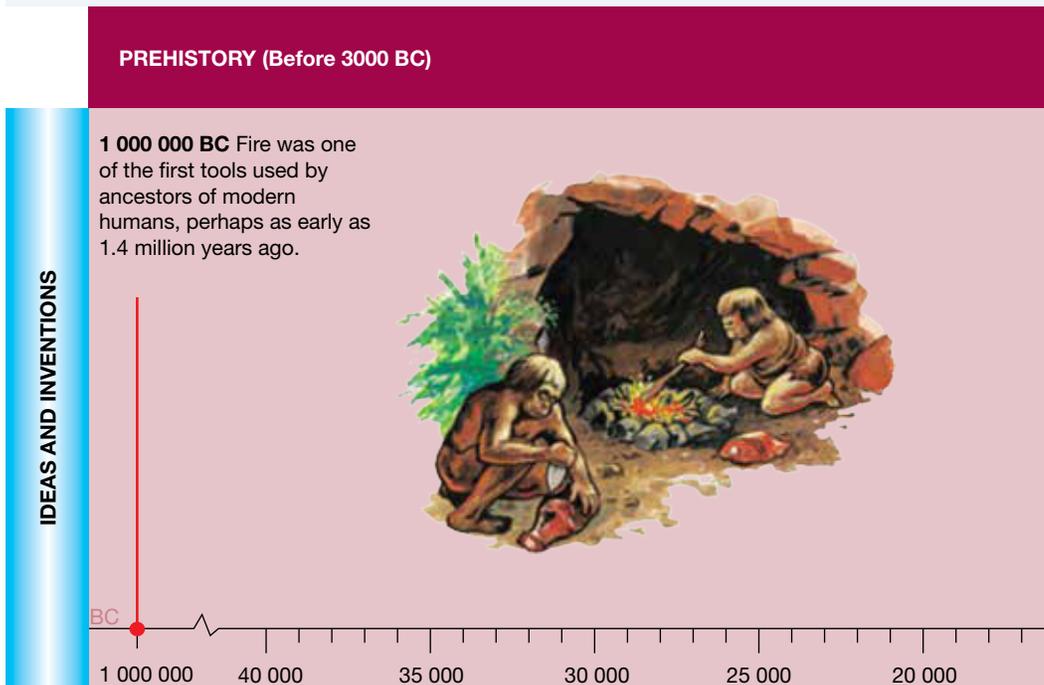
SOURCE 5 An example of a horizontal timeline that uses coloured bars to compare significant events in different places at the same point in time

Significant inquiry topics

Eastern Mediterranean — Byzantine Empire

Europe — Frankish Kingdoms Viking homelands and settlement Crusades Black Death Renaissance The Age of Exploration

Islamic states — Umayyad Caliphate Abbasid Caliphate Ottoman Empire

South-East Asia — Khmer Empire

Japan — Japan under the shoguns

Pacific Ocean — Polynesian expansion across the Pacific Ocean

China — Sui Dynasty Tang Dynasty Song Dynasty Yuan Dynasty Ming Dynasty Qing Dynasty

Central Asia — Mongolian Empires

Central America — Mayan cities Toltec Empire League of Mayapan Aztec civilisation

South America — Incan tribes originate in Peru Incan Empire

| 650 CE | 1000 | 1500 | 1750 CE |

Year

SOURCE 6 An example of a timeline that uses a drawing of an object related to the subject or theme of the timeline

SPACE RACE

1970

1969 — Neil Armstrong is first person on the moon.

1968 — First crewed lunar flight is made by *Apollo* 8 with Frank Borman, James Lovell and William Anders on board.

1965 — 18 March. Alexei Leonov makes first Spacewalk from *Voskhod 2*.

1965 — 3 June. Ed White is first American to spacewalk from *Gemini 4*.

1963 — 16 June. First woman in space is Soviet cosmonaut Valentina Tereshkova.

1962 — 20 Feb. First American in orbit is John Glenn aboard *Friendship 7*.

1961 — 12 April. Yuri Gagarin is first man in Space aboard *Vostok 1*.

1961 — 5 May. Alan Shepard is first American astronaut to make suborbital flight.

1957 — 4 Oct. USSR launches *Sputnik 1*, the first artificial earth satellite.

1965

1960

1955

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. It stands for *circa*, which is Latin for 'around' or 'about'.

Step 1

Study the **SOURCE 7** timeline. Look at the way this timeline has been constructed.
- It is a vertical timeline.
- It has been divided into centuries.
- A scale of 1 centimetre = 1 century has been used.

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

BCE

c. 3000
The first cities are built in Sumer.

c. 3100
Egypt is united.

c. 2686
Egyptian Old Kingdom begins

c. 2400
Akkad conquers Sumer.

c. 2200
Akkadian Empire falls. Ur dominates Sumer.

c. 2181
Egyptian Old Kingdom ends

c. 2000
Elamites (from Iran) conquer Sumer.

c. 2040
Egypt is reunited under the Middle Kingdom.

c. 1800
Babylonian Empire is founded

c. 1786
Egyptian Middle Kingdom ends

c.1570
Egyptian New Kingdom is founded

c. 1595
Hittites invade Mesopotamia and destroy Babylon.

c.1070
Egyptian New Kingdom ends

CE
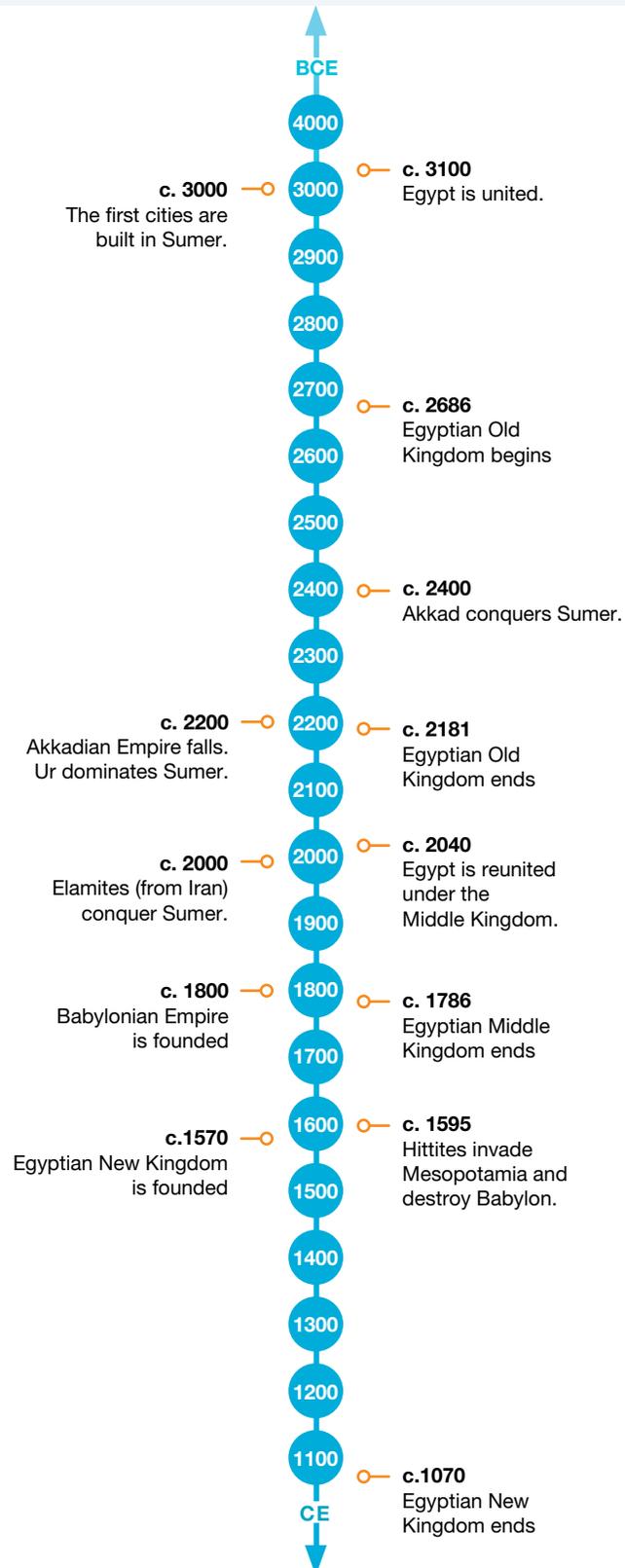
1.4.3 Let me do it

Complete the following activities to practise this skill.

1.4 ACTIVITIES

1. Construct a timeline of key events during the periods covered in Year 9 — The Making of the Modern World (1750–1918) and The Modern World and Australia (1914–1918).
   - Use a vertical or horizontal timeline.
   - Decide what scale you will use.

   Key events for your timeline:

1765	The American Revolution begins.
1769	James Watt invents a steam engine capable of providing continuous power.
1783	The Treaty of Paris was signed, formally ending the American Revolution.
1788	The First Fleet arrives in Botany Bay.
1789	The French Revolution begins.
1793	Eli Whitney invents the cotton gin.
1799	Napoleon Bonaparte stages a coup d'état, marking the end of the French Revolution.
1830	Stephenson's Rocket hauls the first train on the Manchester-to-Liverpool railway line.
1833	The Slavery Abolition Act abolishes slavery throughout the British Empire.
1834	The Poor Law Amendment Act forces the poor to live in workhouses.
1838	The First Opium War begins.
1851	Gold is discovered in the newly named Colony of Victoria.
1861	The American Civil War begins.
1863	President Abraham Lincoln signs the Emancipation Proclamation, officially freeing the slaves in the United States.
1865	The American Civil War ends.
1874	British Parliament passes the Factory Act, setting maximum allowable working hours per week for all workers.
1876	Alexander Graham Bell patents the first telephone.
1882	Germany, Austria–Hungary and Italy form the Triple Alliance.
1894	First Sino-Japanese War begins.
1901	Australia celebrates Federation.
1907	Britain, France and Russia form the Triple Entente.
1914	Britain declares war on Germany.
1915	The Anzacs land at Gallipoli on the morning of 25 April.
1918	The Armistice, signed on 11 November, ends the fighting in World War I.

   Your timeline will help you to analyse and compare events. For example, you could use it to answer questions such as:
   - When did the American Civil War begin and end?
   - When did World War I begin and end?

2. Apply your skills to answer the following questions.
   a. What time span does your timeline cover? (That is, how many years in total are covered by your timeline.)
   b. How many years elapsed between the start and the end of the French Revolution?
   c. Which came first — the American Revolution or the French Revolution? What period of time separated the two historical events?
   d. Identify three significant events during the period of time illustrated on the timeline for:
      i. Britain
      ii. Australia.
   e. What event of significance for Britain occurred during the period of the American Revolution?
   f. What was the consequence of Germany, Austria–Hungary and Italy forming the Triple Alliance, then Britain, France and Russia forming the Triple Entente? (Hint: Look for an event that happened after the formation of these alliances.)

LESSON
1.5 SkillBuilder: Determining historical significance

LEARNING INTENTION

To come

1.5.1 Tell me

One way of developing a deeper understanding of the past is to think about the significance of particular events, individuals, groups or ideas. This is not an easy thing to do. Measuring the importance of any aspect of history requires making a judgement about what was important at the time or what is still important today. There are several criteria we can use to evaluate the historical significance of any event, individual, group or idea:

- **Was it remarkable?** Was it different or new? Did people comment on it at the time? Was it important for them?
- **Has it been remembered?** Have others written or spoken about it since? What has been emphasised? What aspects may have been left out?
- **Did it result in change?** What were the consequences, either in the short term or the long term? Were these consequences important or profound? How many people were affected? In what ways were their lives changed? For how long were the consequences felt?
- **What does it reveal?** What does it tell us about the time and its people? What does it tell us about those who have written about it? What does it tell us about ourselves? How does it compare with other aspects of the same period?
- **How is it relevant?** Is it important for us today? Does this aspect of the past resonate with our own experiences? Does it help explain the present in some way or help us in guiding our future?

When thinking about an aspect of the past we do not need to apply all of the questions to everything. However, we can try them out and see how they might apply. It is also important to know that people disagree about what is important or significant about the past. It's one of the things that makes history an interesting subject to study.

1.5.2 Show me

The Chinese on the goldfields: helpless victims of racism?

In lesson 3.4 we explore the Chinese presence on the goldfields, the hostility and prejudice they faced and how they reacted to such racism. We can understand the complex nature of this issue a little more if we look at the historical significance of the Chinese presence.

Was the Chinese presence remarkable?

There is no doubt that the Chinese were a large and visible group on the Victorian goldfields.

- The numbers of Chinese in Victoria increased significantly from a few thousand in 1854 to nearly 30 000 later in the decade, when the Chinese accounted for one in every ten Victorians.
- More than 12 000 Chinese arrived in Australia in 1856; most headed for Victoria.
- More importantly, on certain goldfields they were very prominent; in December 1857 the Chinese made up 27 per cent of the adult male population at Bendigo.
- By 1861 there were nearly 40 000 Chinese in Australia, making up 3.3 per cent of the entire Australian population.

It is also clear that the Chinese were a distinct national group who were different in language, dress, customs and religion from the majority of the European miners. They suffered prejudice and hostility. The image in **SOURCE 1** expresses this fear and intolerance.

A Flood of Celestial Light pouring in upon the Diggings.

Has it been remembered?

Despite the fact that Chinese miners were hardworking and peaceful, some European miners resented their different appearance and customs and were anxious about their competition in finding gold. Rumours, fear and intolerance, as well as declining income for miners, led to a series of riots and protests.

The image in SOURCE 2 is from the National Museum of Australia. It emphasises the violence of the European responses and the apparent helplessness of the Chinese.

SOURCE 2 The Australian goldfields were dangerous places for the Chinese. Here, Chinese miners are fleeing from European rioters who are attacking them with spades and picks.

There are several textbooks and websites that contain violent images and descriptions similar to those in **SOURCE 2**, and it would be worthwhile to compare them. How many emphasise violence and hostility? Do they include other sorts of interactions? It is certainly true that the violence has been well remembered in our history and this makes it worthy of further study.

Did it result in change?

Anti-Chinese feeling on the goldfields resulted in two racist laws in Victoria that discriminated against the Chinese.

An Act to Make Provision for Certain Immigrants was passed in 1855. This imposed limitations on the numbers of Chinese people each ship could carry to Victoria, and a £10 fee for every Chinese person to pay on arrival.

To avoid paying the tax, ships began unloading people in South Australia. As a response, the Victorian government then proposed another law '*to control the flood of Chinese immigration setting in to this Colony and effectually prevent the Gold Fields of Australia Felix from becoming the property of the Emperor of China and the Mongolian and Tartar Hordes of Asia*'.

This law initially proposed a £1 per month 'residence tax', in addition to another £1 per year 'protection fee' as well as the £1 per year 'miner's right' that all miners paid. In addition, the residence licence could only be paid if they proved that they had paid the initial £10 poll tax. To make matters worse, any person could arrest any Chinese person without a residence licence at any time.

This resulted in *An Act to Regulate the Residence of the Chinese Population of Victoria* in 1857. Chinese protests against the Bill brought some concessions. The residence tax was reduced to £1 every two months and the imprisonment clause was dropped, but the law still remained as a significant and unfair law against a targeted race.

Going further: working like a historian

One of the longer-term changes worth considering would be whether these laws contributed to the development of other restrictive and racist laws in Australia, especially the White Australia policy of the next century.

What does it reveal?

There are several things suggested by the sources above. Firstly, the Chinese presence sparked racially based fear and anxiety amongst the Europeans. This resulted in violence on the goldfields as well as government action to regulate the numbers of migrants from China and control their movements in Victoria.

However, the Chinese community protested very strongly against these laws and managed to win concessions. It would also be worth considering other sources that suggest other forms of relations on the goldfields.

There are other possible implications that you could discuss, such as the obvious possibility that friendly relationships existed and that many Europeans accepted the Chinese presence. The ideas of prejudice, racism and intolerance are still relevant today. Consider this question: can we learn anything from our study of this topic that might influence our own ideas and values?

1.5.3 Let me do it

Complete the following activities to practise this skill.

1.5 ACTIVITIES

The Chinese on the goldfields: helpless victims of racism?

Step 1

Examine the following sources and identify what each tells us about the Chinese presence in Australia. For each source, answer the questions below.
- Does the source suggest that the Chinese were passive victims of European racism?
- Does the source indicate that Europeans were consistently hostile?
- Does the source show the Chinese as a distinctively different group, keeping to themselves?
- What does the source suggest about the place of the Chinese community in Victoria during the gold rushes?
- What does the source say about European and Chinese relations?

You may wish to organise your findings into a table with a column for each source and a row for each question, or you might devise a graphic organiser.

SOURCE 3 Portrait of a Chinese Gentleman, courtesy of Dennis O'Hoy Golden Dragon Museum Showing Face Exhibition

… the things that united these first-generation gold seekers were greater than the things that divided them. The Chinese worked alongside Europeans and in similar ways on the Bendigo field. They used the same tools, experienced the same dangers, the same frustrations and the same successes. Their lives and aspirations were not so very different. Whether they were English, German, American, Maori or Chinese, all miners dreamed of making their fortunes, all were migrants living in a harsh environment far from their homelands, and all relied on networks of friends and family to support them.

There is no doubt that the Chinese preferred to live and work together, as did different groups of Europeans, and that working relationships across the groups were as uncommon as personal relationships. Yet the inquest records reveal a shared humanity that saw Europeans readily respond to Chinese in distress, whether by accident, illness or poverty. In emphasising the prejudice against the Chinese, it is easy to lose sight of these everyday individual connections that tell a different story.

SOURCE 5 John Alloo's Chinese restaurant, Main Road, Ballarat, 1853 by S.T. Gill

Besides demonstrating that the Chinese were capable of and willing to adopt Western forms of constitutional protest, the petitions are also examples of Chinese agency, evidence that the Chinese chose not to be passive victims. They provide valuable insights into the grounds upon which the Chinese defended their rights, and themselves, as well as understandings of the impact that anti-Chinese legislation was having on their lives … the Victorian Government repeatedly amended anti-Chinese legislation and eventually removed these laws in response to Chinese evasion of taxes.

SOURCE 7 The first Melbourne Chinese Australian Rules Football Team in 1899, St Vincent's Hospital Charity Game. Photograph: Newspapers Collection, State Library of Victoria

Step 2

Compare your conclusions from these five sources with the information and the sources from the Show me section.

    You may wish to add the sources in the Show me section to your table.
    Explain in what way these new sources give different points of view.

Step 3

Go back to our original question. Based on all of the sources and information in this section, what conclusions can you draw about the historical significance of this aspect of Victoria's history? In what ways do the sources provide different ways of looking at the consequences of the Chinese presence in Australia at this time?

Step 4

Ask yourself the following questions again. You should come up with more complex answers than the ones suggested in the Show me section.

- **Was it remarkable?** Was it different or new? Did people comment on it at the time? Was it important for them?
- **Has it been remembered?** Have others written or spoken about it since? What has been emphasised? What aspects may have been left out?
- **Did it result in change?** What were the consequences, either in the short term or long term? Were these consequences important or profound? How many people were affected? In what ways were their lives changed? For how long were the consequences felt?
- **What does it reveal?** What does it tell us about the time and its people? What does it tell us about those who have written about it? What does it tell us about ourselves? How does it compare with other aspects of the same period?
- **How is it relevant?** Is it important for us today? Does this aspect of the past resonate with our own experiences? Does it help explain the present in some way or help us in guiding our future?

LESSON
1.6 SkillBuilder: Analysing cartoons

LEARNING INTENTION

To come

1.6.1 Tell me

Historical sources help us understand the way people in the past thought and felt about their lives. The way we evaluate these sources shapes our understanding of the past.

Analysing cartoons as evidence

Artworks, photographs and illustrations all tell us useful things about the values, attitudes and beliefs of people in the past. Political cartoons can be powerful evidence of how people thought and felt about their lives. In the nineteenth century, most cartoons were ink drawings created for newspapers or magazines to provide humorous or critical comment on current events and issues. (Some of the best cartoons were able to both amuse and inform.) *The Bulletin* often used cartoons to promote ideas about republicanism, White Australia, the 'bush ethos', nationalism and trade unionism. Some of the strongest political cartoons appeared in trade union newspapers such as *The Sydney Worker* or the Victorian *Champion*.

Interrogating the source

Care should be taken when analysing any historical source. You should always be prepared to ask questions about them. In relation to primary sources like political cartoons, these questions might be:
- How many people read the publications?
- What were the specific events at the time?
- How typical were these viewpoints of the period?

Remember, it is reasonable to assume that not all readers of a publication would have agreed with the opinions expressed in every image, and that there would be a range of views or perspectives on any one issue.

While cartoons can be very useful sources of evidence, it is important to recognise that they use caricatures of individuals or groups (exaggerating certain characteristics). They also make fun of political figures or draw certain types of people in heroic or critical ways. The cartoons that follow show these techniques.

How to analyse and evaluate a historical source
Step 1

Scan the source for information:
- Who produced it?
- What type of source is it?
- When and where was it created?
- What subject does it discuss?
- What point of view does it put forward?
- How is this point of view conveyed? (Think about the images, text, the use of caricature or stereotypes.)
- What is its purpose and intended audience? (Who was it aimed at? What was it trying to say/what point was it making?)

This **initial analysis** is very important and is an excellent starting point for becoming familiar with the process of analysing political cartoons.

Going further: working like a historian

To analyse a cartoon in more detail you can look at the context, draw conclusions about the source, and think about its value as a historical source. The following steps take you through this more complex analysis.

Step 2

Provide some **context**. This involves looking much more closely at who produced the source, when and where it was made and why it was created.
- What was happening at that time and what are the circumstances that led to the creation of this viewpoint?
- What else do you need to find out about that time period to fully appreciate the value of the source?

Step 3

Begin **drawing conclusions about the source**. This involves thinking about what it suggests about the people, events or issues of the time.
- What does it reveal about the period?
- Can you define the particular perspective the source is presenting?
- What are the source's strengths and weaknesses as evidence?
- Are there any ideas, images or terms that need further exploration?
- Which perspectives are not included?
- Whose views have been left out?

Step 4

Determine the source's value as evidence. You could start by asking yourself how typical it might be.
- Compare the source with other material from the period, looking for areas of agreement (corroboration) or disagreement (contest). Try to establish the reasons for any similarities or differences.
- Ask yourself how you would use the source as evidence to answer a question about the period.
- What gaps in information have you found?
- What sort of further research is required?

1.6.2 Show me

This process is explored in relation to the **SOURCE 1** cartoon.

SOURCE 1 Ambrose Dyson, 'Our Industrial System', Champion, 14 September 1895. Courtesy State Library of Victoria.

OUR INDUSTRIAL SYSTEM·
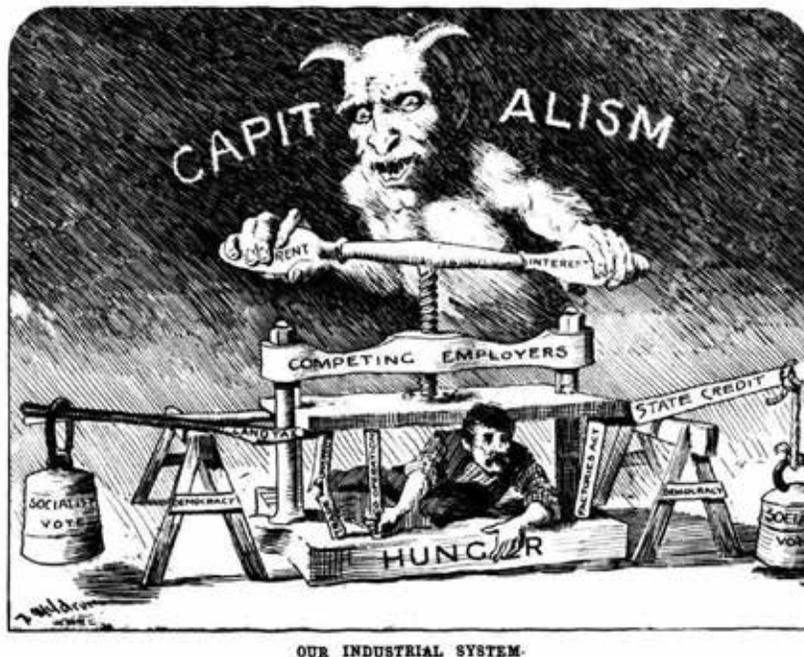
Find out about the past: conduct the **initial analysis**.
- *When and where was it created?*
  This was drawn by Ambrose Dyson and published in *Champion* on 14 September 1895.
- *What subject does it discuss?*
  It is concerned with relations between workers and employers.
- *What point of view does it put forward?*
  It suggests that workers are helpless victims of the strength and greed of competing employers.
- *How is this point of view conveyed? (Think about images, text, caricature or stereotypes.)*
  This is conveyed by the size of the devilish figure of 'capitalism', squeezing the worker flat to the board of 'hunger' with rents and interest rates. The worker's only protection is the weight of the 'socialist vote' and the levers of 'land tax' and 'state credit'.
- *What is its purpose and audience? (Who is it aimed at? What point is it making?)*
  Dyson is essentially saying that 'our industrial system' is unfair and unjust. The cartoon would have been published not only to gain sympathy for workers but also to inspire support for the labour movement and unionism.

Going further: working like a historian

Step 2

Determine context.
- *What was happening at that time and what are the circumstances that led to the creation of this viewpoint?*
  The publication *Champion* was a working-class socialist publication based in Melbourne. Ambrose Dyson was only 19 years old when he drew this cartoon. The power of this cartoon, however, lies in its timing: 1895. This marks the end of the period of major strikes that were a disaster for workers and unions. Working with colonial governments, employers' associations humiliated unions. Troops and police were used in confrontations with workers, non-union 'scab' labour was employed, union membership fell and after four years of economic recession more than a third of all workers in Australian cities were unemployed.
  The sense of helpless workers being crushed by capitalism is clearly expressed. The cartoon's purpose is possibly to create sympathy for workers while criticising the heartless evil of the 'industrial system' that favours the evil of 'capitalism'.

Step 3

Draw conclusions.
- *Can you define the particular perspective the source is presenting?*
  This cartoon is obviously a fairly extreme, bitter image of despair, published in a radical workers' newspaper.
- *What are the source's strengths and weaknesses as evidence?*
  Its strength lies in its depiction of the helplessness and vulnerability of many workers at the time who faced hunger, unemployment and poverty. Its depiction of 'capitalism' as the devil is both a strength and a weakness: it is a strong and memorable image of the ruthless behaviour of employers during the strikes, but its weakness is that it did not reflect the fact that many employers were sympathetic to the workers they employed and did their best to keep on as many as possible.
- *Are there any ideas, images or terms that need further exploration?*
  With so many workers unemployed at the time, it is possible that such sentiments were widespread, but more research is needed to confirm this.
- *Which perspectives are not included? Whose views have been left out?*
  Positive views of the humanity of employers have been omitted; it is a pessimistic view of the place of the worker in society.

Determine value.

- *Compare the source with other material from the period, look for areas of agreement (corroboration) or disagreement (contest) and try to establish the reasons for any similarities or differences. Ask yourself how you would use the source as evidence to answer a question about the period.*

This is obviously one example of working-class despair and pessimism after the great strikes of the 1890s and four years of a severe depression. Its value lies in its expression of the helplessness of workers and the way in which it blames the evil of capitalist employers for their hardships.

- *What gaps in information have you found?*
  We don't know if the attitudes of this cartoon were typical of the decade or limited to 1895.
- *What sort of further research is required?*
  Such an image could be tested by looking at other images of bosses and workers at the time, as well as by considering working-class wages and conditions. You could also consider images produced before the strikes, as well as those made after the formation and early success of the Australian Labor Party.

1.6.3 Let me do it

Complete the following activities to practise this skill.

1.6 ACTIVITIES

1. Using the questions in the Tell me section, and following the example from the analysis of **SOURCE 1**, complete the tasks below for **SOURCES 2 AND 3**. Complete step 1, and then if you are completing a more detailed analysis continue to steps 2, 3 and 4.

Step 1

Make an initial analysis of each based on the information provided.

Going further: working like a historian

Step 2

Context: find out what you can about who produced it, what was happening at the time and why it was created.

Step 3

Draw some conclusions about what the image suggests and whose perspective it is putting forward. What does it reveal or suggest about the period?

Step 4

Determine its value as evidence: how does it compare with the other sources, including **SOURCE 1**? What are the differences and similarities in the way it presents employers, workers and their relationships? How is it useful as evidence?

2. Based on what you have learned in this lesson apply your skill in analysing cartoons to answer the following questions.
   a. What do these images suggest about relations between employers and workers?
   b. What conclusions can you draw about how workers thought of themselves?
   c. How do these cartoons add to our understanding of the results of the strikes of the 1890s?
   d. How might employers have felt when these cartoons were published? Do you think that cartoons like this are effective in putting forward ideas?

THE FORGE.
BY
GAVAH THE
BLACKSMITH

LESSON
1.7 SkillBuilder: Analysing photos

LEARNING INTENTION

By the end of this lesson you should be able to use the evidence provided in a photo to draw logical conclusions about the past.

1.7.1 Tell me

Australian World War I Photography

Tens of thousands of photographs were taken during World War I, even though soldiers could have been court-martialled for taking photographs in battlefront areas. Large numbers of photographs were taken for military reasons or to create a visual record of the war. Official war photographers like Australia's Frank Hurley captured the reality of war in a way that was previously unseen. He was employed by the Australian government to capture Australia's role within World War I for their official records. Hurly became the first official photographer of the Australian Imperial Forces in 1917 and was given the rank of honorary captain.

Why is it important to analyse and corroborate photographic sources?

Photographs are excellent examples of a primary source that historians study in order to discover the life and times of society in the past. However, just like today, photographers in the past often manipulated their photos in order to tell a specific story. This was done in a variety of ways, such as changing the angle that a photograph was taken, making a careful scene selection (what is included and what is excluded), and deciding whether or not it is a close-up photograph or one taken from a distance. Therefore, the ability to critically analyse historical photographs is an important skill in determining how reliable and useful they are in telling us about the past.

SOURCE 1 Stretcher bearers carrying the wounded through the trenches during the Gallipoli Campaign in 1915

Modern digital photography and photography manipulation was not invented until several decades after the end of World War I; this, however, did not stop World War I photographers like Frank Hurley composing and editing their photographs in a manner to tell a specific story. During World War I, Hurley and other skilled photographers used a variety of methods to ensure that their photographs conveyed the message they wanted. Unlike today's modern digital cameras that are able to capture moving objects without blurring, during World War I, the cameras were unable to do this; therefore, to avoid blurring the photographers often posed their subjects as if they were in motion. For more dramatic photographs Hurley and other skilled photographers would often make composite pictures by combining two or more negatives. It is for these reasons that, as historians, it is vitally important to recognise features within photographs that may have been altered to tell a specific story or to make them useful as propaganda or simply to make the scene more exciting.

1.7.2 Show me

Historians become historical detectives when analysing historical photographs. They must analyse the clues that are provided and evaluate the accuracy, usefulness and reliability of the photographs. This is done by asking the following questions. (You will notice that these questions are also based around the 5W-1H questions.)

1. **The photographer:** *Who* took the photograph (if known) and what is the source (if stated)?
2. **Location:** *Where* was the photograph taken?
3. **Date:** *When* was the photograph taken?
4. **Editing:** *How* has the photograph been posed, or has the photographer simply recorded a scene? *What* has been included or excluded from the photograph via cropping and does this change the meaning of it? Is the photograph made up of a combination of negatives to make a composite image?
5. **Composition:** *How* has the photograph been composed? Has the photograph been taken from a particular angle, close up or from a distance and *how* does this affect the viewer's reaction to it?
6. **Subject:** *What/who* is the main subject of the image? *What* background and minor details are shown and what do these details contribute to the photograph?
7. **Purpose:** *Why* was the photograph taken (if known)?
8. **Usefulness:** *How* useful is this photograph in giving us more knowledge about the subject we are studying?
9. **Accuracy and reliability:** *How* do we know if we should trust the story that this photograph tells? *How* might the scene we see be contested by people with other viewpoints?

SOURCE 2 was taken during World War I; the photograph was taken by Frank Hurley, an official Australian war photographer. It is held in the collections of the Australian War Memorial.

SOURCE 2 Australian soldiers pass along the Menin Road beyond Ypres, Belgium, on 14 September 1917 during the Ypres battles.

To evaluate the accuracy and reliability of **SOURCE 2**, you could compare it with many other images from a similar time and place. A good image for comparison is **SOURCE 3**. **TABLE 1** shows you how you might analyse **SOURCE 2** to asses its accuracy, reliability and usefulness.

SOURCE 3 An Australian soldier runs across the road through Chateau Wood in the Menin Road area, in the Ypres sector, Belgium, on 5 November 1917. The photograph was taken by Frank Hurley, an official Australian war photographer. It is held in the collections of the Australian War Memorial.

TABLE 1 Analysing **SOURCE 2**

Questions about SOURCE 2	Answers
1. Who took the photograph (if known)? What is the source (if stated)?	The photographer was Frank Hurley, an official Australian war photographer. The photograph belongs to the Australian War Memorial.
2. Where is the location?	The photograph was taken on the Menin Road near Ypres, Belgium.
3. When was the photograph taken?	It was taken on 14 September 1917, which places it at the time of the Third Battle of Ypres.
4. Has the photograph been posed or has the photographer simply recorded a scene? Has the photograph been cropped and, if so, has this changed its meaning at all? Has the photograph been changed by adding or removing any details or by combining negatives to make composite images?	There is no evidence that the photograph has been posed; there is some blurring of the closer soldiers' feet, which suggests they were moving. Although it is possible that Hurley might have asked the soldiers to stand still for a moment to avoid significant blurring. (In contrast, **SOURCE 2** is very likely to have been posed, as it is improbable that a lone soldier would have been crossing the road just when Hurley was ready to take a photograph, and there is no blurring around his feet.) There is no evidence that **SOURCE 1** has been cropped, although it is equally possible that it could have been cropped. Nor is there evidence of any other tampering with the image, although there could easily have been tampering.
5. Is the photograph taken from close up or from a distance, and does this affect the viewer's reaction to it?	The photograph has been taken close up to the dead horses, so that we react first to the scene in the foreground, and that our eyes then move to the soldiers on the road moving into the distance. This photographer has a good sense of composition.
6. What is the main subject? What background and minor details are shown? What extra information do the minor details add?	The subject is the destructive power of the war and the experiences of Australian soldiers at the time of the Third Battle of Ypres. The bloated bodies of dead horses in the foreground are no more important than the soldiers marching away from them in the background, possibly to share their fate. The flatness of the land on both sides of the road provides evidence of the type of landscape in which many battles were fought on the Western Front. The bare trees and debris along the road contribute to an image of devastation.
7. What was the purpose of taking the photograph (if known)?	As the photograph was taken by an official war photographer, it was likely taken to document the conditions experienced during the fighting around Ypres.
8. For what aspect of World War I does the photograph provide useful evidence?	It provides useful evidence for the effect of the war on the landscape, animals and soldiers.
9. Is the evidence it provides accurate and reliable and how can you tell?	The evidence in this photograph is accurate and reliable. We could tell this by comparing similar photographs and written records of the fighting at Ypres in 1917. **SOURCE 2**, which was taken almost two months later in the same general area, can be used to support its accuracy and reliability as it shows similar devastation and provides evidence of the added effects of rain.

1.7.3 Let me do it

Complete the following activities to practise this skill.

1.7 ACTIVITIES

1. Use the questions in the example in the Show me section and repeated below to analyse **SOURCE 4.** You can use **SOURCE 5** to assess the accuracy and reliability of **SOURCE 4**.

SOURCE 4 Two soldiers of the Australian 5th Division crossing a frozen trench by a duckboard bridge at Bernafay Terminus on the Western Front in January 1917. The image was taken by an unknown official war photographer. It is held in the collections of the Australian War Memorial.

   a. Who took the photograph? What is the source?
   b. Where is the location?
   c. When was the photograph taken?
   d. Has the photograph been posed or has the photographer simply recorded a scene? Has the photograph been cropped and, if so, has this changed its meaning at all? Has the photograph been changed by adding or removing any details or by combining negatives to make composite images?
   e. Is the photograph taken from close up or from a distance, and does this affect the viewer's reaction to it?
   f. What is the main subject? What background and minor details are shown? What extra information do the minor details add?
   g. What is the purpose of this photograph?
   h. For what aspect of World War I does the photograph provide useful evidence?
   i. Is the evidence it provides accurate and reliable and how can you tell?

SOURCE 5 An Australian officer plodding through the frozen mud in a trench near Gueudecourt, in France, during the winter of 1916–17. The image was taken by an unknown official war photographer. It is held in the collections of the Australian War Memorial.

2. Based on what you have learned in this lesson, apply your skills in analysing photographs to answer the following questions.
    a. Give two reasons photographs were taken on the battlefronts during World War I.
    b. In what ways could photographs be altered to change their meaning?
    c. Who was Frank Hurley and what did he do as Australia's first official war photographer?
    d. Why would Hurley's photographs be more questionable for reliability than photographs taken by ordinary soldiers?
    e. What general conclusions about conditions on the Western Front can you draw from the four photographs used in this lesson?

LESSON
1.8 SkillBuilder: Identifying continuity and change

LEARNING INTENTION

By the end of this lesson you should be able to identify moments or periods of historical change, discuss their pace and suggest the extent of their impact.

1.8.1 Tell me

Societies around the world are forever changing and adapting to the challenges they face. However, there are periods of time when that change is slow and elements of society remain constant or maintain a sense of *continuity*. For example, prior to the Industrial Revolution the farming practices within Britain had not changed significantly and this is an excellent example of long-term continuity. In the eighteenth century this changed when farming practices were altered dramatically with the introduction of four-crop rotation, enclosures and new technology that allowed for more efficient sowing and reaping of crops (see topic 6). All of these changes occurred in less than 100 years; the speed of these changes is what makes them so significant in our history. Identifying these defining moments of change within our societies helps historians describe the rate and extent of the changes in order to recognise their significance.

1.8.2 Show me

How to identify continuity and change

Continuity and change within society can be identified by examining a variety of historical sources. Contemporary writers and artists often record rapid change happening around them. Statistics from the period in question can often inform us of dramatic or significant change. Look at the statistical tables in subtopics 18.7 and 18.11. In each case the figures demonstrate periods of significant change through the Industrial Revolution. They contrast with statistics from previous centuries that indicate very little change over long periods of time.

To identify continuity and change, consider the following questions:
- What change occurred?
- How quickly did it occur?
- What was the scale of the change?
- What was the impact of the change?
- How extensive was the impact?

Examining an example: the growth of the railways

One dramatic change that occurred during the period of the Industrial Revolution was the development of the railways. In 1825 and 1830, the first railway lines were experiments in attempting to use steam power to transport goods and people. Within 50 years, railway lines crisscrossed all of Britain and rail travel had become a major form of transport.

Consider the following question: 'To what extent did the development of the railways bring significant change to the way of life of people in Britain?' We can begin to answer this question by examining the following historical sources.

SOURCE 1 Transport capability

Method of transport	Tonnage carried	Distance travelled in a day
Horse-drawn cart	2 tonnes	30 kilometres
Railways	40 tonnes	300 kilometres

Source: BBC.

SOURCE 2 Journey times from London (in hours)

Destination	By horse-drawn carriage (1836)	By train (1850)
Edinburgh	43	12
Liverpool	24	7
Exeter	18	5
Birmingham	11	3
Brighton	6	1.5

Source: BBC.

SOURCE 3 Total British railway length (km)

Year	Total length
1840	3000
1845	4000
1850	10 000
1860	14 000
1880	25 000
1900	30 000

Source: Derived form bbc.co.uk © 2011 BBC.

SOURCE 4 Number of passengers carried

Year	Total population	Total number of passengers carried
1845	18 million	30 million
1900	32 million	1100 million

Source: Derived form bbc.co.uk © 2011 BBC.

SOURCE 5 A description of a major railway junction on the outskirts of London in 1876 from A. Trollope, *The Prime Minister*, 1876

It is quite unnecessary to describe the Tenway Junction, as everybody knows it. From this spot, some six or seven miles distant from London, lines diverge east, west, and north, north-east, and north-west, round the metropolis in every direction, and with direct communication with every other line in and out of London. It is a marvellous place, quite unintelligible to the uninitiated, and yet daily used by thousands who only know that when they get there, they are to do what some-one tells them. The space occupied by the convergent rails seems to be sufficient for a large farm. And these rails always run one into another with sloping points, and cross passages, and mysterious meandering sidings, till it seems to the thoughtful stranger to be impossible that the best trained engine should know its own line.

What conclusions can we draw from these sources in response to the above question? Look first at **SOURCE 1**.

What change occurred? How quickly and over what scale? These figures show us that one train hauling a number of goods wagons could carry 20 times the weight of goods as a horse-drawn cart, and could cover ten times the distance in a day. Between 1860 and 1900, the amount of railway line across Britain went from 3000 to 30 000 kilometres, so this is a large scale change over a relatively short period of time.

What was the impact of the change? This ultimately meant that both raw materials for factory production, as well as finished goods, could be transported more cheaply, because of the greater volumes and speed. It also meant that fresh food could be transported to the growing cities and still be fresh when it arrived, as the journey would not take much more than a day.

Conclusion: Access to cheaper goods and a greater variety of food would have brought significant and lasting change to the way of life of people in Britain.

SOURCE 2 allows us to draw similar conclusions about the level of changes to people's way of life.

What change occurred? How quickly and over what scale? Before the nineteenth century, most people did not travel far from their hometown or village. The railway allowed people to travel more easily and quickly.

What was the impact of the change? With the ability to travel to other towns and cities in around a quarter to a third of the time, people became more mobile and travelled greater distances, to find work or for other purposes.

SOURCES 3 and **4** help us draw similar conclusions.

What change occurred? How quickly and over what scale? By the middle of the nineteenth century, most of Britain was accessible by rail with all major cities connected to each other. This rail network continued to expand, so that by the end of the century there was hardly anywhere in Britain that was more than a few kilometres from a railway line or a station.

What was the impact of the change? In 1845 the railways carried 30 million passengers, with a total population of 18 million — the equivalent of 1.6 rail journeys per head of population for the year. By 1900 this had grown to the equivalent of 34 rail journeys per head of population.

Conclusion: This level of usage is a clear indication of a major change in the way of life of the British people in little over half a century.

Anthony Trollope's description in **SOURCE 5** carries some additional implications.

What change occurred? How quickly and over what scale? Trollope was born in 1815, so he was 60 years old when he wrote these words. He had grown up in the era before the railways, and had lived through the period of its greatest expansion.

What was the impact of the change? His description of the junction as a 'marvellous place' and 'quite unintelligible to the uninitiated' is an indication of his amazement at the rail system and the way it had grown so rapidly. Most people of his age would have had similar feelings about this new technology.

Conclusion: This extract also tells us how sophisticated the system had become by 1876, with large rail junctions controlling dozens of trains going in all directions across the country.

Each of these sources tells us of a revolutionary rail transport system that not only captured the imagination of people in Britain (and ultimately around the world), but also brought major changes to people's way of life. So efficient and effective was rail transport that it is still a highly favoured means of transport today. This change that occurred so rapidly in the nineteenth century has continued to influence our lives even in the twenty-first century.

1.8.3 Let me do it

Complete the following activities to practise this skill.

17.6 ACTIVITIES

1. Using the example above as a model, and **SOURCES 6, 7** and **8**, explain the relationship between the following significant changes that occurred in Britain during the nineteenth century:
   - improvements in coalmining
   - the use of steam power
   - the growth of the textile industry
   - rapid increases in the population of particular cities. Consider the following questions in your answer:
     a. What change occurred? How quickly and over what scale?
     b. What was the impact of the change?
     c. What conclusions can you draw about the individual change?
     d. What conclusion can you draw about all the changes when considered together?

2. Based on what you have learned in this lesson, apply your skill in identifying continuity and change to answer the following questions.
   a. Outline two changes caused by improvements in coal mining.
   b. How did the development of steam power affect the location of textile factories?
   c. What general conclusions about the changes in population patterns can you draw from the sources in this lesson?

SOURCE 6 A map of Britain showing the location of major coalfields

Key

Coalfields

NORTH

SEA

FIFESHIRE

MIDLOTHIAN

LANARKSHIRE

AYRSHIRE

NORTHUMBERLAND AND DURHAM

CUMBERLAND

WESTMORLAND, WEST YORKSHIRE   YORKSHIRE

IRISH   SEA

LANCASHIRE

NOTTINGHAMSHIRE AND DERBYSHIRE

CHESHIRE

NORTH WALES

NORTH STAFFORDSHIRE

LEICESTERSHIRE

SOUTH STAFFORDSHIRE

WARWICKSHIRE

SOUTH WALES

BERKSHIRE

MIDDLESEX

BRISTOL

KENT

English Channel

Source: Spatial Vision.

SOURCE 7 Number of cotton mills in Great Britain, 1787 and 1835

County	1787	1835		
		Operating	Empty	People employed
Berkshire	2	—	—	—
Cheshire	8	109	7	31 512
Cumberland	—	13	—	1658
Derbyshire	22	93	3	11 585
Durham	—	1	—	33
Lancashire	41	683	32	122 415
Leicestershire	—	6	—	592
Middlesex	—	7	—	350
Nottinghamshire	17	20	—	1723
Staffordshire	—	13	—	2048
Westmorland	5	—	—	—
Yorkshire	11	126	—	11 211

Source: From R. Burn, *Statistics of the Cotton Trade* (1847), p. 26; in A. Aspinall and E. Anthony Smith (eds), English Historical Documents, XI, 1783–1832, Oxford University Press, New York, 1959, p. 512.

SOURCE 8 Population growth in major English cities 1750–1861

Town/city	1750 (estimated)	1801	1861
London	675 000	959 000	2 804 000
Bristol	45 000	64 000	154 100
Birmingham	24 000	74 000	296 000
Liverpool	22 000	80 000	443 900
Manchester	18 000	90 000	338 300
Leeds	16 000	53 000	207 200
Sheffield	12 000	31 000	185 200

Source: British census figures.

LESSON
1.9 SkillBuilder: Analysing different perspectives

LEARNING INTENTION

By the end of this lesson you should be able to identify and explain differing points of view about a historical event or issue, and suggest likely reasons for the differing perspectives.

1.9.1 Tell me

What is historical perspective?

A historical perspective is a point of view from which historical events, problems and issues can be analysed. For example, the perspective of a factory owner in the early nineteenth century would be quite different from that of a child working in the same factory. Also, the way we view events today may be quite different from the way people viewed them in the past. For example, our expectation today is that all children attend school from the age of five or six until their mid to late teens. Two hundred years ago in Britain and most other European countries only the children of the wealthy were educated. Most children were expected to work to help the family as soon as they were physically able. Our perspective on child labour is completely different from the perspective of those living in the late eighteenth or early nineteenth centuries.

Why is it important to recognise a historical perspective?

To fully understand any historical event or issue it is vitally important to be aware of perspective or bias that could be contained within it. Therefore, to gain an accurate representation of any historical event or issue, examining reports from a variety of perspectives is crucial.

1.9.2 Show me

How to identify or recognise historical perspective

In order to understand a person's perspective, historians will often research as much as they can about that person to understand them and therefore understand their viewpoints on any given topic. During the Industrial Revolution, there were a number of factory reformers who believed in better working conditions and pay for their employees. One of these men was Robert Owen. Historians have learned a lot about his beliefs via his writings about factory reform and his actions in creating better working factories. Therefore, if we were to read a report by Owen in which he praised the management of a textile factory, it would be safe to assume that the factory owner was following suggestions made by Owen or that it was being run in a similar manner to one of Owen's own New Lanark mills. Because of the numerous studies done on Robert Owen it is easy to recognise his perspective; however, if we were to read the opinions of another factory owner it would be important to discover as much as possible about that person in order to determine their perspective. Doing so would allow us to assess their opinions and identify their bias or prejudice.

Example 1:Identifying historical perspective in a painting

Step 1: Identify the context

William Bell Scott was a nineteenth-century painter, and one of the first to produce paintings celebrating the achievements of the Industrial Revolution. His most famous work, *In the nineteenth century the Northumbrians show the world what can be done with iron and coal* (see **SOURCE 1**), was painted in 1861, and contains a broad range of activities associated with the industrial changes that had occurred in Britain during the previous hundred years. It was one of a series of paintings produced for a wealthy family in Northumberland. Bell Scott had visited Robert Stephenson's engineering workshop in Newcastle in the county of Northumberland.

Step 2: Look for features that stand out

When we analyse the painting, a number of features stand out. In the centre are three working men, with large hammers raised ready to hit an object, possibly the wheel of a locomotive. A fourth man is in the background, also busy at work. These men are all powerfully built and probably represent the ideal of the British worker — powerful and determined. They do not look undernourished or ill, or the victims of exploitation. In the bottom right-hand corner of the painting, a newspaper is draped over a mechanical drawing of a locomotive of the type built by Robert and George Stephenson. In the background, a similar locomotive crosses an iron bridge. This bridge is the same as the high-level iron bridge designed by Robert Stephenson, which crossed the Tyne River in Newcastle.

In the foreground of the painting are a number of products of the Industrial Revolution — the iron anchor, a marine pump, the artillery barrel the little girl is sitting on, and a small pile of artillery shells next to it.

Step 3: Consider what perspective the features convey when viewed as a whole

All of these illustrate Britain's military and naval power. The little girl herself looks healthy and well fed, and may be the daughter of one of the workmen. She holds a package that could be her father's lunch, as well as a school book, signifying that she is attending school and being educated. Education for working-class children

was considered an ideal in Victorian England, and this painting suggests that ideal was being achieved. Behind the little girl a young boy stands, looking out over the dockside activities. In his right hand he holds a lamp of the type used in coal mines. This suggests that he works in the mines, and yet he also looks healthy and well dressed. On the river below we see both steamships and sailing ships, as well as a barge carrying coal. Coal was a very important part of Northumbrian life, as the area was a major source of coal. On the dockside, two businessmen are talking in the lower left-hand corner, a young woman carries a pail on her head, and other people seem actively occupied. Across the top of the painting we see poles carrying telegraph wires, signifying improvements in communication that came with industrialisation. When we take in the painting as a whole, we see a very positive depiction of the effects of the Industrial Revolution.

Example 2: Identifying historical perspective in an engraving from a book

Step 1: Identify the context

William Blanchard Jerrold was a writer and journalist. In 1869 he collaborated with French artist Gustave Doré to produce a book called London: A pilgrimage. Published in 1872, this book featured descriptions and drawings of many of the poorest parts of London and its most impoverished inhabitants. It included 180 engravings by Doré showing slum areas, extreme poverty and the depressed state of much of the population (see **SOURCES 2**). Jerrold and Doré were accused by many of showing only the worst aspects of London, but they clearly wanted to make their readers more aware of the conditions suffered by the poor.

Step 2: Look for features that stand out

This illustration from Jerrold and Doré's book shows a poor family trying to sell a few trinkets on the street. The whole family are shown, including seven children, and they all look thin and poorly clothed. The street looks dark and dirty, and another family is seen sitting down the street in the same kind of situation.

Step 3: Consider what perspective the features convey when viewed as a whole

The fact that the whole family is present suggests they may be homeless. The whole scene is designed to show just how distressing and widespread poverty could be on the streets of London. When we understand Doré's perspective we realise that he may have deliberately exaggerated the scene to get his message across to the reader.

SOURCE 2 This engraving by Gustave Doré of a scene in the London street of Houndsditch appeared in *London: A pilgrimage* in 1872.
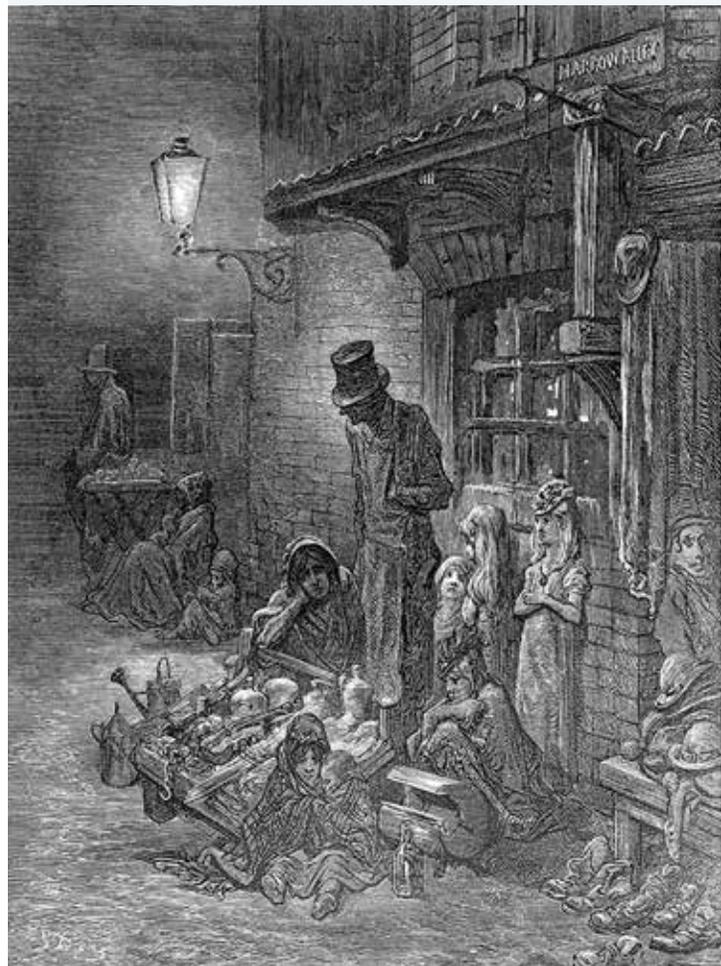
1.9.3 Let me do it

Complete the following activities to practise this skill.

1.9 ACTIVITIES

1. Examine **SOURCE 3**. Complete the following steps to identify the perspective of the photographer.
   a. Step 1: Identify and describe the context.
   b. Step 2: Describe features that stand out.
   c. Step 3: Consider what perspective the features convey when viewed as a whole.

   SOURCE 3 Dust-covered coal-mining breaker boys; their job was to break coal into pieces, sort them by size and separate any impurities (rocks or other materials), all by hand. This was deemed unskilled work, so it was usually undertaken by the youngest workers.

2. Examine **SOURCES 4 TO 6**. The steps in identifying perspectives in written texts is the same as in a visual texts, but instead of looking for visual details, you look closely at the language (how it suggests point of view with emotive words or bias) and examples. For each quote, complete the following steps to identify the perspective of the writer.
   a. Step 1: Identify the context. Find out as much as you can from the school library or the internet about the author and write a brief statement about that person's perspective in relation to child labour in mines and factories. Consider the following questions in your research:
      i. Who are they?
      ii. When are they writing?
      iii. Why are they writing about it?

b. Step 2: Look for features that stand out. Are there words that reflect the emotion the writer feels for the people? (e.g. exhausted rather than sleepy) Are there words that show how the writer feels about the situation? (e.g. lesser evil rather than better choice)

c. Step 3: Consider what perspective the features convey when viewed as a whole. What are they trying to achieve or what point are they trying to make?
Explain how the quote demonstrates that perspective.

SOURCE 4 From Michael Sadler, in a speech in the House of Commons, 16 March 1832

The parents rouse them in the morning and receive them tired and exhausted after the day has closed; they see them droop and sicken, and, in many cases, become cripples and die, before they reach their prime; and they do all this, because they must otherwise starve. It is a mockery to contend that these parents have a choice. They choose the lesser evil, and reluctantly resign their offspring to the captivity and pollution of the mill.

SOURCE 5 Henry 'Orator' Hunt, in a speech in the House of Commons, 16 March 1832

The question is, whether the children of the manufacturing poor should work for more hours than human nature can sustain. If the honourable members were to see hundreds of the poor, unfortunate wretches employed in the cotton-mills in Lancashire, they would feel the absolute necessity of adopting an active interference. I say, let the manufacturer keep double the number of workmen, but do not let him destroy the health of the rising generation.

SOURCE 6 Henry Thomas Hope, in a speech in the House of Commons, 16 March 1832

The right honourable member [Michael Sadler] seems to consider that it is desirable for adults to replace children. I cannot concur with that opinion, because I think that the labour of children is a great resource to their parents and of great benefit to themselves. I therefore, on these grounds, oppose this measure … I believe that the bill will be productive of great inconvenience, not only to persons who have embarked large capital in the cotton manufactures, but even to workmen and children themselves …

---

3. Based on what you have learned in this lesson apply your skill in analysing different perspectives to answer the following questions.
   a. Which extract (**SOURCE 4, 5** or **6**) do you find most convincing? Why?
   b. For each extract, identify the values or beliefs the author is revealing.
   c. For each extract, identify what benefit the author stands to gain if his point of view is persuasive.

LESSON
1.10 SkillBuilder: Analysing cause and effect

LEARNING INTENTION

By the end of this lesson you should be able to use sources to draw logical conclusions about the causes and effects of historical events and ideas.

1.10.1 Tell me

What is 'cause and effect'?

In order to fully understand any historical event, it is vitally important to analyse the factors that led to the event occurring and any changes that may have occurred afterwards. This is known as cause and effect.

Historians study the cause and effect of historical events by asking a variety of questions which helps them determine the importance of that event in the period of history they are researching.

Why is it important to analyse cause and effect?

Analysing cause and effect helps us evaluate the importance of different events within historical periods and build our understanding of the past. Historians can then draw more confident historical conclusions.

SOURCE 1 Train derailment at Montparnasse station in Paris, 1895. While what happened seems clear, its causes and subsequent effects are less obvious.

1.10.2 Show me

When analysing cause and effect of historical events it is important to note that the analysis encourages the historian to think carefully about the topic being studied so that they can reach a conclusion based upon historical evidence, facts and knowledge.

To analyse the cause and effect of a historical event, start by asking the simple question: 'Why did this event occur?' However, do not be surprised if the simple question is not that simple to answer; sometimes the cause of any event is not obvious.

Consider the following topic of early colonisation and migration from Britain to Australia as an example. Migration to Australia from Britain occurred for a number of reasons including the impact of the Industrial Revolution, the Highland Clearances, and changes in employment opportunities and patterns.

When you have identified some causes, place them on a basic **timeline** so that you can begin to see which could be considered long-term and which could be short-term causes. At this point, you should think about some of the short-term and long-term effects. You may not know exactly what they are because they might go beyond the time period you are studying, but it is useful to think about what changes might be brought about due to the event you are studying. To assess your own ideas, ask yourself the question, 'If one of the causes on the timeline was removed, would the key event still have occurred the same way?' If removing one item changes the way you think the event would have occurred, then you have probably identified a key cause.

Then, arrange your ideas in a graphic organiser like **SOURCE 3**.

Once you have constructed your timeline and graphic organiser, you should ask yourself the following questions about the effects of your key event. For example:

- What changed because of the key event? Were the changes positive or negative?
  - Changes in the way of life of the First Nations Australians: unable to travel, hunt or participate in religious ceremonies due to new laws
  - Change to demographics in Australia — more free settlers rather than only convicts
  - Demographic changes in Britain — large sections of the population left
  - Growth of cities and colonies in Australia
  - Development of Australian identity — influenced by this wave of migration
- How many people were affected by the event?
  - Tens of thousands affected directly — e.g. those who migrated, First Nations Australians
  - Hundreds of thousands affected indirectly — e.g. family who remained in Britain
- How long-lasting were the changes? Were they permanent or did the situation return to its original state?
  - The changes were permanent. The British colonies in Australia continued to grow and Australia as it was before European migration would change completely.
- If one of the causes on the timeline was removed, would the key event still have occurred the same way?
  - One example is the Irish potato famine — had it not occurred, the number of Irish migrants coming to Australia could have been much lower — the event would not have occurred in the same way. This would suggest that the potato famine in Ireland was a key factor in the movement of people, especially the nationality of migrants to Australia.

SOURCE 2 Timeline of migration from Britain to Australia

CE

1750

From 1750
The Industrial Revolution leads to changes in employment.

Late 1700s–1850s
The Highland Clearances force people from their lands in Scotland.

1788
A British colony is established in New South Wales.

1800

1851
The Victorian gold rushes begin. The Port Phillip District separates from New South Wales to become Victoria.

1850

1845–57
The Irish potato famine takes place.

1900

CE

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

Causes			Effects	
Long-term	Short-term		Short-term	Long-term
• Industrial Revolution • Changes in employment • Establishment of British colony in New South Wales	• Highland Clearances • Irish potato famine • Victorian gold rushes	**Early migration from Britain to Australia**	• Increased population in Australian colonies • Changed way of life for migrants • Reduced/no access to parts of country for First Nations Australians	• Change to physical landscape • Development of new Australian culture • Displacement of First Nations Australians from country and erosion of culture and language

1.10.3 Let me do it

Complete the following activity to practise this skill.

1.10 ACTIVITY

Practise analysing causes and effects.

a. Work through the questions and tasks outlined in the Show me section, using 'the abolition of slavery' as your key event. You could consider the role of individuals as well as specific events when thinking about the causes, but you might need to do some further research to finalise the effects. The questions you ask would be similar but you would need to ask yourself: Had that individual been removed, how might the events have been different? Would change have taken longer to occur, or would it have happened more quickly? This will help reveal the importance of the individual in the events you are studying.

b. Compare your graphic organiser with others in the class. Have you identified the same or similar factors? If not, explain your thoughts to each other and decide if you need to update or adapt your own work.

c. Once you are confident that your work is complete, use it to write an extended response to the following question: 'To what extent did the actions of individual people result in the abolition of slavery?' In answering, you should consider both the actions of individuals and other factors that resulted in the abolition of slavery. Decide which you feel was the more important factor.

1.11.2 Key terms

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

2 Australia (1750–1918): Colonisation and conflict

LESSON SEQUENCE

LESSON
2.1 Overview

First Nations Australians readers are advised that this topic may contain images of and references to people who have died.

Warning: Some sources in this topic contain some words and terms used in the past that would be considered inappropriate today.

What happened when a foreign civilisation attempted to colonise a country with a people who had an established society?

2.1.1 Introduction

The 2020 murder in Minneapolis of an African American man, George Floyd, sparked a global protest known as the Black Lives Matter movement. The issues of racism and social justice highlighted by the death of George Floyd also raised important questions about race relations in Australia. The Black Lives Matter movement has made us, as a nation, look inwards and reflect on our own history and the ongoing effects of colonisation that are still experienced by First Nations Australians today.

With the 1788 invasion of the First Fleet colonisers, and the principle of *terra nullius*, the oppression of First Nations Australians began. To understand the effects of European expansion on First Nations Australians we need to investigate what took place in Australia from the time the colonists from Britain arrived at Sydney Cove. We also need to compare the different perspectives and experience of our colonial past to appreciate that Australia has a black history.

SOURCE 1 In 1991 a Royal Commission investigated First Nations deaths in prison and made a series of strong recommendations to improve prison conditions and protect those in custody. In the following 30 years more than 450 First Nations Australians died in custody. Protests held in 2021 expressed anger that the Royal Commission recommendations had not been implemented.

Resources

eWorkbook Customisable worksheets for this topic (ewbk-11458)

Video eLesson Colonisation and conflict: Australia (1750–1918) (eles-6113)

SOURCE 2 A timeline of contact and conflict to 1901

BCE

68 000
First Nations Peoples arrive in Australia (current estimates).

13 000
Land bridges between mainland Australia and Tasmania are flooded.

BCE
CE

1606
Dutchman Willem Janszoon makes the first documented European landing on the Australian coast.

1770
After more than 50 European ships make contact with the Australian mainland, James Cook maps the east coast and claims it for Britain.

1788
The British colony of New South Wales is established.

1790–1802
Pemulwuy, a Bidjigal Man, leads First Nations resistance in the Sydney area.

1804
First Nations Australians are killed at Risdon Cove in Tasmania.

1816
Macquarie sends the military to crush resistance by the Darug Peoples.

1814
Governor Macquarie organises the first annual Aboriginal conference at Parramatta, near Sydney.

1824
The 'Black War' begins in Tasmania. First Nations resistance is crushed on the Bathurst Plains in New South Wales.

1835
Businessmen from Tasmania establish an illegal camp at the northern end of Port Phillip Bay.

1838
The Myall Creek massacre takes place in New South Wales.

1837
A report of the British Parliament criticises Australian colonial policies towards First Nations Peoples.

1851
Gold is discovered in the newly named Colony of Victoria.

1855
Victorian government introduces heavier taxation for Chinese migrants.

1867–68
A First Nations cricket team tours England.

1881
Victoria and New South Wales restrict Chinese immigration.

1884
The Kalkadoon Peoples make their last stand in Queensland.

1901
The Commonwealth Parliament passes the Immigration Restriction Act.

CE

LESSON

2.2 How do we know about race relations in colonial Australia?

LEARNING INTENTION

By the end of this lesson you should be able to locate and identify written and archaeological primary sources as evidence of race relations in colonial Australia.

TUNE IN

Consider the history of our nation and why the Australian colonial experience, and the responses to change during the period, were so varied.

To investigate and understand the different perspectives of Australia's history of colonisation you will need to locate and analyse a wide variety of sources. Let's start with some written and visual sources from the time.

SOURCE 1 A letter from Arthur Phillip, the first governor of New South Wales, to the Marquis of Lansdowne in England, 3 July 1788

My Lord

… the few extracts from my journal, is all the information I am able to give your Lordship, at present, of the Natives; who never come to us & with whom I have never been able to remain but a very short time …

It has been my determination from the time i landed, never to fire om the Natives, but in a case of absolute necessity, & I have been so fortunate as to have avoided it hitherto … They do not in my opinion want [lack] personal Courage, they very readily place a confidence & are, i believe, strictly honest amongst themselves ...

SOURCE 2 *The Persecuting White Men*, a lithograph thought to have been made by George Hamilton between 1848 and 1858

1. Look at **SOURCES 1** and **2** and briefly write down what image of colonial contact they are each communicating.
2. Discuss with your partner why you think the evidence **SOURCES 1** and **2** provide of race relations during our colonial past is so different.
3. What problems do you think historians face when using primary sources as the evidence of our colonial past?

In this topic you will study the consequences of contact between First Nations Peoples of Australia and Europeans in Australia up to the early twentieth century. Some consequences were intended and others unintended. In both cases, they were disastrous for First Nations Peoples of Australia.

2.2.1 Written sources

Written sources for these events, including official reports, diaries, letters and newspaper articles, derive from the colonisers. This means that for many events we have heard only one side of the story. We have to be wary of bias in such sources. However, it is important to remember that even the most biased sources can be useful because of what they might tell us about the attitudes of the people who created them.

We also need to be aware of gaps in our evidence. When settlers were killed by First Nations Australians, such killings were recorded and punished by white authorities. Most killings of First Nations Australians by settlers went unrecorded and unpunished, or were recorded in ways that distorted the truth.

We should not assume that all Europeans saw these events in the same way. Among those who came to Australia in the late eighteenth and nineteenth centuries there were people who recognised the injustice suffered by First Nations Australians and other non-Europeans and who were angered by it.

tlvd-10661

SOURCE 3 From *Captain John Hunter's Journal* (1793), in which he described contacts in the new settlement's first week. Hunter was the second governor of New South Wales.

In the different opportunities I have had of getting a little acquainted with the natives, who reside in and about this port, I … think that it will be no very difficult matter … to conciliate their friendship and confidence … whenever we have laid aside our arms, and have made signs of friendship, they have always advanced unarmed … I am inclined to think, that by residing some time amongst them, or near them, they will soon discover that we are not their enemies; a light they no doubt considered us in on our first arrival.

2.2.2 Oral history

For some events we have records that were handed down by word of mouth through generations of First Nations Australians. These records tell of loss of land, massacres and other injustices. In many cases there is other evidence to support such records.

2.2.3 Visual records

As First Nations Australians art illustrated lore, law and spiritual beliefs, we have few artworks that record contacts and conflict with Europeans. The fate of First Nations Peoples did not interest most European artists. However, some paintings and drawings by European artists do provide useful evidence. From the mid-nineteenth century we also have photographic evidence.

SOURCE 4 *The annual meeting of the native tribes at Parramatta, New South Wales, the Governor meeting them*, a watercolour painting by Augustus Earle, c. 1826. From 1814, under Governor Macquarie, First Nations Australians were invited to annual feasts and conferences at Parramatta, near Sydney. Hundreds of people attended the gatherings, which continued into the 1830s.

SOURCE 5 A *scene in South Australia* by Alexander Schramm (1813–1864)

2.2 Exercise

learn**on**

2.2 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 5, 6	3, 7, 8, 9, 10, 12	4, 11

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Check your understanding

1. Which of the following are forms of written evidence that provide information about colonial Australia? **Select** all that may apply.
   A. First Nations Australians artworks
   B. Diaries
   C. Official reports
   D. Letters
   E. Photographic evidence
2. Which three groups of people suffered discrimination during the colonial period?
   A. First Nations Australians
   B. European migrants
   C. Chinese people
   D. Pacific Islanders
3. **Explain** why, in many instances, we only have one side of the story of Australian colonisation.
4. 'Oral history' is the telling of events that were handed down by word of mouth through generations of First Nations Australians. These records tell of loss of land, massacres and other injustices. True or false?
5. **Identify** what types of visual records we have from the colonial period.

Apply your understanding

Using historical sources

6. **SOURCE 1** is an extract from a letter Governor Phillip wrote less than six months after he arrived in Australia.
   a. **Identify** what Phillip writes about the way he intends to treat First Nations Australians.
   b. **Describe** the impressions he had formed of First Nations Australians.
7. Read **SOURCE 3. Explain** what Captain Hunter says about the First Nations Australians he had encountered.
8. **Summarise** the hope that Hunter expresses in **SOURCE 3** for the future for European relations with First Nations Australians.
9. **Consider** what the scene shown in **SOURCE 4** suggests about relations between the Europeans and First Nations Australians.
10. Examine **SOURCES 1, 3** and **4**. What do the sources suggest about the official British policies towards First Nations Australians?
11. a. **Describe** the scene in **SOURCE 4**. How accurate do you think this depiction is?
    b. **Describe** the effect you think these meetings may have had on First Nations Australians.
12. **Describe** the scene in **SOURCE 5**. **Identify** elements of the image that indicate friendly relations between Europeans and First Nations Australians.

LESSON

2.3 Where and why did the European powers have colonies in the late eighteenth century?

LEARNING INTENTION

By the end of this lesson you should be able to identify why Europeans established colonies and why these colonies became a source of conflict.

TUNE IN

Did you know that in 1750 Britain and France were powerful countries and what is now the United States was just a handful of British colonies on the east coast of North America?

SOURCE 1 A map of North America in 1750 showing the claims over territories made by England, France and Spain

1. If you were living in one of those colonies, could you ever have imagined how much things could change?
2. What comparable changes have taken place in Australia since 1750?

2.3.1 Global change

The period 1750 to 1901 saw massive movement of people not only to Australia but around the world. Political upheavals in Europe and the social and economic dislocation brought about by the Industrial Revolution changed how people lived and worked. Many people chose, or were forced, to move away from their homes. Their movement would affect not only themselves, but their destinations, and the First Nations Australians who lived there.

2.3.2 Imperialism and social classes

Imperialism means extending control over foreign territories, usually through the creation of empires. In the late eighteenth century, there were empires within Europe and several European countries had empires outside Europe. In the late 1700s almost all European countries were ruled by kings, most of whom still held far-reaching powers. Most people lived in the countryside and worked in agriculture. There was an enormous gap between the aristocrats and the overwhelming majority of the underprivileged. In western Europe most people were free peasants but they were poor, unlike wealthy landowners who lived in mansions on vast country estates. The gap was even greater in eastern Europe, where the poor had fewer rights.

2.3.3 Europe's overseas colonies

From the early sixteenth century, Spain controlled most of South America while Portugal controlled Brazil. Spain also colonised parts of Central and North America. Most of Asia and Africa was still controlled by traditional local rulers in the late eighteenth century. The Portuguese had established a few small African and Asian colonies, but most were taken from them by the Dutch. In the seventeenth century, the British and French were the main European imperial rivals in North America and India. After the Seven Years' War (1756–63) Britain gained France's colonies in North America. The British also extended their influence in India.

int-9051

SOURCE 2 A map of Europe in 1789

Source: Map drawn by Spatial Vision.

2.3.4 Revolution in America

Just 12 years later, Britain's original 13 North American colonies rebelled. Fighting began in April 1775. On 4 July that year the rebels issued a Declaration of Independence. Many American colonists had resented British laws preventing them from expanding further westward and from trading with other countries. They were also angry about having to pay taxes to the British on newspapers and legal documents. They refused to pay these taxes on the grounds that as colonists they were not represented in the British Parliament. Clashes soon led to open warfare.

2.3.5 Britain loses North American colonies

The British had support from loyalists among the colonists and from several native North American tribes, including the Iroquois, their old allies against the French. However, France entered the war on the rebel side to avenge its earlier losses of colonies to Britain, and it was soon joined by Spain and the Netherlands. To make things even more difficult for the British, a League of Armed Neutrality was formed by Prussia (the most powerful of the German states), Russia, Sweden and Denmark to prevent the British from stopping ships that supplied the rebels. Britain now faced threats to its empire in other parts of the world too. In 1781 British forces surrendered to French and American forces at Yorktown, Virginia. In 1783 the Treaty of Paris ended the war and marked the birth of the United States of America. Britain still held Canada and just five years later founded the colony of New South Wales in Australia.

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SOURCE 3 This map of eastern North America at the outbreak of the American Revolutionary War in 1775 shows the British province of Quebec (taken from France in the Seven Years' War), the 13 British colonies on the Atlantic coast and the Indian Reserve. The Indian Reserve was created by Britain in 1763 to assign lands for native North American tribes that had been Britain's allies during the conflict with France. Territory to the west of the Indian Reserve was still claimed by Spain.

Source: Map drawn by Spatial Vision.

2.3.6 Declaring possession

In 1769 Lieutenant James Cook was commissioned to take command of the HMB *Endeavour*. The *Endeavour* was sent on a scientific mission to Tahiti to observe the transit of the planet Venus as it moved across the sun. The British admiralty saw this voyage of 'scientific discovery' as an opportunity to expand British power in the Pacific. Cook carried with him additional British Admiralty 'secret' instructions authorising him to locate, chart the coastline and make a claim of possession of any 'unoccupied lands, or territory that could be claimed 'with the consent of the natives''. He was instructed to set up marks and inscriptions 'in the Name of the King of Great Britain'.

On Wednesday 22 August 1770 the *Endeavour* arrived at Possession Island in the Torres Strait, the home of the Kaurareg First Nations Peoples. Cook declared the coast a British possession. In claiming possession for the British crown, Cook was not following the Admiralty instruction requiring him to gain consent of the 'native' people. Cook also recorded evidence that the mainland was inhabited, noting fires and signs of human habitation all along the coastline. Australia's east coast was not *'terra nullius'* but inhabited for thousands of years by First Nations Peoples of Australia.

Eighteen years after Cook's voyage the British began permanent occupation with the formation of a penal colony on the land they named *New South Wales*.

SOURCE 4 Captain Arthur Phillip raising the British Union Jack at Sydney Cove. This artwork was painted in 1937.

2.3 SKILL ACTIVITY: Using historical sources

Look at the image in **SOURCE 4**. Work in pairs or small groups. Your group has been asked to consider the inclusion of this image in a history textbook. It is your job to think about whether or not this is a useful image from which to learn about the landing of the First Fleet. To do that you need to think about the limitations of the painting. Use the **State Library of NSW** weblink in your Resources panel to find out more about the painting.

1. **Consider** the following questions individually to help you make your recommendation:
   a. Do you think the events are depicted accurately? How could you try to double check?
   b. Who is included in the image? Who is excluded?
   c. The year this painting was created, 1937, is around the time of a significant anniversary of the arrival of the First Fleet. What aspect of the arrival do you think the painting most wants to celebrate?
2. **Report** your findings back to your group and make your recommendation. Do you think this image should be included? If so, what can we learn from it? If not, why is it not useful?

2.3 Exercise

learn on

2.3 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 6, 8	5, 7, 9, 10

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Check your knowledge

1. **Identify** the meaning of 'imperialism'.
   - **A.** When an empire closes itself off to the outside world
   - **B.** The creation of an empire ruled by aristocrats
   - **C.** The creation of empires with overseas territories usually acquired by conquest
   - **D.** Creating an empire that was taken from a royal family
2. **Match** the following events and dates to complete a timeline of events that changed the map of North America between 1756 and 1783. Place the corresponding letter in the right-hand column.
   - **a.** Rebels issued their Declaration of Independence.
   - **b.** Britain's 13 North American colonies rebelled. War began.
   - **c.** Beginning of the Seven Years' War between Britain and France.
   - **d.** British troops surrendered to the American and French forces at Yorktown, Virginia.
   - **e.** Britain gained control of France's North American colonies including Quebec.

1756	
1763	
April 1775	
4 July 1775	
1781	

3. **Identify** the reasons why Lieutenant James Cook was commissioned to take command of the HMB *Endeavour* in 1769.
4. Consider and then **identify** the reasons why the instructions given to James Cook were 'secret'.
5. **State** why Australia should not have been claimed to be '*terra nullius*'.

Apply your knowledge

Using historical sources

6. Using **SOURCE 2**, **identify** three European countries whose borders were much the same in 1789 as they are today.
7. **Compare SOURCE 2** with a map of modern Europe. **Identify** two modern countries that were formed from several European states that existed in 1789.
8. Study **SOURCE 3**. Apart from Quebec, **identify** which North American territory Britain added to its empire through the Seven Years' War.

Communicating

9. **Discuss** if you think Britain's North American colonies would have had any chance of winning independence without the support of France and other European states.
10. **Consider** the meaning of *imperialism* as explained at the beginning of this lesson. Write a new caption for **SOURCE 4**, explaining how the source can be interpreted as an example of British imperialism.

LESSON
2.4 Did convict transportation to Australia create or solve problems?

LEARNING INTENTION

By the end of this lesson you should be able to explain the reasons why the British transported convicts to Australia, and the wider impacts of this decision.

TUNE IN

Mary Reibey. Horse stealer, convict, nursemaid, hotel keeper, mother of seven, businesswoman. She must have done something right.

You may have heard the term 'blessing in disguise'. It's when an apparent misfortune turns out to have a fortunate outcome. Perhaps Mary Reibey getting captured and sentenced to transportation was a blessing in disguise. She certainly became very successful, perhaps even more so than if she had remained in England. Discuss this possibility as a class.

SOURCE 1 Mary Reibey, an ex-convict, now appears on the Australian $20 note.

2.4.1 New society, old solutions

Between 1788 and 1868, around 160 000 British and Irish convicts were transported to the Australian colonies as punishment for a crime they committed. Given the nature of many of their crimes, such as pick-pocketing, petty theft and forgery, the punishment appears harsh. How had British society come to this? Why were punishments for seemingly minor crimes so severe? The answers lie partly in the nature of society at the time. The Industrial Revolution transformed the British economic base from agriculture to industry. In a process called enclosure (see topics 5 and 6), wealthy landowners bought up small farms and fenced off common land to combine into single, large estates, in order to make production consistent and more efficient with the use of new technologies. Production was often more efficient, but the process of enclosure also resulted in poor farmers being forced from their homes and livelihoods.

Similarly, in the eighteenth and nineteenth centuries in Scotland, thousands of country people were forced from their homes during the infamous Highland Clearances by landlords eager to improve the agricultural output of their land. With more efficient and mechanised farming practices, fewer agricultural workers were needed. As employment opportunities in the rural areas of Britain declined, the towns filled with those seeking work. Even with the industrial boom, however, there were not enough jobs. Some turned to gambling or alcohol in search of escape. For the desperate, crime became a way to survive.

The government's response to these growing social problems was simply to make criminal punishments harsher. About 200 different crimes drew the death penalty. Yet the threat of hanging did not have the effect the government desired. Public hangings, intended to serve as a warning, took on a carnival atmosphere (see **SOURCE 2**). Thousands of people gathered to watch, even bringing their children to the spectacle. A bulletin called *The Newgate Calendar*, subtitled 'The Malefactors' Bloody Register', was published each month with the names of all those executed. It soon contained biographies and stories of criminals and became a regular bestseller.

While many crimes were punishable by hanging, others carried a sentence of transportation. In some cases, the death penalty might be commuted to transportation. This meant being banished from England to serve out the sentence in one of Britain's distant colonies. In the 1700s most convicts were sent to America to work on the cotton or sugar plantations, but this was not popular with plantation owners, who found slaves more manageable. At any rate, the American Revolution of the 1770s brought this option to an end. For a while, convicts were dispatched to West Africa on the ships sent out to pick up their human cargo in the Triangular Trade, but disease, starvation, desertion and mutiny took their toll on convicts and military personnel alike. The plan was a disastrous failure.

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SOURCE 2 An eighteenth-century artwork showing a public hanging at London's notorious Old Bailey prison.

SOURCE 3 This artwork from c. 1809 shows a trial in session at the Old Bailey courthouse in London.

2.4.2 What to do?

Despite harsh punishments, the numbers of people in Britain's prisons remained high and became a concern for the government. While convicts were not being transported, the hangman was kept busy and prisons were overflowing. In an attempt to address this problem, old decommissioned naval ships, of which there were plenty after the end of the war with America, were turned into floating prisons called hulks. As a short-term fix the hulks were a success, but they soon became cramped, stinking and rat-infested, and merely delayed the inevitable. Soon enough they too were impossibly overcrowded. The government urgently needed a long-term solution.

SOURCE 4 A prison hulk moored in the Thames River, London. This artwork dates to c. 1826.
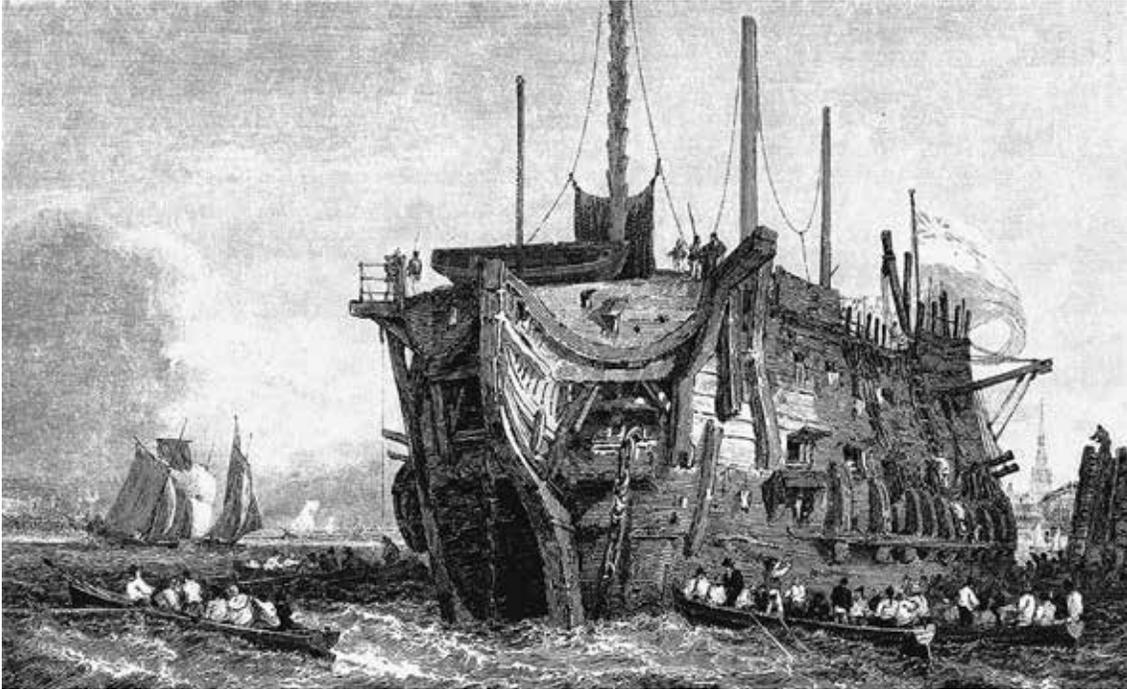
2.4.3 A solution presents itself

In the 1770s the British government faced a major social problem. The country's prisons were overflowing and the newly independent United States refused to take any more of Britain's unwanted convicts. The hangman's noose was not proving to be an effective deterrent. New prisons were considered too expensive to build, and not many people really cared enough about the problem anyway. As the situation worsened one distant possibility began to emerge as a real option.

In 1770, Captain James Cook had sighted and charted much of the eastern coastline of Australia. But Britain, at war with France and distracted by the increasingly rebellious American colonies, was already under financial strain and did not follow up Cook's expedition. With the loss of the American colonies, however, the possibility of transportation to New South Wales began to gain support. Joseph Banks, a botanist who had sailed with Cook in 1770, enthusiastically agreed and thought that Botany Bay would be an ideal place for a settlement.

The British soon recognised that a colony in New South Wales would serve several useful purposes. It would go some way towards compensating for the loss of the American colonies. It would provide Britain with an important military and imperial presence in the southern Pacific region. It would also be a dumping ground for convicts, whose labour could be used to help build the colony. In August 1786 the British government made the decision to establish a convict settlement in New South Wales.

2.4 SKILL ACTIVITY: Questioning and researching, Communicating

Refer to the sources and text to **consider** the reasons for, and solutions to, Britain's eighteenth-century law and order problems.

Before the publication of modern newspapers an important event or issue, proclamation or political view, would be brought to public attention on a single sheet of cheap paper called a broadside. A broadside was written on one side only and displayed as a poster. Broadsheets usually included roughly drawn illustrations, such as portraits of the condemned or images of the crime scene or the gallows.

1. **Research** the life of one convict who was transported to Australia.
2. **Create** your own broadsheet alerting Londoners to the plight of your chosen convict, and providing another perspective on why so many crimes were being committed in nineteenth-century Britain. Your broadsheet should include a heading in very large letters, a sub-headline **summarising** your main message and no more than 200 words of text **explaining** your subject. You could include an image.

2.4 Exercise

learnon

2.4 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 4, 5, 6	3	2, 7, 8

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Check your understanding

1. **Identify** two reasons why New South Wales was a favourable choice for transportation of convicts.
   A. It would provide Britain with a military presence in the southern Pacific region
   B. The convicts preferred to be sent to Australia rather than America
   C. It was a suitable 'dumping ground' for convicts from England
   D. It would provide Britain with a military presence near America
2. **Describe** the scene in **SOURCE 2**. **Evaluate** the effectiveness of the intention to make an example of those being hanged.
3. **Respond** to the question posed in the title of this lesson. **Identify** the reasoning behind the severity of punishments for seemingly minor crimes in Britain.
4. **Explain** why old decommissioned naval ships were used, and then abandoned, as prisons.
5. **Complete** the paragraph below using the words provided.

landowners	enclosure	economy	farmers	industry	common

The Industrial Revolution changed the British _____ and way of life. Agriculture was now taken over by _____. By using new technologies, wealthy _____ bought up small farms and fenced off _____ land to create into single, large estates. This process was called _____ The process of enclosure did create greater efficiency, but also resulted in many poor _____ being forced from their homes and livelihoods.

Apply your understanding

Using historical sources

6. Examine **SOURCE 4**. **Explain** why conditions on a hulk were likely to be terrible.
7. **Examine SOURCES 2** and **3**. **Describe** what is being depicted in the two sources and then **propose** why it could be argued that Britain's legal system offered the poor little protection or justice.
8. **Explain** what *The Newgate Calendar* published and then **infer** reasons why it was subtitled 'The Malefactors Bloody Register'.

LESSON
2.5 Why did the colonists and First Nations Australians come into conflict?

LEARNING INTENTION

By the end of this lesson you should be able to identify the range of perspectives the story of first colonial contact and conflict can be told from.

TUNE IN

Look at **SOURCE 1**.

SOURCE 1 A colonial artist's depiction of the response of the First Nations Australians of Botany Bay to the arrival of Captain James Cook in 1770. This colour lithograph was made in 1872.
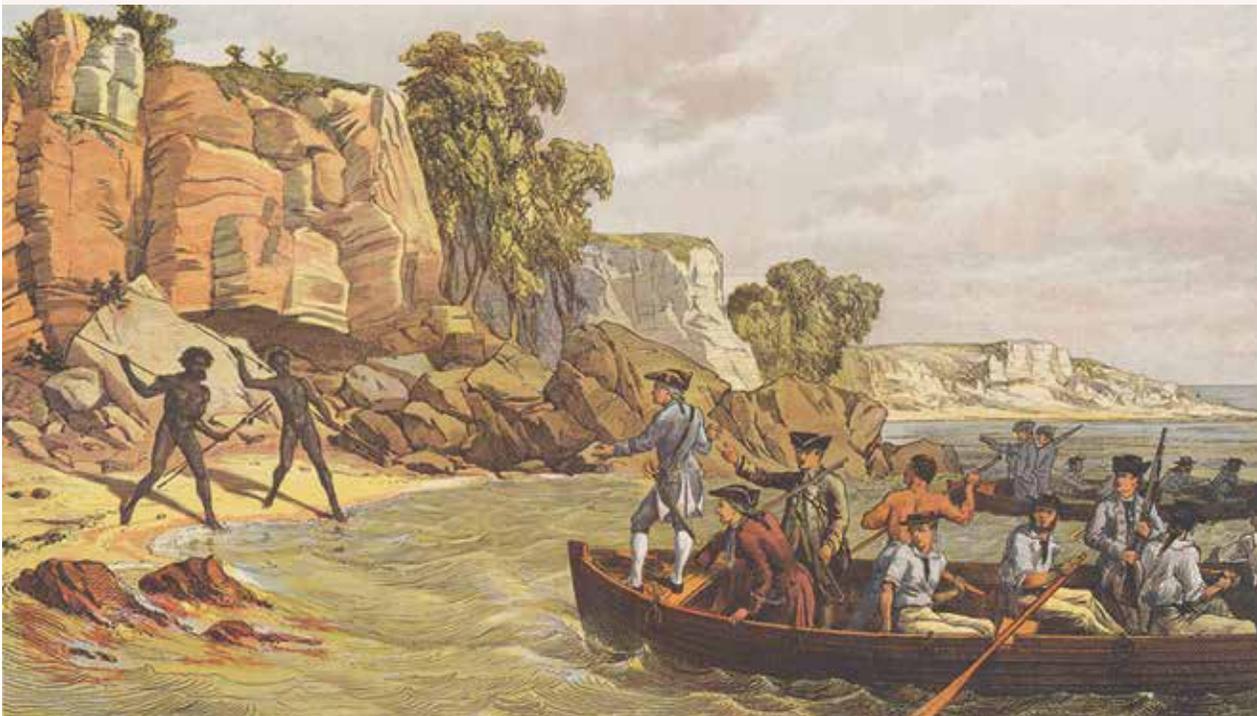
1. Have a class brainstorm to put together some words and images expressing what each side saw when Captain James Cook arrived on Australian shores in 1770.
2. From 1788 the British established Australia as a colony of settlement. The British argued the land was not being invaded because it was defined by their law as being *terra nullius*, a land belonging to no-one. With reference to **SOURCES 1** and **3**, make a list of reasons why Australia should not be declared *terra nullius* that could have been presented to King George III.

2.5.1 The Europeans invade

For tens of thousands of years before British colonisation, First Nations Australians lived undisturbed in a range of different landscapes and climates. The seeds of conflict were sown soon after the first colonists arrived because the British authorities had no understanding of the relationships between First Nations Australians and the land. Instead, the British imposed their own understanding of land use and ideas of ownership.

SOURCE 2 From Captain James Cook's journal of his first expedition (1770)

They may appear to some to be the most wretched people on earth, but in reality they are far happier than we Europeans … [The] earth and sea … furnish them with all the things necessary for Life … [They] live in a fine Climate and enjoy a very wholesome Air, so that they have very little need of Clothing … [They] … set no Value upon anything we gave them … this in my opinion argues that they think themselves provided with all the necessarys of Life.

SOURCE 3 The colonisers understanding of First Nations Australian groupings across Australia in 1940
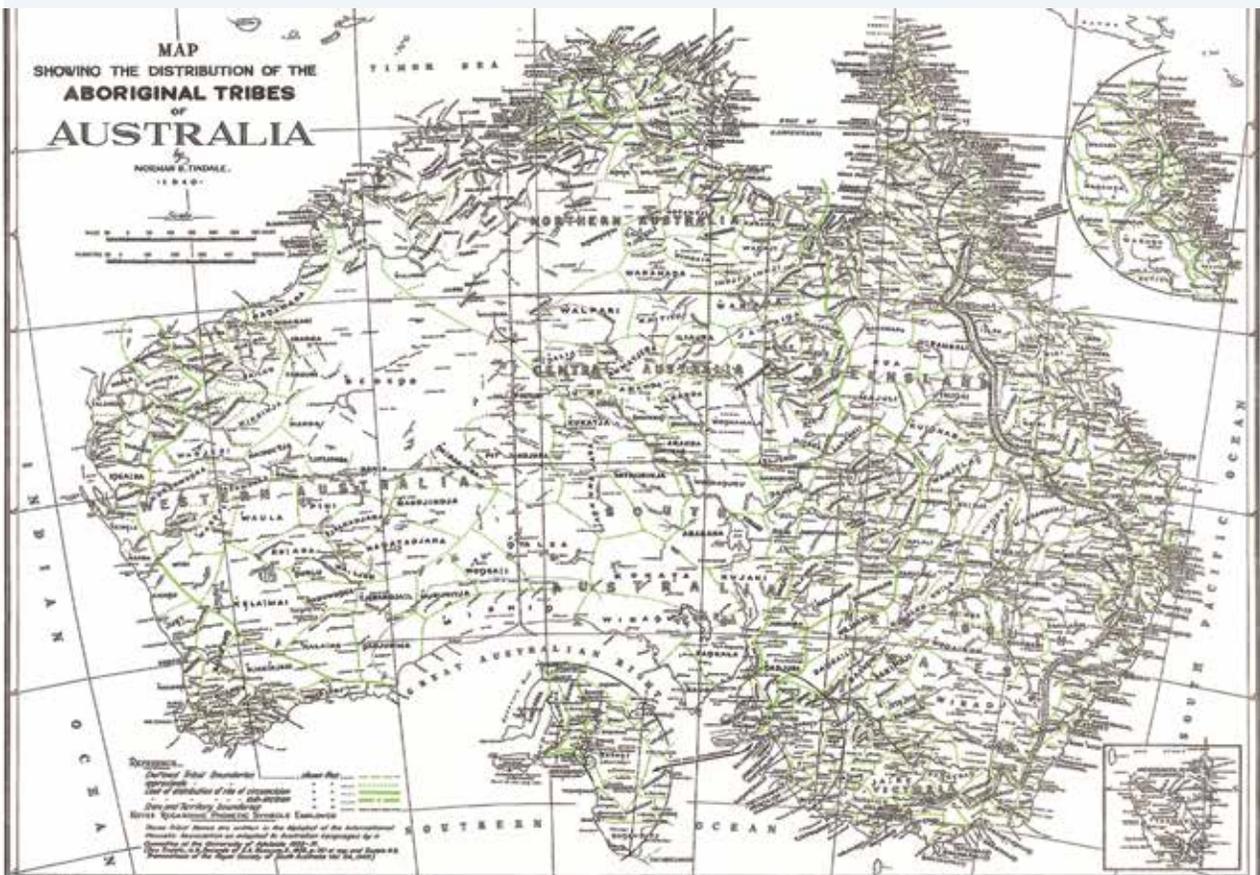
Source: *Map Showing the Distribution of the Aboriginal Tribes of Australia*, Norman B. Tindale, 1940. State Library of New South Wales. Users of this map should be aware that certain words, terms or descriptions may be culturally sensitive and may be considered inappropriate today, but may have reflected the creator's attitude or the period in which they were written. Borders and terminology used may be contested in contemporary contexts.

2.5.2 Colonisation begins

The First Fleet from England to colonise Australia is believed to have carried nearly 1500 men, women and children, most of whom were **convicts**. Its commander, Captain Arthur Phillip, was to be the first British governor of New South Wales. He explored Port Jackson (Sydney Harbour) and founded the first British settlement there on 26 January 1788.

'Respecting Natives'

New South Wales was founded as a **penal colony**. Some historians think that it was just a dumping ground for Britain's unwanted convicts, some consider it a strategy to exploit the continent's resources, while others think that it was a second chance for those who had broken the law. Regardless of the possible reasons, there was no doubt that the early colonial governors had wide powers, similar to those of someone controlling a prison. Their orders from Britain were to cultivate friendly relations with First Nations Australians and to offer them the protection of British law. In 1807 the third Governor of New South Wales, P.G. King, wrote a memo for his successor titled 'Respecting Natives'. In this advice he stated that he had been unwilling to force the First Nations Australians to work because he regarded them as the 'real Proprietors [owners] of the Soil'. However, Governor King had also given the settlers permission to 'fire on any natives they see'. The Europeans' fear of First Nations Australians, as well as their desire to possess the land, often became more important than their intentions of respect.

A wasteland?

First Nations Australians' lifestyles varied widely, as did the ways in which different groups managed the land. In his book, *Dark Emu*, author Bruce Pascoe describes how First Nations Australians did much more than just wander as nomads: 'Aboriginal people did build houses, did build dams, did sow, irrigate and till the land, did alter the course of rivers, did sew their clothes...'.

However, the colonists did not acknowledge this management of the land or the variations in lifestyles, even when they became aware that First Nations Australians had a strong attachment to the land and a clear sense of custodianship.

The British saw only that the land was not used in a European way; that is, it was not productively 'farmed' as they saw it. So they described Australia as a *wasteland*, an important concept in British law that described unoccupied or unproductive land that could be taken without asking for permission. This understanding would be expressed late in the nineteenth century as *terra nullius*, a Latin term for 'nobody's land' that would be used frequently in the legal and political debates about land rights in modern Australia.

2.5.3 Culture clash

Before long, the Dharug, Ku-ring-gai and Tharawal Peoples saw the new arrivals clearing land, fencing waterholes and hunting grounds, fishing without permission and trampling around sacred sites. They were breaking laws that First Nations Australians had lived by for thousands of years. They were clearly invaders, not visitors, and were acting as if they had a right to occupy the land without negotiating with the rightful custodians.

convict a person imprisoned for a crime

penal colony a settlement for convicts

For their part, the Europeans had a range of reactions to First Nations Australians. In line with the ideas of the time, the more educated Europeans tended to see First Nations Australians as 'noble savages', primitive people who lived in harmony with the natural world (see SOURCE 4). However, most of the new arrivals were uneducated convicts and soldiers who probably feared the people whose land they had entered. These Europeans could not understand kinship systems or why they did not behave like Europeans and build towns, churches and farms.

kinship   a social system that determines how people relate to each other and the land

SOURCE 4 *A View of Sydney Cove, New South Wales*, engraved by Francis Jukes in 1804

SOURCE 5 *First Government House, Sydney*, a watercolour painted by John Eyre around 1807

2.5.4 Early encounters

In May 1788, two convicts were killed by First Nations Australians at Rushcutters Bay, and there were several other clashes. At first Governor Phillip was willing to blame the convicts rather than the First Nations Australians for the violence.

SOURCE 6 From David Collins, *An Account of the English Colony of New South Wales*. The event described occurred in March 1788.

Several convicts came in from the woods; one in particular dangerously wounded with a spear … these people denied giving any provocation to the natives; it was, however, difficult to believe them; they well know the consequences that would attend any acts of violence on their part … any act of cruelty to the natives being contrary to his Majesty's … intentions.

SOURCE 7 From a report of events in January 1800 by Governor John Hunter

Two native boys have lately been most barbarously murdered by several of the settlers at the Hawkesbury River, not withstanding orders on this subject have been repeatedly given pointing out in what circumstances only they were warranted in punishing with such severity.

Phillip wanted to develop contacts between cultures. When First Nations Australians continued to avoid the settlement, he resorted to kidnapping them in the hope that these individuals could be influenced to encourage their people to accept British ways. Arabanoo was the first to be captured, but within six months he died of smallpox. In November 1789 Bennelong and Colebee were captured. Colebee escaped but Bennelong was later sent to England. Tragically, on his return to the colony in 1795 he was unable to fit into either First Nations or European society. He died in 1813.

DID YOU KNOW?

Unlike Europeans, First Nations Australians had no resistance to smallpox, a disease that arrived with the colonists. In April 1789 smallpox began to kill many First Nations Australians around Sydney. As the people retreated from the disease it spread inland. Probably half the First Nations Australians population of the Sydney area was wiped out by this epidemic by 1790.

SOURCE 8 From the *Sydney Gazette*, 25 June 1814

The mountain natives have lately become troublesome to the occupiers of remote grounds. Mr. Cox's people at Mulgoa have been several times attacked within the last month and compelled to defend themselves with their muskets, which the assailants seemed less in dread of than could possibly have been expected. On Sunday last, Mr. Campbell's servants at 'Shancomore' were attacked by nearly 400.

SOURCE 9 In this extract from his journal of 10 April 1816, Governor Lachlan Macquarie gave his reasons for sending expeditions to crush the resistance of the First Nations Australians to colonisation.

I therefore, tho' very unwillingly, felt myself compelled from a … sense of public duty … to inflict terrible … punishment upon them without further loss of time; as they might construe any further forbearance or lenity [leniency] on the part of this Government [as] fear or cowardice.

2.5.5 A landscape and society transformed

Whenever British settlers arrived in the territory of a First Nations Australians' community, the traditional custodians not only had to deal with the presence of the new people but also the changes that occurred on their land. Introduced animals, plants, weeds and diseases devastated the land and its people.

First Nations Australians had lived in isolation for tens of thousands of years and had no immunity to the diseases that had developed in Europe and Africa. The first major epidemic around Sydney was smallpox in 1789 and the first colonists estimated that around half of Sydney's First Nations Australians population died.

It was not only smallpox that was deadly. A range of other European diseases also caused thousands of deaths over the next hundred years: influenza, tuberculosis, typhoid, measles and even leprosy posed a fatal danger to First Nations Australian communities.

Since time immemorial, First Nations Australians managed and cared for Country, ensuring resources were maintained and sustained. Yet within 100 years of the arrival of the First Fleet, more than 100 million sheep were eating their way across Australia, consuming native herbs and grasses, displacing traditional food sources (such as kangaroo) and almost completely eradicating the yam daisy (murrnong), one of the most nutritious and plentiful foods before European occupation. The hard hooves of sheep and cattle compacted the soil while other introduced animals (such as rabbits) also created problems, driving some native animals to extinction.

2.5 SKILL ACTIVITY: Using historical sources, Communicating

SOURCE 1 represents the arrival of Captain James Cook at Botany Bay in 1770. Look at the image of the Gadigal Peoples as seen through the eyes of the colonial artist who created this colourful lithograph.
1. **Reflect** upon the differences between the two worlds that the Gadigal Peoples and James Cook and his crew represent.
2. **Write** a new subheading for this lesson expressing the cultural conflict between the Gadigal Peoples and Europeans.
3. Stand on the beach with the Gadigal Peoples and **communicate** the arrival of Captain Cook and his men through the eyes of the First Nations Australians. Choose how you want to express the voices from our colonial past that have so often been hidden from history. You may want to create a visual representation of the event, write a story or a short play. Use a variety of communication methods to represent the past.

2.5 Exercise

learnon

2.5 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 6	5, 7, 8	4, 9, 10

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Check your understanding

1. **Select** two groups with whom First Nations Australians had contact before the arrival of the British.
   A. Portuguese explorers
   B. Dutch explorers
   C. Chinese
   D. Macassans

2. Use the words provided in the following table to complete the paragraph below explaining why Europeans and First Nations Australians clashed over the land.

understanding	first	use	imposed
British	seeds	custodianship	relationship
conflict	ideas	own	land

The _____ of _____ were sown soon after the _____ colonists arrived because the _____ authorities had no _____ of the _____ between First Nations Peoples of Australia and their _____. Instead, the British _____ their _____ understanding of land _____ and _____ of _____.

3. What were Governor King's attitudes to the local Darug, Kuring-gai and Tharawal Peoples?
   A. That they were innocent and naïve
   B. That they were sly and cunning
   C. That they were the true owners of the land
   D. That they had no claim on the land whatsoever

4. a. **Explain** what the British understood by the term *wasteland*.
   b. **Communicate** why the idea of the Australian continent as a *wasteland*, or *terra nullius*, was so significant for the British colonists and First Nations Peoples of Australia.

5. **Consider** what the Darug, Kuring-gai and Tharawal Peoples might have thought about the actions of the Europeans after their arrival at Sydney Cove.

Apply your understanding

Using historical sources

6. Study **SOURCE 1**. **Analyse** what it suggests about Cook's landing at Botany Bay.
7. What does the **SOURCE 3** map tell us about the First Nations Peoples of Australia?
8. Examine **SOURCES 4** and **5**.
   a. What do the sources tell us about the changes that Europeans made to the Country of First Nations Australians?
   b. What do the sources suggest about the differences between European and First Nations Australians and their ways of living?
   c. What do these images reveal about relations between the two groups?
9. Using **SOURCES 6, 7, 8** and **9** as your evidence:
   a. **Describe** the range of attitudes of colonial authorities toward First Nations Australians.
   b. **Explain** what the sources suggest about the changing nature of the relations between First Nations Australians and the colonists. Make sure you note the date of each source.

Communicating

10. **Consider** how the First Nations Australians' traditional food sources were affected by the arrival of the Europeans.

LESSON

2.6 Who were Australia's First Nations leaders in the fight against colonial control?

LEARNING INTENTION

By the end of this lesson you should be able to describe the fight against the expansion of European settlement and consider the struggle from the perspective of some of the First Nations Australians leaders.

TUNE IN

The cultural and spiritual beliefs of First Nations Peoples around the world have only been more widely acknowledged and respected in recent times. After capture, Yagan, a Noongar warrior from Western Australia, was executed and mutilated. Yagan's head (**SOURCE 4**) was sent to England in 1835 and exhibited in a Liverpool Museum until 1964. Finally, Yagan's remains were returned to Australia in 1997 for a respectful burial.

There are at least 1000 First Nations Australians' remains still held in museums around the world; primarily in England, Germany, France and the United Kingdom. Many museums and universities still refuse to return them to Australia.

SOURCE 1 The remains of returned First Nations Australians about to be buried.

Imagine your local council is intending to clear the cemetery near your home to make way for a badly needed carpark. You are aware that some of your own family ancestors are buried in that cemetery. Working in pairs discuss how you would feel? What argument would you use to halt the 'development' plans?

The increasing dispossession of First Nations Australians from their homelands and the destruction of Country, caused tensions which culminated in the Frontier Wars and campaigns of resistance and violence.

Many stories about the conflict between European colonists and First Nations Australians suggest that it was very one-sided. However, although First Nations Australians may not have had the guns of the Europeans, or often their manpower, they did not lack courage or skill. Their knowledge and skills about Country, for example, could not be matched by the Europeans and in many instances the resistance of First Nations Australians caused the Europeans great fear and anxiety. Here are the stories of two First Nations Australian men who fought back.

2.6.1 Pemulwuy

Bidjigal warrior Pemulwuy belonged to the Eora language groups (the coastal area in Sydney). Between 1790 and 1802, he led many attacks against colonial farms and settlements, some of which were highly organised, large-scale guerrilla operations. These raids were motivated by dispossession, hunger and 'payback' for

atrocities committed by Europeans. He and his men fought fiercely in a battle in 1797 near the newly settled town of Parramatta. Seriously wounded, Pemulwuy was put in leg irons and taken to hospital for treatment. He escaped the following month. Many of his people believed that firearms would not kill him.

Governor King became increasingly frustrated by Pemulwuy. He offered rewards, including a free pardon, to any convict who would bring him his head. That happened in 1802; Pemulwuy was murdered. His decapitated head was sent to England to be studied by scientists. They had heard a lot about the *native* Australians but had never seen one.

Although glad he was dead, Governor King had a grudging respect for Pemulwuy. He said of him: 'Altho' a terrible pest to the colony, he was a brave and independent character and an active, daring leader of his people.'

SOURCE 2 *Pimbloy: Native of New Holland in a canoe of that country*, a print from an engraving by S.J. Neele. The man in the picture is believed to be Pemulwuy. Despite being continually sought by soldiers, Pemulwuy kept eluding them. He survived repeated wounds. In one attack, he was hit by seven bullets. Some First Nations Australians believed he escaped by turning himself into a bird.

2.6.2 Yagan

Yagan was a Noongar leader and resistance fighter from south-western Western Australia. This tall man (described as being over 1.8 metres in height) was both feared and admired by the British colonists.

At first, the Noongar Peoples lived in harmony with the Europeans, who had established a colony on the Swan River in 1829. However, arguments soon arose over land and resources. The British mistook the Noongar tradition of burning the land as an act of aggression. In 1831 a Noongar man was shot while taking potatoes from a settler's garden. The settler saw it as theft; the Noongar man would have seen it as using the land's resources, to which he was entitled. Yagan sought revenge for this killing. After more battles, a reward was offered for his head.

SOURCE 3 This statue of Yagan was erected on Herrison Island in the Swan River.

When Yagan was finally captured, a European named Robert Lyon fought hard to spare his life. He admired Yagan's courage and wished to study him. Yagan was exiled to a small rocky island but escaped after six weeks. The colonists were angry about this; as punishment, they killed Yagan's father and brother, and increased the reward on Yagan's head.

For 12 months Yagan managed to avoid capture, continuing to fight for his people. Then, in July 1833, he approached two shepherds he knew, asking for flour. When his back was turned, one of them, William Keats, shot him. A reward was given for the killing of Yagan, but the editorial of *The Perth Gazette* described it as a 'wild and treacherous act': 'We are not vindicating [forgiving] the outlaw, but, we maintain it is revolting to hear this lauded [praised] as a meritorious [good] deed.'

SOURCE 4 The head of Yagan, painted by Robert Havell. Yagan's hair was combed, and black and red cockatoo feathers were tied to his forehead as decoration.

2.6 SKILL ACTIVITY: Historical perspectives and interpretations

The resistance led by Pemulwuy has been named the First *Black War.*

1. Working in pairs, **research** the background to the Black War to answer the following questions:
   - What was the period of most violent conflict between the colonists and First Nations Australians? Who fought? Where did they fight? What happened and what was the outcome?
   - Who are some of the First Nations Australians resistance leaders, such as Windradyne of the Wiradjuri Peoples? Where and why were they at war and what was the outcome of their fight?
   - **Identify** if the sources are mostly (or all) from colonial perspectives? What can that tell you about a war when the perspectives are overwhelmingly from the colonisers viewpoint?
2. After completing your research, imagine that you are producing a documentary on Australia's Black Wars, a part of our history that has been largely ignored. **Write** a proposal for the documentary, convincing investors that this is a story that all Australians should know about. Refer to the sources in this lesson, and then conduct further research to locate sources that express the injustices of the colonisers and the significance of this war for both colonists and First Nations Australians.

2.6 Exercise

learn on

2.6 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 3, 4, 7	2, 5, 10	6, 8, 9

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Check your understanding

1. **Explain** why both British and First Nations Australians might have considered Pemulwuy to be a heroic leader.
   - **A.** Because he was king of the Bidjigal Peoples
   - **B.** Because he was strong and handsome
   - **C.** Because he was a 'noble savage'
   - **D.** Because he was fighting for the rights of his people

2. Use the words provided in the following table to complete the paragraph below about the First Nations Australians–European conflict.

not	First Nations	courage	manpower
matched	fear	resistance	one-sided
conflict	guns	European	knowledge

Many stories about the _____ between _____ colonists and
_____ Australians suggest that it was very _____. However, although
First Nations Australians may _____ have had the _____ of the
Europeans, or often their _____, they did not lack _____ or skill. Their
_____ and skills about Country, for example, could not be _____ by
the Europeans and in many instances the _____ of First Nations Australians caused the
Europeans great _____ and anxiety.

3. **Explain** what might have motivated Pemulwuy to engage in violence against the Europeans.
   A. Hatred of all things European
   B. Hunger and payback for atrocities committed by the Europeans
   C. Because he wanted to gain more territory for himself
   D. Because Elders ordered him to fight
4. **Identify** why Yagan was both feared and admired.
5. **Consider** what might have motivated Yagan to engage in violence against the Europeans.

Apply your understanding

6. **Examine SOURCES 1, 2** and **3** and then explain what they indicate about attitudes to First Nations Australians and our colonial history.
7. **Explain** what the examples of Pemulwuy and Yagan suggest about the possible causes of violence on the Australian frontier.
8. Look at **SOURCE 5**. The photograph was taken on 3 March 2005 in the North Head Sydney Harbour National Park.
   a. **Predict** how you think the people in the photograph might be feeling.
   b. Why were remains, such as these and Yagan's and Pemulwuy's heads, not given a proper burial in the first place? Why might museums be interested in wanting to continue to display such remains?
   c. **Discuss** why this event is important.

SOURCE 5 Ceremony to bury the returned remains of a number of First Nations Australians.

9. Choose either Pemulwuy or Yagan. **Write** one paragraph describing your chosen leader from the perspective of European colonists in the early nineteenth century and one from the perspective of First Nations Australians at the time.
10. **Determine** whether you think there is any value in recognising the lives of people like Pemulwuy and Yagan with monuments or statues.

LESSON

2.7 What happened on Australia's colonial frontier?

LEARNING INTENTION

By the end of this lesson you should be able to describe the effects of the violent frontier conflict that led to terrible events such as the Myall Creek Massacre.

TUNE IN

The Black Lives Matter Movement is controversial because it challenges us to question issues such as racism, and the impact racism has on our society. It is controversial because opinions are divided on the reality of racism in our society, the extent of the impact, and how racism should be dealt with.

Historians also have different viewpoints about past events and issues. The different historical interpretations and perspectives is what historians refer to as **contestability**. Historians disagree on the extent and the reality of frontier violence in colonial Australia.

Some historians believe that violence was one of the most common and persistent features of life in Australia for 140 years after the arrival of the First Fleet in 1788. Other historians acknowledge that violence occurred but express concern that it should not be exaggerated. However, most agree that violence between European colonists and First Nations Australians was widespread and represents a terrible part of Australia's history.

SOURCE 1 *Mounted police and blacks*, a lithograph print by Godfrey Charles Mundy, published in London in 1852. The print depicts British troops killing Kamilaroi warriors on the Liverpool Plains in northern New South Wales in 1838. Reports of the number of First Nations Peoples killed ranged from 60 to 300. None of the troopers were killed.
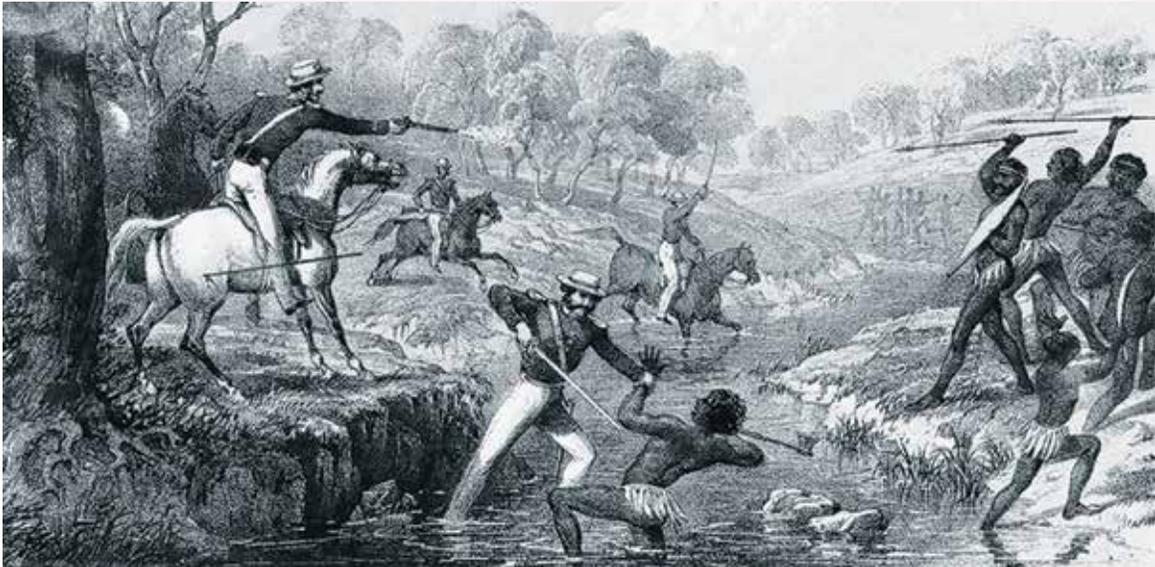
Source: Mundy, Godfrey Charles *Mounted police and blacks* (1852) Lithograph on paper, 10.9 × 18.2 cm Australian War Memorial ART50023

Primary sources are the evidence historians use to interpret the past. The interpretations historians make from the study of sources are often controversial and contested.

1. Look carefully at the details of **SOURCE 1**. Consider when it was created, and by whom.
2. Discuss if this image is depicting an invasion, a war, or a small-scale conflict? What is your evidence?
3. Write a new caption describing what you think is happening in this image.

2.7.1 A people destroyed

In 1816, First Nations Australians' resistance around Sydney was crushed by military expeditions sent by Governor Macquarie. By this time British settlements had already been founded beyond the Sydney area. In 1803 and 1804 the settlements of Hobart Town and Port Dalrymple (later Launceston) were established in Van Diemen's Land, which became a separate colony in 1825.

There is no reliable evidence of how many Palawa (First Nations Tasmanians) lived in Tasmania before colonisation. The most common estimate is between 4000 and 7000 people. But by 1832 there were just 203 survivors and by 1856, when Van Diemen's Land was renamed Tasmania, there were even fewer. Some historians regard what happened there as genocide (the deliberate wiping out of a race).

So complete was the destruction of Tasmania's Palawa communities that today's surviving Palawa Peoples are mostly the descendants of Palawa women who were kidnapped and enslaved by white sealers.

War in the 1820s

Official government policy was to treat Palawa Peoples with friendship but, by the 1820s, there was a state of war in eastern Tasmania. In 1828 Governor Arthur ordered Palawa Peoples out of all settled districts. In 1830 more than 2000 soldiers, convicts and settlers were formed into lines for a drive to capture all the Palawa Peoples in the area of conflict or drive them through the narrow strip of land that forms Eaglehawk Neck and into the Tasman Peninsula, where they could be kept away from the settlers. Despite the scale of this operation, only two Palawa people were captured.

DID YOU KNOW?

In 1823–24 Musquito, (believed to be) an Eora man from the Sydney area, led a group from the Oyster Bay region. In a wave of attacks, his fighters killed several settlers and convicts before Musquito was captured, tried and executed in February 1825.

Two historians' perspectives

Keith Windschuttle and Henry Reynolds are two Australian historians who disagree about the fate of the Palawa Peoples of Tasmania. Following are brief extracts of their views.

aud-0467

SOURCE 2 From Windschuttle, Keith (2002), *The Fabrication of Aboriginal History, Volume One: Van Diemen's Land 1803–1847*, Macleay Press, pp. 130, 351, 362, 364, 371, 386

The Aborigines were never starving or even seriously deprived of traditional food … How many Aborigines died violently at the hands of colonists in Van Diemen's Land? … Over the entire period from 1803 to 1831, they [Aborigines killed by colonists] average just four deaths a year … far fewer than the colonists who died at Aboriginal hands …

The orthodox story is that Aboriginal society was devastated by the arrival of the British colonizers … [We] should regard the total pre-colonial Aboriginal population of Tasmania as less than 2000 … Hence it was not surprising that when the British arrived, this small, precarious society quickly collapsed …

SOURCE 3 From Reynolds, Henry (1995), *Fate of a Free People*, Penguin, pp. 4, 81–2, 185

How many Aborigines were killed by the settlers? We will never know with any certainty … There is no doubt that in the earliest years of settlement from 1804 to 1824 the Europeans took more lives than the Aborigines. But in the period of the Black War — from 1824 to 1831 — the mortality rate on each side was more even: perhaps somewhere between 150 and 250 Tasmanians were killed in conflict with the Europeans after 1824 (with another 100 to 150 dying before that date), while they killed about 170 Europeans …

It seems very likely that the mortality rate on Flinders Island was merely a continuation of a catastrophic pattern of death [from diseases] which had begun even before the first permanent settlements in 1803 and 1804 … As Robinson traveled across Tasmania he was told by his Aboriginal companions of whole communities, which had become extinct.

Exile, disease and despair

From 1829 to 1834, George Augustus Robinson, a Methodist lay preacher, working on behalf of the government, travelled among the surviving Palawa. Robinson believed that they would be wiped out if they remained in Tasmania and he convinced some of them to agree to what they believed would be a temporary move to an island off the Tasmanian coast. They were deceived.

SOURCE 4 Attacks on Europeans were numerous in 1828. As part of Governor Arthur's attempt to control the escalating violence, poster boards like this one were nailed to trees in bushland surrounding the settled districts of Tasmania.

Between 1821 and the early 1840s survivors from many different language groups were moved to Flinders Island, where they were guarded and forced to wear European clothes and to attend sermons on Christianity. By 1847 most had died of disease and despair. Forty-seven survivors were resettled at Oyster Bay near Hobart but they continued to die. Out of the original forty-seven, Truganini was the only survivor at Oyster Bay. She died in 1876 and for many years the inaccurate myth endured that she was the last Palawa in Tasmania. However, in the 2016 census, more than 23 000 Tasmanians identified as First Nations Australian, representing 4.6% of the Tasmanian population.

SOURCE 5 From journals written by George Augustus Robinson in the 1830s

The [Aboriginal] children have witnessed the massacre of their parents and their relations carried away into captivity by these merciless invaders, their country has been taken from them and the Kangaroos, their chief subsistence, have been slaughtered wholesale for the sake of filthy lucre [money]. Can we wonder then at the hatred they bear to the white inhabitants? … We should make atonement for the misery we have [caused] the original proprietors of this land.

DID YOU KNOW?

At times First Nations Australians' resistance forced squatters to abandon their runs. However, some squatters killed entire communities by poisoning their waterholes or giving them poisoned flour to eat.

2.7.2 New South Wales — a state of conflict

In the Bathurst Plains in New South Wales in the 1820s a leader named Windradyne led resistance by the Wiradjuri Peoples (see **SOURCE 7**). Governor Brisbane declared martial law in 1824. During that year probably two-thirds of the Wiradjuri were killed by groups of settlers and soldiers. At least 100 were killed in a single massacre. The skulls of 45 of the victims were shipped to England.

Major Nunn's massacre

In the early 1830s, Europeans occupied the Liverpool Plains district, west of modern-day Tamworth; the Kamilaroi Peoples resisted the loss of their land. In 1838 the Mounted Police, led by the colony's senior military officer, Major Nunn, massacred at least 100 of them at Vinegar Hill on the Namoi River.

SOURCE 7 *A native chief of Bathurst*, a hand-coloured print by R. Havell & Son, 1820. The man pictured is believed to be Windradyne.

The Myall Creek massacre

Massacres of First Nations Australians by colonisers took place all over Australia, but due to lack of records the true extent of these massacres is not known. The Myall Creek massacre is unusual because it marked the first, and almost the last, time that whites who murdered First Nations Australians suffered consequences under British law. This unprovoked and premeditated act is possibly one of the most shameful examples of the mistreatment of First Nations Australians in this period of frontier conflicts. It is also one of the best documented.

In 1838 more than 30 Wirrayaraay women, children and elderly men were camped on Henry Dangar's Myall Creek Station near Inverell in northern New South Wales. They were friendly with the local whites and the young men of the group were away helping another station owner to cut bark.

The station manager, William Hobbs, was also away, moving cattle to better pastures. Two assigned convicts, George Anderson and James Kilmeister, were the only Europeans left at the station on 9 June when 11 armed stockmen, also mostly assigned convicts or ex-convicts, rode up.

The armed men claimed that they were hunting Wirrayaraay Peoples to punish them for frightening cattle. With Kilmeister joining them, they rounded up the defenceless Wirrayaraay, tied them together, dragged them away and murdered them. Anderson did not take part and he managed to hide one small boy and save his life.

Most of the victims were butchered with swords. The next day the killers returned to burn the bodies and remove as much evidence as possible. They probably never imagined that they might be punished. This was because they knew that, as non-Christians, any Wirrayaraay witnesses could not be sworn in to give evidence in court. However, in this case four things made it possible for the killers to be brought to trial. Anderson wanted to give evidence against the killers. Hobbs, the station manager, reported the murders to a magistrate. The magistrate acted properly, and New South Wales Governor Gipps wanted justice.

The Myall Creek trials

When 11 of the Myall Creek killers were brought to trial, there was public outrage that the government should want to punish white men for killing Wirrayaraay Peoples. At the first trial the accused were supported by many wealthy **squatters**, including a magistrate, and were found not guilty. However, seven of the men were then charged with the murder of a Wirrayaraay child whose remains were found at the massacre site. At a second trial the seven were found guilty and they were hanged in December 1838.

squatters colonists who leased and occupied large tracts of what had been First Nations Australians' land

One outcome of these hangings was that others who committed massacres made sure that no witnesses lived to give evidence. Killers could still avoid justice. Major Nunn's force had massacred more people than the Myall Creek killers in the same year, but attempts to get evidence for a trial had been unsuccessful.

2.7 SKILL ACTIVITY: Using historical sources, Communicating

1. Look at **SOURCES 2** and **3**. **Summarise** the two interpretations of colonial frontier conflict expressed by Windschuttle and Reynolds.
2. **Investigate** the *History Wars*, and the debate over our historical understanding of the nature of British colonisation.

3. Working in pairs research one of the contested areas or interpretations of the *History Wars;* for example:
   - Black armband/white blindfold
   - Spread of smallpox/deliberate or accidental contamination?
   - Attempted genocide or fatalities due to unintended actions.
4. **Identify** the different perspectives, or viewpoints, and the evidence each side presents.
5. **Create** a plaque, similar to the **SOURCE 8** memorial stone marking the site of the Myall Creek Massacre, recording the significance of the Black War.

2.7 Exercise

2.7 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
2, 3, 4	1, 5, 6, 7	8, 9, 10

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Check your understanding

1. **Identify** the meaning of 'genocide'.
   A. The expulsion of emigrants
   B. The forcible removal of First Nations Australian children from their families
   C. The illegal settlement of a colony
   D. The deliberate wiping out of a race of people
2. **Identify** what was unusual about the Myall Creek Massacre.
3. What happened to the people who were taken to Flinders Island?
   A. They were kept prisoner
   B. They were forced to wear European clothing
   C. They were forced to attend sermons on Christianity
   D. All of the above
4. **Identify** the two ways that it could be said that a state of war existed in Tasmania in the 1820s.
   A. Palawa Peoples were ordered out of all settled areas.
   B. The King of England declared war on Palawa Peoples.
   C. Thousands of convicts and settlers were formed into lines for a drive to capture all the Palawa Peoples and drive them away.
   D. Palawa Peoples declared war on the King of England.
5. **Identify** two outcomes of the Myall Creek trials.

Apply your understanding

Using historical sources

6. **Examine SOURCE 4** carefully. What was the message of this poster to the people of Tasmania?
7. Read **SOURCE 5**. For which interpretation in **SOURCES 2** and **3** could this source provide supporting evidence?
8. **SOURCE 4** was intended to tell Palawa Peoples that they had the same protection as Europeans under British law. In what ways did British law fail Tasmania's Palawa Peoples? **Decide** why you think it failed.
9. Look closely at **SOURCE 6**. It depicts the Oyster Bay and Big River people who came into Hobart to celebrate a negotiated peace. Considering all the sources in this lesson, **determine** why the history of Tasmania's Palawa Peoples is significant for all Australians.

Historical perspectives and interpretations

10. **Discuss** why the arrival of the Europeans was such a disaster for Tasmania's and New South Wales' First Nations Peoples.

LESSON
2.8 Where was Australia Felix?

LEARNING INTENTION

By the end of this lesson, you should be able to describe the impact of the changes that accompanied the rapid colonial settlement of Victoria and the spread of large-scale nineteenth-century cattle and sheep farming, and explain the resulting destruction of First Nations Australians' communities and degradation of the natural environment.

TUNE IN

Brainstorm the meaning of the concepts of continuity and change. What do you think these terms mean and why are these terms important to historians?

SOURCE 1 *Batman's treaty with the Aborigines at Merri Creek, 6 June 1838*, painted by John Wesley Burtt, c. 1875. Batman offered the Kulin Peoples a treaty, promising an annual payment of goods such as blankets and flour in return for 234 000 hectares of land. This was the only treaty ever offered to the First Nations Peoples of Australia.

Now look at **SOURCE 1**:
1. What event does the image illustrate?
2. This event can be regarded as a turning point in the history of Victoria. After tens of thousands of years of human history in this region, discuss why this event on this day was of such significance.
3. Write a short note to John Batman giving him your opinion of the 'treaty' he has just offered the Peoples of the Kulin nation.

2.8.1 Migrants

The main destination of free European migrants was the United States of America. Between 1830 and 1910 at least 26 million people, most of them poor Europeans, migrated to the United States. They included many Irish, who fled a terrible famine in the 1840s. Migrants also included many Germans, Italians, Poles, Czechs, Serbs, Croats and Jews from central or eastern Europe. They came to escape poverty and oppression at home, but they became cheap labour for America's factories, railways and mines, and tenants in America's growing urban slums.

2.8.2 Australia's changing population

The Australian colonies could not long remain large prisons. Ex-convicts, or emancipists as they were called, made up a significant part of the population, as did their children and the children of those still serving sentences. The first free settlers had been soldiers and officials. They were followed by wealthy free settlers attracted by land grants, free convict labour and profits from wool. From 1831 workers were also encouraged to migrate to provide the colonies with needed skills. The British government even helped them to migrate, at least partly because it feared many of the poor could become rebellious if they remained in Britain and Ireland. By 1851, convicts made up only 1.5 per cent of Australia's population.

2.8.3 'Australia Felix' — the southern land of happiness

aud-0470

The year 1835 is not one that is celebrated, commemorated or even much discussed in Australian history. For years, the woolgrowers of Tasmania had thought about increasing their flocks and they looked across Bass Strait to the Port Phillip District (now known as Victoria), a place that had seen no permanent European colonists. It seemed open, available and free for the taking.

Businessmen seeking profit in the wool industry, and the British government's approval of this pursuit, started a rush for land unequalled in world history. Frantically competing with one another, 'squatters' raced to occupy the open grasslands of Victoria, moving supplies and stock at an amazing rate. Determined on expansion and profit, these men seemed to have little concern for the Kulin Peoples of Port Phillip and their land.

This pattern of occupation was copied across the entire continent of Australia. As trails were forged inland, squatters took more of the land that had been occupied by First Nations Australians for tens of thousands of years. Trees were cut down to clear land for grazing and native animals were shot as pests.

SOURCE 2 From *1835: The Founding of Melbourne and the Conquest of Australia*, by James Boyce, published in 2011

In 1835 an illegal squatter camp was established on the banks of the Yarra River. This brazen act would shape the history of Australia as much as would the arrival of the First Fleet in 1788, because it was now that the continent was fully open to conquest … Melbourne's birth, not Sydney's settlement, signalled the emergence of European control over Australia … Between 1835 and 1838 alone, more land and more people were conquered than in the preceding half century. By the end of the 1840s, squatters had seized nearly twenty million hectares of the most productive and best watered Aboriginal homelands, comprising most of the grasslands in what are now Victoria, New South Wales, South Australia and southern Queensland.

SOURCE 3 *Country NW of tableland, Aug 22*, by S.T. Gill

DID YOU KNOW?

By 1838 there were already 300 000 sheep in the open grasslands of Victoria, a number that would rise to more than 1 million by 1841 and 5 million by 1851.

SOURCE 4 In 1836 Major Thomas Mitchell travelled across Victoria and recorded his impressions in his journal, *Three expeditions into the interior of eastern Australia*. The publication of his journal in 1838 helped shape European perceptions of Australia.

June 29 – The scene was different from anything I had ever before witnessed, either in New South Wales or elsewhere. A land so inviting, and still without inhabitants! As I stood, the first European intruder on the sublime solitude of those verdant plains, as yet untouched by flocks or herds; I felt conscious of being the harbinger of mighty changes … The land is, in short, open and available in its present state, for all the purposes of civilized man … I named this region Australia Felix ('Happy Australia').

SOURCE 5 *Australia Felix* by Arthur Streeton, 1907

2.8.4 Batman arrives

Victoria has a distinct and unique history. It was originally named the Port Phillip District by the British, but Europeans were banned from living there by the NSW governor. When John Batman arrived in 1835, he was a trespasser even in terms of British law. Individuals were not allowed to intrude on what the British government considered unoccupied land. But in 1835, a group of Tasmanian businessmen financed John Batman's exploration of Port Phillip Bay in search of suitable land for sheep farming.

Batman was excited by what he found, and by the prospect of considerable wealth. Batman offered the Kulin Peoples of central Victoria a treaty, promising an annual payment of goods (blankets, knives, tomahawks, scissors, mirrors, flour, handkerchiefs and shirts) as well as 'protection'. In return, Batman would become the owner of 234 000 hectares of land. This deceptive exchange was the only 'treaty' ever offered to the First Nations Peoples of Australia.

SOURCE 6 Letter from John Batman to Governor Arthur, the Lieutenant-Governor of Van Diemen's Land, 25 June 1835

I joined this tribe about twelve o'clock and staid with them until about twelve o'clock the next day, during which time I fully explained to them that the object of my visit was to purchase from them a tract of their country, that I intended to settle among them with my wife and seven daughters, and that I intended to bring to this country, sheep and cattle. I also explained my wish to protect them in every way, to employ them the same as my own natives, and also to clothe and feed them, and I also proposed to pay them an annual tribute as a compensation for the enjoyment of the land. The chiefs appeared most fully to comprehend my proposals … I then explained to them the boundaries of the land which I wished to purchase … and they each delivered to me a piece of the soil for the purpose of putting me in possession thereof, I understanding that it was a form by which they delivered to me the tract of land.

SOURCE 7 Batman's treaty, often referred to as 'The Melbourne Deed'. In the bottom right-hand corner are the marks that the 'Aboriginal chiefs' allegedly made as a sign of their agreement. Similar marks appear in Batman's journal. The New South Wales governor declared the treaty illegal. The land was decreed to be the property of the British government. If woolgrowers wanted land, they would have to deal with the British government.

DISCUSS

As a class, discuss the idea that 1835 is a more important date in Australian history than 1788. Consider how important it was at the time and now. How was the history of Australia affected by this event? How many people were affected? Were the changes produced long-lasting? How many people were affected *and who benefitted* from this event?

2.8.5 Ravaging the environment

It was not just the First Nations Peoples of Victoria that the Europeans disregarded. As the First Nations Australians were displaced from the land, their careful management of the land went with them. Some of the settlers recognised the beauty of the land and appreciated that the First Nations Australians' had shaped the landscape.

SOURCE 8 Griffith, Charles 1845, *The Present State and Prospects of the Port Phillip District of NSW*

It is difficult when you see trees intermixed with the most graceful flowering shrubs, grouped with all the effect which a landscape gardener could desire, and growing from a green sward, entirely free from overgrowing weeds or brushwood, not to fancy that the hand of man had been engaged in combining and arranging these elements of natural beauty.

More than five million sheep and cattle ate the native grasses close to the ground and their hard hooves compacted the soil, creating dust plains in summer and muddy bogs in winter. The traditional herbs and vegetables that had sustained First Nations Australians for thousands of years simply disappeared. Water supplies were spoilt, domestic dogs and cats went bush and attacked both sheep and native animals. Soil erosion from the widespread felling of trees became widespread.

SOURCE 9 The wife of an Italian businessman described the Yarra in the 1850s. While her real identity is unknown, Alexandre Dumas published her account in 1855 as *The Journal of Madame Giovanni*.

… these banks are merely a long series of slaughter-houses where sheep are killed; tanneries where their hides are prepared; and factories where their fat is prepared for the market. Here and there appear white mountains twenty five, thirty and forty feet high; these are the bones. These slaughter-houses, tanneries, fat, or rather tallow factories, these bones forming pyramids along the banks, give forth a pestilential odour that made me regard Port Phillip with horror …

Not all of the damage resulted from the pursuit of profit and not all of it was intended. In many instances the original flora and fauna was destroyed as the Europeans replaced them with plants and animals of their own. Often unable to see the beauty of their new environment and homesick for the lands they had left, Europeans attempted to remake their new home. In trying to recreate what was familiar, the Europeans permanently changed the landscape that the First Nations Australians had made. There was little consideration of managing a sustainable environment.

Other changes were quite deliberate and destructive by colonisers with no concept of the custodianship that First Nations Peoples of Australia have had for their land for eternity. The much admired Batman's Hill, a popular park and vantage point, was levelled to make way for the new train station (now Southern Cross) and the material was used to fill the Blue Lake, a natural wetland with abundant wildlife just north of central Melbourne. Perhaps the most obvious casualty of the European arrival was the Yarra River. The waterfall that marked Melbourne's first point of settlement was blasted away and the river was soon turned into a rubbish dump.

2.8.6 Trouble at Port Phillip

One after another, First Nations Australians groups across Australia fought to save their land and often resisted the Europeans with great effect. However, by the end of the nineteenth century Europeans controlled most of the land that was of any use for settlement and agricultural purposes. In several areas this was achieved through much bloodshed.

A pattern of conflict was repeated across the continent. Some settlers tried to live peacefully alongside First Nations Australians but others killed them, drove them away or exploited them. In retaliation for rapes and other acts of violence committed against their people, First Nations groups speared stock and shepherds and attacked homesteads. At times soldiers and police were used to crush resistance by the local peoples. Colonists also organised armed bands, supposedly to punish the attackers but often killing any First Nations Australians they could find.

There is disagreement about the extent of the violence. Some historians believe that violence was one of the most common and persistent features of life in Australia for 140 years after the arrival of the First Fleet in 1788. Other historians acknowledge that violence occurred but express concern that it should not be

exaggerated. However, most agree that violence between European colonists and Australia's First Nations Peoples was widespread and represents a terrible part of Australia's history. The examples in this lesson are just a few drawn from the many and various conflicts.

It was not long after John Batman's arrival in Port Phillip Bay in 1835 that violence occurred. In March 1836, two of Charles Swanston's shepherds were killed, as well as a number of sheep. In July one of the squatters, Charles Franks, and another shepherd were found dead on the banks of the Werribee River.

Almost immediately, John Batman's brother, Henry, organised some armed men and rode west of Melbourne to punish the 'guilty' First Nations Australians. Reports of what happened vary. Henry Batman testified that he didn't see any First Nations Australians killed; others claimed from 10 deaths to complete annihilation of the entire community.

In another incident, Peoples of the Yorta Yorta nation near Benalla made several attacks against the Europeans and their property in 1838, possibly motivated by the abuse of their women. In one instance they killed seven Europeans.

In a second example, George Faithfull described how he had been ambushed: 'The natives rushed upon us like furies, with shouts and savage yells.' Other colonists reported that they had been forced to abandon their 'runs' or were kept in great fear by the presence of First Nations Australians who could be seen as protecting their lands.

SOURCE 10 Windberry, considered to be an important leader of the Eastern Kulin, here sketched by William Thomas, a government official responsible for the protection of First Nations Australians. Thomas considered him to be a 'most splendid character'.

While Melbourne was relatively peaceful, in 1840 a large group of about 300 Kulin Peoples were surrounded by soldiers and police in their camp on the south side of the Yarra. They were accused of a series of thefts. One of the leaders, Windberry, was shot dead as he defended himself. The rest were rounded up and eventually 30 were jailed for a month without trial; colonial law eventually found ten guilty. It is important to note that this was through the British trial system. The Kulin Peoples involved would have had no knowledge or understanding of this process.

2.8.7 Violent conflict in Victoria

Gippsland in Victoria was another area of frontier conflict. In July 1843, Ronald Macalister, nephew of a prominent local settler, was speared to death near Port Albert in Gippsland. Angus McMillan, an explorer and local squatter, led a party of whites to avenge his death. In a series of massacres, it is believed that possibly 100 Gunaikurnai Peoples were killed at Warrigal Creek with up to another 50 at other locations nearby. All evidence was hastily buried to keep the killings a secret. McMillan later became a member of the Victorian Parliament and a statue was erected to honour him as a pioneer. A seat in the federal parliament is named after him. Two of the pastoralists have left chilling accounts of what happened there.

SOURCE 11 Neil Black was a prominent squatter in Gippsland who was in no doubt about what was required for success. N. Black, *Journal of the first few months spent in Australia, 30 September 1839–8 May 1840*.

The best way [to procure a run] is to go outside and take up a new run, provided the conscience of the party is sufficiently seared to enable him without remorse to slaughter natives right and left. It is universally and distinctly understood that the chances are very small indeed of a person taking up a new run being able to maintain possession of his place and property without having recourse to such means … I believe, however, that great numbers of the poor creatures have wantonly fallen victims to settlers scarcely less savage though more enlightened than themselves, and that two thirds of them does not care a single straw about taking the life of a native, provided they are not taken up by the Protectors.

2.8 SKILL ACTIVITY: Communicating

Look at the artist Arthur Streeton's **SOURCE 5** image of *Australia Felix*, or '*happy Australia*'. This was the name the surveyor and explorer, Thomas Mitchell, gave in 1836 to the lush pasture lands of western Victoria. Upon his return to Sydney, he reported that he had located excellent farming land. This was the beginning of the land rush to Victoria.

1. a. **Discuss** and **describe** the image of western Victoria that is captured in the source.
   b. Locate some images of the same region as it is today, **identifying** any similarities or differences.
   c. **Research** and **identify** the First Nations Australians who traditionally lived in this region of western Victoria.
   d. Read and **compare** Thomas Mitchell's **SOURCE 4** impression of Victoria with Streeton's **SOURCE 5** painting.
2. **Discuss** the impact you think the land rush would have had on the western Victorian landscape, and the lives of the First Nations Australians who lived there.
3. **Create** a representation of a changing Victoria, beginning before 1835 and the colonial period, and ending in the present. Express your image of the land by writing, drawing, and gathering pictures of Victoria and her people.

2.8 Exercise

learnon

2.8 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2	3, 5, 6, 9	4, 7, 8, 10

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Check your understanding

1. **Identify** what the term *Australia Felix* means.
   A. Great southern land unknown
   B. Great southern land
   C. Felix's homestead
   D. Southern land of happiness
2. Woolgrowers were attracted to the Port Phillip District because they were searching for new land to expand their sheep flock. True or false?
3. **Identify** the **causes** of violence between Europeans and the Peoples of the Kulin nation in Port Phillip.
   A. Fighting over land
   B. Raping of First Nations women
   C. Accusations of theft against First Nations Peoples of Australia
   D. All of the above

4. **State** the environmental changes that the Europeans brought to Victoria.
5. **Recall** the events that are believed to have sparked the massacre of Gunaikurnai Peoples in Gippsland in the 1840s.

Apply your understanding

6. Examine **SOURCE 2**. What does Boyce claim is the significance of the founding of Melbourne and the year 1835?
7. Refer to **SOURCES 6** and **7**. **Discuss** whether the language barrier would have impacted the Kulin Peoples' understanding of what was represented by the treaty.
8. **Identify** one intended and one unintended result of the settlement of Melbourne. Why should we condemn the actions of the colonists? **Discuss**.
9. **Examine** the sketch of Windberry in **SOURCE 10**. **Describe** what impression of First Nations Australians is expressed by this image.

Communicating

10. **Explain** how violence between Europeans and the First Nations Peoples of Australia could be considered a war. **Justify** your answer with evidence from the sources located in this lesson.

LESSON
2.9 What did 'civilisation' mean for the First Nations Australians?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of colonial attempts to 'integrate' First Nations Australians into the broader settler society, and describe the emergence of First Nations Australians leaders such as Simon Wonga and William Barak who fought for justice for their people.

TUNE IN

Meet the Kulin community of Coranderrk. The people you see in **SOURCE 1** have worked very hard to establish Coranderrk as one of the most productive farms in the region, even winning first prize for their produce at the 1881 Melbourne International Exhibition.

Imagine it is 1882 and you are a journalist keen to learn more about their achievements and their plans for the future of Coranderrk.

Brainstorm five questions that will help you to understand the significance of the community pictured in **SOURCE 1**.

SOURCE 1 The Kulin Peoples at Coranderrk grew and sold arrowroot, hops and vegetables. As well as tending their fields, they earned money working on nearby properties.

2.9.1 'Becoming civilised'

From 1788 the British government's policy had been to treat First Nations Australians with friendship and kindness. This was generally not the case though as seen through the massacres and killings of thousands of First Nations Peoples of Australia. The central fact that the British were there to occupy what they considered to be 'empty land' made this impossible.

As settlement spread after 1835, increasing concern in London for First Nations Peoples of Australia saw a recognition in 1837 that they had a 'plain and sacred right' to the land and that, as subjects of the Queen, they should be protected by law. They should also be educated, taught Christianity and 'civilised' and so forced to abandon their language and culture.

In 1816 Governor Macquarie set aside five areas around Sydney for First Nations Australians who wished to become farmers. The offer provided government assistance for six months and some First Nations Australians farmers were also provided with convict labour. Macquarie wanted to end First Nations Australians' resistance by encouraging them to take up British ways. Several Darug families were granted land in western Sydney in an area that came to be known as the Black Town. A First Nations Australians fishing village was also set aside at Elizabeth Bay. But, much later, after Macquarie left the colony, Elizabeth Bay was given to wealthy settlers.

SOURCE 2 A sketch of Elizabeth Bay, Sydney, by Edward Mason, 1853, showing bark huts for the local First Nations Peoples

Elizabeth Bay, Sydney.
With the bark Huts for the Natives.
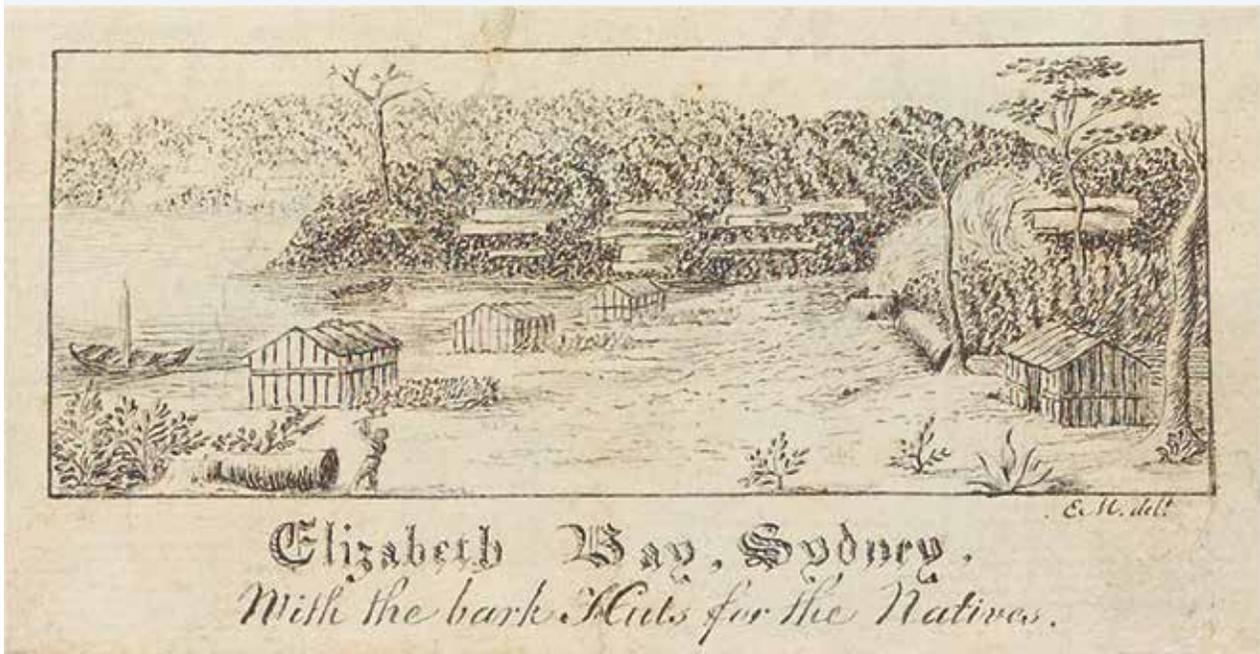
Schools and missionaries

In 1814 Governor Macquarie set up an school at Parramatta for First Nations Australian children, calling it the Native Institution. Macquarie thought that once First Nations Australians were educated, they would abandon their traditional lifestyles and stop resisting colonisation.

The Native Institution ensured First Nations Australian children had elementary schooling, job training and lessons in Christianity. It had some successes, such as Maria Locke, a Darug Boorooberongal girl who won first place in the Anniversary Schools Examination in 1819, ahead of 20 other First Nations Australian children and 100 white students. But generally, when students went back to their communities they found very little of what they had learned had any use or meaning for their lives. By 1833 the only remaining First Nations Australians school in the colony had just four pupils.

By the 1830s Christian missionaries were taking on the role of bringing Christianity and European ways to First Nations Australians. They concentrated on converting children whom they separated from their parents on mission stations. Some missionaries resorted to kidnapping children.

SOURCE 3 From Governor Macquarie's report to Lord Bathurst, Secretary for Colonies in the British government, 1822

I deemed it an act of justice, as well as humanity, to make at least an attempt to ameliorate [improve] their condition, and to endeavour [try] to civilise them.

SOURCE 4 From *Two Years in New South Wales*, by Peter Cunningham, published in 1827

You must absolutely secure the young, wean them from parental influence, and infuse [fill] them with new ideas and opinions … We had an institution here, in Governor Macquarie's time, where the native children were educated, and turned out of it at the age of puberty good readers and writers; but … their native instincts and ideas still remaining paramount [strongest], they took to their old ideas again as soon as freed …

2.9.2 Cultural resistance, negotiation and adaptation

The Native Police Forces

By the middle of the nineteenth century, the First Nations Australians population had been greatly reduced through violence and disease. The survivors despaired at the loss of their land and the subsequent impact on their cultures, spirituality and ways of life, as they were forced to become dependent on white society.

Some young First Nations Australian men found a place in this changing world by joining the Native Police Forces. In Queensland especially, First Nations Australians troopers were used to kill people from other First Nations Australians groups, and they played a brutal role in the defeat of resistance. Many joined Native Police Forces in the hope that this would enable them to provide their own people with a greater degree of protection. In Victoria they evaded pursuing their own language groups, though they did commit atrocities against communities outside their traditional boundaries. Many joined because it gave them guns, uniforms, money and, above all, horses. Access to status and authority was understandably attractive to young First Nations Australian males.

SOURCE 5 William Strutt's portrait of Munight, a member of Victoria's Native Police

SOURCE 6 *Black troopers escorting prisoner from Ballarat to Melbourne, 1851*, by William Strutt

2.9.3 The Port Phillip protectorate

In the 1830s the British government was increasingly concerned about the treatment of First Nations Australians, especially in the Port Phillip District. A protectorate system was set up. Four Protectors were appointed to investigate crimes committed by settlers against First Nations Australians, but in this they had little success. In each Protectorate, land was set aside for a station where people of the surrounding First Nations Australians were encouraged to stay. Those who accepted the offer did so for a variety of complex reasons.

Some people of Port Phillip you should know

Not all First Nations Australians used violence in their resistance to the European presence, and many Europeans sought to engage First Nations Australians in a number of ways. The historian Richard Broome has written extensively about these responses in his book *Aboriginal Victorians.*

Billibellary

Billibellary was a *ngurungaeta* (headman), who was one of the signatories on Batman's treaty. He was also known as Jika Jika and was the chief of the Wurundjeri-willam Peoples, who were the traditional custodians of the land north of the Yarra from Melbourne to Lancefield. He was the most respected Elder of the Melbourne region. His clan was one of five like-minded groups, forming loosely as Woiwurrung Peoples.

As a close friend of William Thomas (Protector of Aborigines), Billibellary reported the despair that First Nations Australians felt at the loss of their land: 'Blackfellows all about say that no good have them Pickaninnys now, no country for blackfellows like long time ago.' Billibellary is remembered as a man of peace who sent his own children to the Europeans' schools and joined the Native Police Forces along with several other nation group leaders, increasing their own power and authority.

SOURCE 8 When Charles announced his intention to write to the Queen, asking for a piece of land and 400 pounds to build a house on it, the wife of the schoolmaster told him it would not be appropriate. He replied:

You say one time the Queen a good woman. And yet she send white man out here, take black fellar's land, and drive them away, and shoot them, and build plenty house and garden on my land; and when I say, I ask her to give me back a piece of my land and money to build a house, you say she think I not know better. This land, my land first of all. 400 pounds not much to the Queen, and she take plenty land from me.

Simon Wonga

Simon Wonga was born near Healesville in the 1820s. He was the son of Billibellary. When Wonga was in his mid teens, he severely injured his foot while he was hunting and was cared for by Assistant Protector of Aborigines William Thomas. Wonga soon befriended Thomas and his son. Wonga shared much of his understanding of traditional culture, language and beliefs with Thomas. He also learnt from Thomas how European society worked.

By 1851 Wonga had become *ngurungaeta* or headman of the Wurundjeri Peoples. He used his knowledge and friends in the European community to support his people when they were treated unfairly. He tried to regain the land settlers had taken. In 1859, he took a small group of Taungurong men from the Goulburn River to see

William Thomas, acting as their interpreter and mediator. In a letter to Redmond Barry, Thomas quotes Wonga: 'I bring my friends Goulburn Blacks, they want a block of land in their country where they may sit down plant corn potatoes etc., and work like white man.'

After this meeting, a deputation was sent to the Commissioner of the Land and Survey Office, where they met with officials and secured a portion of land for the Taungurong. A precedent had been set, and in 1860, Wonga returned to Thomas to ask for a piece of land for his own Wurundjeri Peoples. The land he asked for later became the Coranderrk Aboriginal Mission. Wonga died there in 1875.

William Barak

William Barak was the nephew of Billibellary and was born in 1823, in the area now known as Croydon, in Melbourne. Originally named Beruk Barak, he adopted the name William after joining the Native Police as a 19-year-old.

Barak emerged as a politically smart leader, skilled mediator and spokesperson for his people. In partnership with his cousin Simon Wonga, Barak worked to establish and protect Coranderrk. He became a prominent figure in the struggle for First Nations Australians rights and justice. When Wonga died in 1875, Barak succeeded him as group leader.

While at Coranderrk, Barak recorded the culture of his people through storytelling and art, and invited white settlers and dignitaries to visit the reserve. Skilled in the arts of diplomacy and friendship, over time he gained growing respect and fame within his own culture, in settler society and even abroad. In 1886 he petitioned the Victorian government for better rights and land on behalf of the residents, stating: 'We Blacks of Aboriginal Blood, wish to have now freedom for all our life time.'

SOURCE 9 A photograph of William Barak, taken around 1868, Museum Victoria
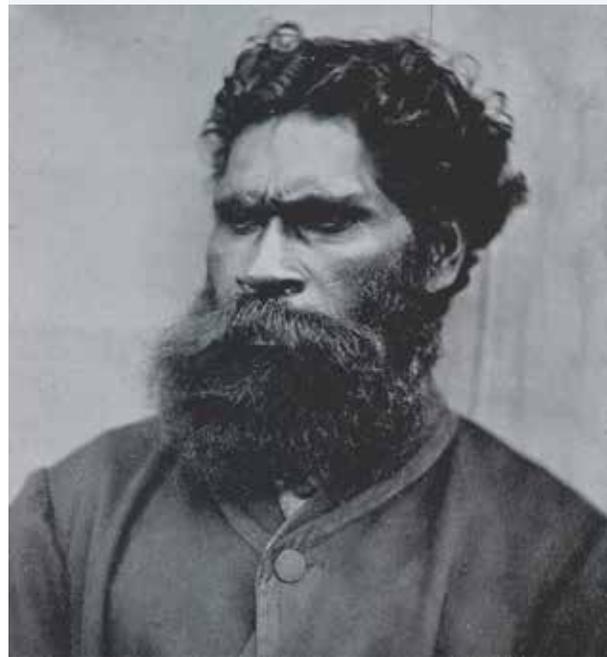
2.9.4 Coranderrk

One of the most successful schemes to turn First Nations Australians into farmers was the Coranderrk Reserve, set up near Healesville in Victoria in 1863. The Kulin Peoples who moved to Coranderrk cleared and fenced the land and, by the 1870s, they were successfully growing hops, raising cattle and running a dairy. Despite this, the law did not recognise the people as the custodians of this land. When the Board for the Protection of Aborigines attempted to close Coranderrk in 1874, its Kulin residents marched in protest to the Victorian Parliament. Their action saved Coranderrk, but only for a time. From 1886, under the Victorian Aborigines Act, many people of mixed descent were forced to leave the reserves. This cut Coranderrk's workforce to a level that was too low to run the farms. Finally, in 1924, Coranderrk was closed.

SOURCE 10 From the *Report of the House of Commons, Select Committee on Aboriginal Tribes (British Settlements), 1837*

[The] native inhabitants of any land have an **incontrovertible** right to their own soil; a plain and sacred right. Europeans have entered their borders uninvited, and, when there, have not only acted as if they were undoubted lords of the soil, but have punished the natives as aggressors if they have [tried] to live in their own country.

incontrovertible certain, undeniable

2.9 SKILL ACTIVITY: Questioning and researching, Communicating

Save Coranderrk!

The Coranderrk community is under threat. Despite the public recognition of their achievements, attempts were made in 1874 to close their community down. In 1893 the government took half their land, and now the remaining land could be sold off to local white farmers who are jealous of Coranderrk's success.

1. Work in small groups to **design** a campaign to raise public awareness of the plight of the Kulin Peoples of Coranderrk. Before you begin your campaign you will need to find out what the leaders of the community, Simon Wonga and William Barak, have already done in their fight for Coranderrk. Set out some questions that you want to ask them, and then research to find the answers.

   Your campaign will require posters, letters to local newspapers and a speech to be delivered to the Aboriginal Protection Board highlighting Coranderrk's history and achievements. Refer to **SOURCE 10**, the 1837 report to the House of Commons, to highlight the injustices that have already been committed. Your campaign also needs to remind the Aboriginal Protection Board and the wider public of the previous government failures to protect First Nations Australians' 'plain and sacred right' to the land and, as subjects of the Queen, legal protection.

2. **Present** the letter, speech and posters to Aboriginal Protection Board representatives, played by other class groups.

2.9 Exercise

learnon

2.9 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
2, 5, 7, 8	1, 9	3, 4, 6, 10

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Check your understanding

1. Governor Macquarie set up the Native Institution in Parramatta to protect First Nations Australians. True or false?
2. **Identify** the key reasons First Nations Australian males might have joined the Native Police Force.
   A. Because it was law for them to do so
   B. To gain access to status and authority and attempt to protect their people
   C. Because they thought it would be fun
   D. For something to do
3. **Identify** the ways that Billibellary responded to the presence of the Europeans.
4. **Identify** what William Barak did for his people.
5. **Identify** the purpose of a protectorate. Select all options that apply.
   A. In a protectorate, Protectors were appointed to investigate crimes committed by settlers against First Nations Australians.
   B. In a protectorate, Protectors were appointed to investigate crimes committed by First Nations Australians against settlers.
   C. In a protectorate, land was set aside where settlers were encouraged to stay.
   D. In a protectorate, land was set aside where First Nations Australians were encouraged to stay.

Apply your understanding

Using historical sources

6. **Explain** what **SOURCES 3** and **4** suggest about the attitudes of Macquarie and Cunningham and their understanding of First Nations Australians.
7. Based on **SOURCES 5** and **6**, **explain** what you think the artist, William Strutt, thought about the Native Police.
8. **Describe** what **SOURCE 9** suggests about Barak's character.

Historical perspectives and interpretations

9. **Explain** the ways Europeans caused a decline of First Nations Australians' civilisation.

Communicating

10. **Explain** what you think is important for students to know about relations on the frontier in colonial times.

LESSON
2.10 Why are there two images of colonial Australia?

LEARNING INTENTION

By the end of this lesson you should be able to compare different perspectives to learn about the great contrasts in colonial Australia.

TUNE IN

Think about the concept of human rights. Have a class brainstorm to identify what you think the basic human rights should be in our twenty-first century Australia.

SOURCE 1 First Nations Australians prisoners (likely Arrernte men) in chains at Heavitree Gap police camp, Alice Springs, on 23 June 1906. Charged with stealing beef, all ten men were sentenced to six months in Port Augusta jail.

Why do you think this image is significant to the history of human rights in Australia?

2.10.1 Violence in Western Australia and the Northern Territory

In the 1880s most people in Australia lived in cities and were increasingly proud of their civilisation and progress. With surges in population and booming economies, there was abundant optimism and widespread prosperity. There was talk about the states uniting to form a federation, artists and writers began to explore and celebrate what it meant to be 'Australian', and with the celebration of the centenary in Sydney, people looked

back with great satisfaction on 100 years of pioneering achievement. When the London journalist George Augustus Sala described Melbourne as 'marvellous' in 1885, the people of the city felt justifiably proud. The title of his article for London's *Daily Telegraph*, 'The Land of the Golden Fleece', seemed to summarise Australia.

Outside the cities, life in Australia was very different. 1885 also marks probably the most violent year on the Australian frontier. In the remote parts of South Australia, across the Kimberley district in the west and throughout the northern reaches of Queensland and the Territory, the same pattern of occupation, First Nations Australians' resistance and terrible European reprisal was repeated. But in this decade, modern weaponry, bush-bred horses and efficient Native Police, coupled with a general acceptance of the inevitability and necessity of the violence, produced a dreadful toll.

DID YOU KNOW?

The exact numbers of those killed in the 1880s will never be known, but it is reasonable to assume that at least 2000 First Nations Australians died in armed conflict with the settlers, though it was probably more. The number of violent settler deaths is also hard to estimate and included not only Europeans but also Chinese miners, Pacific Island labourers and other First Nations Australians who had chosen to work with the settlers.

The Kimberley

The Kimberley in Western Australia was explored by Alexander Forrest in 1879, but European occupation was relatively slow until 1885, when gold was discovered at Halls Creek and cattlemen arrived from the eastern states with herds looking for pasture. Competing for resources in rough, isolated country, First Nations Australians robbed tents and attacked travellers. This sparked fear and attacks by the Europeans.

One leader of the Bunuba Peoples, Jandamarra, caused widespread panic when he defected from the police force, captured guns and planned a military defence of his country. He led several attacks over three years before being shot dead at Tunnel Creek on 1 April 1897. So many Bunuba Peoples were killed in the Kimberley district between 1881 and around 1905 that Bunuba Peoples call that period the 'Killing Times'.

tlvd-10665

SOURCE 2 From Pedersen, Howard (2007) transcript, *First Australians*, SBS television series, Episode 5

In 1888, the Western Australian Government responded to the incidents of resistance right throughout the Kimberley by putting … a whole network of police stations, to try and quell this growing Aboriginal opposition to European settlement. By the early 1890s a quarter of the whole Western Australian police force is based in the Kimberley, where there's only one per cent of the European settlement population.

SOURCE 3 While official police action was responsible for much of the violence in the Kimberley at this time, it was individual settlers who also typically engaged in the killing. The historian Henry Reynolds, who has studied relationships on the frontier for much of his life, made this point about how settlers were able to engage in this violence and maintain a clear conscience in his book *Forgotten War*, p. 214:

Many more punitive expeditions were likely mounted than were ever reported … The prominent pioneer pastoralist Aeneas Gunn observed that it was a breach of northern etiquette to ask a man whether he had shot a blackfellow or not. He also expressed the view common amongst his contemporaries that they were not primarily responsible for the widespread violence on the frontier, writing that 'There are few, if any, of the Northern pioneers who would not prefer to live at peace with the natives. But the hostilities are, in the majority of instances, forced upon them.'

A notorious incident in the Territory

In 1884, four well-respected copper miners were attacked and killed in the far north-west of the Northern Territory, inciting outrage from the settler community. The *Northern Territory Times* asserted that First Nations Australians were 'murderers and robbers by nature, and nothing but the most severe punishment will have any lasting effect on them'. Private parties rode off in search of vengeance, with one group cornering a group of First Nations Australians in a lagoon. The official report stated that 20 or 30 men were killed; others indicated that it was possibly more than 150 men, women and children.

2.10.2 Violence in Queensland

Colonisation of Queensland began in 1825 and it became a separate colony in 1859. Between the 1860s and the 1890s, detachments of Queensland Native Police led by white officers made several brutal attacks on camps of First Nations Australians, killing indiscriminately. Where they could, First Nations Australians fought back. The largest battle occurred in 1884.

From the 1860s squatters had begun to occupy land between Cloncurry and Camooweal in western Queensland. This was the land of the Kalkadoon Peoples, who waged a guerrilla war of resistance for 13 years. At Battle Mountain in 1884 around 600 Kalkadoon warriors made their last stand against 200 armed whites and Native Police. The Kalkadoons fought bravely but spears, stones and boomerangs were no match for repeating rifles and revolvers. Almost 85 per cent of the Kalkadoons were killed.

2.10.3 Exploitation and protection policies

After the Australian colonies gained self-government from 1856, the new colonial parliaments showed much less concern for First Nations Australians than had the British government. An enormous amount of 'Crown land' was now held by squatters in the form of **pastoral leases**. On many of these leases, squatters exploited First Nations Australians as cheap and slave labour.

pastoral lease land that is leased for the purpose of grazing sheep or cattle

Rather than protect the rights of First Nations Australians on their Country, the colonial governments preferred to force them onto reserves. From the late nineteenth century, Protection policies were introduced in most of the colonies (or, from 1901, states). Under these policies, many First Nations Australians were controlled by reserve or mission administrators who had no concern for the First Nations Australians traditional ways of life or knowledge.

Protection policies were based on the belief that First Nations Australians were dying out and that all that could be done for them was to prevent unnecessary suffering. From as early as the 1880s some First Nations Australian children were forcibly removed from their families under these policies. These children are now widely recognised as the Stolen Generations.

Gradually, colonial and state governments passed laws that gave them legal rights to remove or separate First Nations Australian children from their families without having to show good reason in court. Children taken away under these laws were deprived of ties with their families, communities, cultures and languages, and many also suffered abuse and exploitation.

SOURCE 4 The defeat of the Kalkadoons

A Battle Mountain lies about 80 kilometres north-west of Mount Isa. The country is rocky and hilly. Boulders, giant termite mounds and tufts of porcupine grass pepper the landscape.

B Warriors prepared for battle by painting three stripes around their upper arms and legs and a boomerang shape on their chest. The leader wore a thick string around his neck, tied to another around his waist, and a white feather-down headdress.

C Each detachment in the Native Police Force comprised about six native troopers headed by a European officer.

D The landowners were often heavily armed, carrying both .45 Colts and carbines. Native troopers carried carbines but were not trusted to carry revolvers.

E The Kalkadoon warriors were described as 'the elite of the Aboriginal warriors' and as 'tall, muscular men of magnificent physique and endurance, many of whom towered over their European opponents'.

SOURCE 5 From *The Queenslander*, 23 May 1885. *The Queenslander* was the leading weekly Queensland newspaper in the 1880s. It ran a courageous campaign for more humane policies towards First Nations Australians.

On all stations … in this western portion of Queensland a certain number of … [Aborigines are] employed … The vast majority receive no **remuneration**, save **tucker** and clothes. They are … talked of as my, or our niggers, and are not free to depart when they like … Cases have occurred where blacks belonging to both sexes have been followed, brought back and punished for running away from their nominal employers.

remuneration monetary pay for services

tucker traditional Australian slang term for food

DID YOU KNOW?

In 1848 the British Secretary of State, Earl Grey, informed the Governor of New South Grey, Henry *(Earl)* Wales that First Nations Australians must keep the right to use their land for traditional purposes (however, this was not often adhered to). In 1996 the High Court of Australia found that the rights referred to by Earl Grey still existed. This was the famous Wik judgment, a landmark decision on First Nations Australians' land rights.

An inquiry into the forcible removal of First Nations Australian children and adolescents was conducted in the 1990s. The *Bringing Them Home* report acknowledged the hardships First Nations Australians endured and the sacrifices they made. It also recognised the strength and struggles of the thousands of people who were affected by these policies. By 2001 all state and territory governments had apologised to the Stolen Generations. However, it was the federal government's apology in 2008, delivered by then Prime Minister Kevin Rudd, that was considered to be the most significant.

SOURCE 7 Prime Minister Kevin Rudd, 13 February 2008

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.

DISCUSS

Discuss in small groups how important it is to work towards reconciliation with First Nations Australians. Why is knowing the two sides of the Australian story important to the process of reconciliation? What suggestions would you make to improve race relations in Australia? Record some of the ideas as the discussion proceeds.

DID YOU KNOW?

In the first federal elections in 1901, South Australian First Nations men and women could vote, First Nations men of New South Wales, Victoria and Tasmania could vote, but not the First Nations Australians of Queensland and Western Australia.

The Franchise Bill was proposed to extend voting rights at federal elections to women and First Nations Australians in all states. However, most elected members of the Federal Parliament opposed these voting rights. Many First Nations Australians who had voted in the first federal election had that right taken away from them during the following two decades.

2.10 SKILL ACTIVITY: Using historical sources, Communicating

The optimism and prosperity of colonial Australia is in stark contrast with the story of frontier conflict between settlers and First Nations Australians. Research one of the regions or resistance campaigns, such as the defeat of the Kalkadoon Peoples, referred to in this lesson to develop an understanding of why conflict escalated, and why the history of colonial Australia is one of both increasing wealth and violence.

1. Refer to the sources in this lesson to begin your analysis of the causes of frontier conflict, and how the colonial governments and settlers responded to First Nations Australians. Begin your analysis by **writing** questions designed to establish general attitudes; for example: Why would Aeneas Gunn (**SOURCE 3**) claim that hostilities were forced upon the settlers?

2. **Discuss** in pairs the various perspectives and attitudes expressed in the written sources, ending with the apology given by the Prime Minister in 2008.
3. **Create** a series of posters or messages reinforcing the message of reconciliation as expressed in **SOURCE 7**. You particularly want to communicate the need for recognition of Australia's First Nations Peoples' history, because you are aware that the voices of the people in **SOURCE 1** have often remained hidden in the construction of our colonial past.

2.10 Exercise

2.10 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
2, 4, 7	1, 6, 8, 9	3, 5, 10

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Check your understanding

1. What were the factors that made frontier violence more disastrous for First Nations Australians in the 1880s? **Select** all options that apply.
   A. Bush-bred horses
   B. The destruction of property
   C. Modern weaponry
   D. Efficient Native Police
2. Why was Jandamarra feared more than other First Nations Australians resistance leaders?
   A. He had been a member of the police force
   B. He stole guns
   C. He killed settlers
   D. He had been converted to Christianity
3. **Describe** the conflict at Battle Mountain in your own words.
4. **Identify** what factors made the colonial occupation of remote frontier territories different to the occupation of cities like Melbourne and Sydney.
5. Around the turn of the century, voting rights for First Nations Australians were revoked. True or false?

Apply your understanding

6. **Examine SOURCE 1. Describe** what this suggests about the nature of frontier violence in the Kimberley.
7. **Explain** what point Reynolds makes in **SOURCE 3** about settler attitudes to the law.
8. With reference to the sources in this lesson, **explain** what the problems are of establishing the truth of what happened on the frontier.
9. a. **Explain** the belief of the colonisers that justified the stealing of First Nations Australian children from their families.
   b. **Describe** the lasting impacts of this policy for First Nations Australians.
10. **Identify** three significant things that students should know about frontier conflict in Australia towards the end of the nineteenth century. **Explain** why you have chosen each point.

LESSON
2.11 How did colonisation impact on the traditions and beliefs of the Peoples of the Torres Strait?

LEARNING INTENTION

By the end of this lesson you should be able to describe the history of contact and colonisation of the Torres Strait Islands and explain the discrimination the Islanders experienced.

TUNE IN

The experiences of the First Nations Australians are shared by many First Nation communities around the world. This lesson introduces the experience of the Torres Strait Islanders.

SOURCE 1 Created around 1845, this painting shows the meeting of an Islander canoe and strangers near the Murray Islands.

Look at **SOURCE 1**. How do you think the geography of the Torres Strait influenced the Islander way of life? What predictions can you make about how this affected their first colonial contact experience?

2.11.1 Early contact

The Torres Strait Islands are the hundreds of islands, many tiny, scattered between the tip of Cape York, in Queensland, and Papua New Guinea. Many have been inhabited for thousands of years. No two islands are identical, each having its own landscape and history.

Torres Strait Islander Peoples are a separate people in origin, history and way of life. Today they live in 18 permanent communities on 17 islands, though they still frequent their traditionally owned islands for fishing, land management, cultural purposes and recreation. The Torres Strait Islanders (hereafter called Islanders) traded with First Nations Australians of Cape York and the people of Papua New Guinea before the Europeans arrived.

After 1770, when Captain Cook proclaimed part of Australia's eastern coast as Crown land, many British ships favoured Torres Strait as a passage to the Pacific. While the first European settlement was established on Albany Island in 1863, a 'pearl rush' in 1870 brought thousands of people from all over the world. A year later the London Missionary Society brought Christianity to Darnley Island and the process of colonisation began to take effect on the traditional ways of Torres Strait Islander Peoples. The first Christian service was performed on 1 July 1871, and that day is still recognised as 'The Coming of the Light'. Missionary teachers incorporated traditional ritual and belief but ended the practice of reciprocal killing and the trading in human heads. They also imposed a new language, Torres Strait Creole (also referred to as 'Ailan Tok'), which is still spoken today. Many Torres Strait Islander Peoples accepted Christianity as a fulfilment of their existing religious beliefs rather than the imposition of a new one.

SOURCE 2 Priests Joseph Lui Snr. and Poey Passi at their graduation ceremony on Moa Island, 1925. The merging of pre-colonial beliefs and traditional Christianity is an important part of culture for many Torres Strait Islander Peoples.

2.11.2 Torres Strait industry

The shallow waters of the north coast of Australia are rich in Trepang — a species of sea slug which is regarded as a delicacy in Asian cuisine. The pearl shell beds of these waters are also the largest in the world. Australia has a long history in pearling. Pearl shell had been traded between the Torres Strait Islands and First Nations mainland Peoples for at least 20 000 years. Trepang was also traded between the Islanders and the peoples of Indonesia and Malaya for hundreds of years prior to European settlement.

Europeans searching for Trepang found pearl oysters in northern waters off Western Australia in the 1850s. Pearling began in the Torres Strait in 1868 after the South Sea pearl oyster (*Pinctada maxima*) was also discovered there. The beautiful pearl shell was used in the production of buttons, buckles, cutlery handles, jewellery and in the inlay for furniture.

Within a few months of the European discovery of pearl shells an industry was established bringing over a thousand workers from across the Pacific into the Torres Strait. By the mid-1870s more than 100 pearling boats, or luggers, were operating in the waters of the Torres Strait. The pearl rush brought great wealth for industry operators, but also created an oppressive colonial rule that attempted to heavily regulate the lives of the Torres Strait Islander Peoples whose homelands were now occupied by the pearl industry.

In 1868 the first pearl shell station was established on Tutu (Warrior) island, home to approximately 40 Islander families. The pearling industry exploited Islander labour and attacked traditional community organisation and ways of life. Male and female Islanders were forced to work as pearl shell divers and lugger deck hands, with payment for their work frequently being withheld. **Blackbirding** of First Nations Peoples of the Cape York and Torres Strait region increased as the demand for pearl shell increased. With intensive harvesting of the shallows the local shell patches were rapidly depleted. Pearling became more dangerous as the harvesting depths were forced into deeper waters.

blackbirding the practice of kidnapping people from the Pacific Islands to work as forced labour in Australian industries such as pearling and sugar production

SOURCE 3 Working as divers and deckhands on the pearling luggers exploited Torres Strait Islander Peoples, but also made them essential workers in an industry located within their traditional waters and homelands.

PEARLING BOATS, THURSDAY

The colony of Queensland, recognising the value of the pearling industry, lay claim to the Torres Strait Islands in 1872. Queensland finally **annexed** the Islands in 1879 in the name of the Crown. During the latter half of the nineteenth century the pearling workforce continued to expand by bringing **indentured** workers from the Pacific Islands and Asia. Australia became the world's largest producer of pearl shell. The pearl shell industry, now catering for a mass market, gave an enormous boost to the economy and development of northern Australia.

annex   to take, without permission, possession of territory

indenture   a form of labour in which a person is contracted to work without wages until a debt is repaid, such as the cost of transportation to the workplace

DID YOU KNOW?

After introducing the White Australia policy in 1901, the new Australian government tried to recruit divers from the British navy to take on the work of pearl diving. The pearling industry relied on the skills and labour of First Nation Peoples, Asian and Pacific Islander workers. The government was forced to make pearling an exception to the White Australia policy as the British recruits found deep water pearl diving too dangerous.

2.11.3 Discrimination and control

Initially, the Islanders had greater independence under European control than did mainland First Nations Australians. This was mainly because the then Queensland Government Controller, John Douglas, would not allow Torres Strait Islander Peoples to be classified as First Nations Australians under the *Queensland Aborigines Protection Act 1897*.

Douglas exerted his authority *against Queensland government interference*, with minimal disruption. He imposed a European system of Island Councils, responsible for maintaining law and order, essential services and schools. Douglas' death in 1904 made the Islanders more vulnerable to outside control by the Queensland government, placing them 'under the dog Act' as they put it. Soon Islanders' lives were restricted by a curfew and pass system, their wages were controlled by the Protector, they had to ask permission to withdraw money and children were expected to go to government primary schools before either going to work on the boats (for boys) or doing domestic work (for girls).

Islanders also became subject to the same racial discrimination that operated throughout Queensland and the rest of the Australia. Schools, swimming baths, theatres and even dances were racially segregated and Islanders were not allowed to enter hotels.

Frustrated by the loss of ability to run their own affairs, Islanders working on Queensland government-owned boats staged a strike in 1936. It lasted nine months; the outcome was that Island Councils were allowed to have more substantial input into the management of their boats and other affairs.

SOURCE 4 Thursday Island, 1945. A squad of the Torres Strait Light Infantry Battalion train in their company lines, 1945. Many Islanders served in the Australian armed forces during the World War II. They were initially paid only one-third of the wage of the Europeans. They went on strike in 1943 and again in 1944 to demand the end to discrimination. Eventually the government doubled their wages. Over 800 Islanders served in the armed forces.
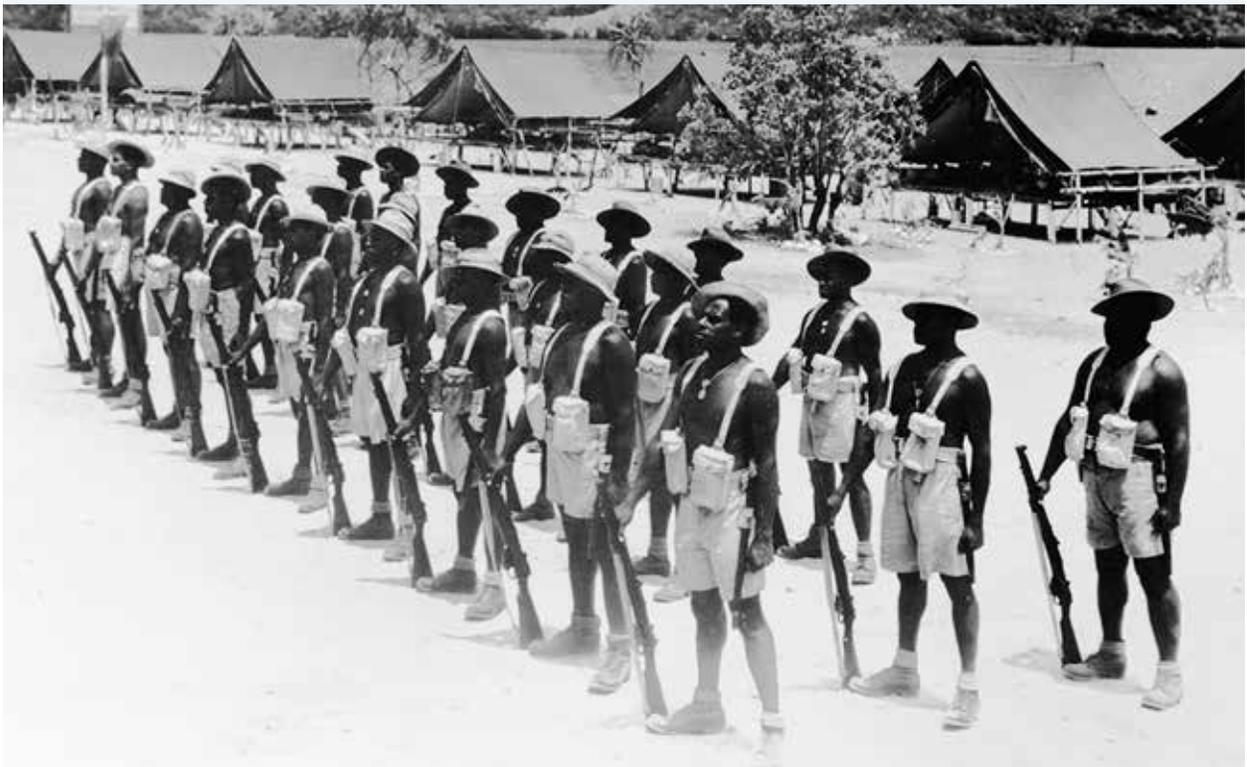
Source: Australian War Memorial 119169.

Torres Strait Islander Peoples were recognised as a separate people for the the first time in 1939 when the Queensland government passed the *Torres Strait Islanders Act*. However, despite being recognised as a separate group of peoples, Torres Strait Islander Peoples were still subject to oppression, racism, stolen wages and segregation.

2.11 SKILL ACTIVITY: Questioning and researching, Communicating

The experience of dispossession from the land is a story shared by many of the world's First Nations Peoples. The Māori of New Zealand and the Incas of South America also struggled against the impact of colonisation.

1. **Conduct research** to collate a series of images documenting the pre-contact history and lifestyle of three other First Nation civilisations around the world; for example, the Māori of New Zealand or the Incas of South America.
2. Working in small groups, **select** one of the groups you have identified.
3. **Research** the record of dispossession from their traditional lands, and the extent and nature of colonial control.
4. **Consider** the significance of the relationship your chosen people have with the land, and how modern governments have approached issues of land rights for First Nations Peoples. Were the First Nations Peoples able to have any control? Or were the colonisers making all the decisions?
5. **Design** a conference poster publicising land rights.

2.11 Exercise

learn**on**

2.11 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
2, 3, 6, 8	1, 4, 7	5, 9, 10

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Check your understanding

1. **Describe** the main characteristics of the Torres Strait Islands and their peoples.
2. What is celebrated by Torres Strait Islander Peoples as 'The Coming of the Light'?
   A. The first Catholic service performed in the Torres Strait Islands on 1 July 1871
   B. The first Christian service performed in the Torres Strait Islands on 1 July 1871
   C. The arrival of the first British settlers on 1 July 1871
   D. The arrival of the first pearl fisher settlers on 1 July 1871
3. Changes Europeans brought to the Torres Strait Islands include existing religious beliefs changed to incorporate Christianity and the creation of a new, shared language, Torres Strait Creole, 'Ailan Tok'. True or false?
4. Following the death of the **harsh / supportive** Queensland Government Controller, John Douglas, in 1904 the controls the Queensland government imposed on Torres Strait Islanders **reduced / increased** to include strict **curfews / food rules**, pass systems and **control / removal** of wages.
5. **Explain** how Torres Strait Islander Peoples negotiated with the government for their own rights, and **identify** the outcomes.

Apply your understanding

Historical perspectives and interpretations

6. **Explain** what the sources in this lesson suggest about the changes the Europeans brought to Islander society.
7. **Consider** whether you think the changes that the Europeans brought to Islander society were positive or negative.
8. **Identify** what the sources in this lesson suggest about Islander responses to change.
9. **Explain** why John Douglas' contribution is important to the history of the Torres Strait Islands.
10. Using **SOURCES 1, 2, 3** and **4** as your evidence, write half a page **explaining** how Islander culture survived despite the massive change that came with European control.

LESSON
2.12 INQUIRY: Protected lives?

LEARNING INTENTION

By the end of this lesson you should be able to identify a range of perspectives on colonial race relations.

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

Conduct your own inquiry into colonial race relations, the impact of government policies, and laws passed to 'protect' and separate First Nations Australians from the white population.

Collect a further set of written and illustrated primary sources that explore the relationships between First Nations Australians and the Europeans. Analyse your selected sources by asking questions, such as the origin of the source and why it was created.

Step 2: Using historical sources

Look at primary **SOURCES 1** to **4** below to begin thinking about the history of Australian colonisation as presented in this topic. What evidence do the four primary sources provide about the relationship between colonial settlers and First Nations Australians?

SOURCE 1 Bishop Frodsham's description of the role of missionaries in 1906

> The Aborigines are disappearing. In the course of a generation or two, at the most, the last Australian blackfellow will have turned his face to warm mother earth … Missionary work then may be only smoothing the pillow of a dying race, but I think if the Lord Jesus came to Australia he would be moved with great compassion for these poor outcasts, living by the wayside, robbed of their land, wounded by the lust and passion of a stronger race, and dying.
>
> Quoted in K. Cole, *A critical Appraisal of Anglican Mission Policy and Practice in Arnhem Land, 1908-1939*, Keith Cole Publications, Bendigo, 1985, p. 181.

SOURCE 2 The surviving forty-seven Palawa incarcerated at Wybalenna, Flinders Island, were transferred to a disused convict station at Oyster Cove in 1847. This photograph shows some of the remaining survivors.

on Resources

📄 **Digital document** Inquiry rubric (doc-39692)

Painting by Benjamin Duterrau, 1840. Titled the *Conciliation*, it shows George Augustus Robinson on one of his Friendly Missions, accompanied by Truganini, in an attempt to end the Black War with the Palawa People of lutruwita (Tasmania)

Step 3: Historical perspectives and interpretations

For each source, write a couple of sentences on its significance for understanding the race relations during this period. First Nations Australians' perspectives on race relations are often overlooked.

Evaluate your sources as evidence of both perspectives.

Step 4: Communicating

Present your inquiry findings as if to the Aboriginal Protection Board. From the nineteenth century to the middle of the twentieth century the Board controlled the lives and affairs of First Nations Australians.

Work alongside a group of First Nations Peoples of Australia so that their voices are also heard. Provide the Board with a set of recommendations you believe will improve colonial race relations, protect First Nations Australians' rights and develop opportunities for self-determination.

Complete your self-assessment using the **Inquiry rubric** or access the 2.12 exercise set to complete it online.

SOURCE 4 During the nineteenth and twentieth centuries, First Nations Australian girls were stolen from their families and trained to be domestic helpers. Girls such as Biddy, pictured in 1887, were exploited as a source of labour for white families.

Biddy, nursemaid to Mr & Mrs J S Gordon of Brewon Station, with John Gordon, Walgett, NSW, 1887

LESSON
2.13 Why a 'White Australia'?

LEARNING INTENTION

By the end of this lesson you should be able to analyse and interpret sources about the White Australia Policy.

TUNE IN

In exploring the origins and history of the White Australia Policy, we can begin to consider how we have changed as a nation, and how we see our twenty-first century national identity.

SOURCE 1 An anti-Chinese cartoon from the *Boomerang*, 14 July 1888
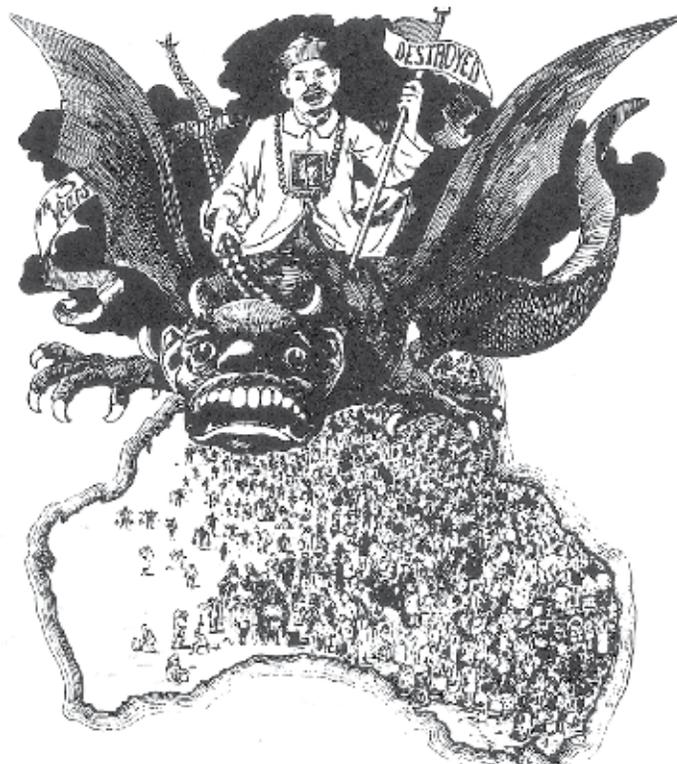
1. Our colonial past valued egalitarianism, mateship, stoicism and a 'fair go' for all. What do you understand these to mean?
2. How do these values contrast with the image of Australia as depicted in **SOURCE 1**?
3. What does it mean to be Australian now? Despite the diversity of our modern Australian population, can you identify any cultural symbols or stereotypes that connect us as Australians?

2.13.1 Defending Australia — the crimson thread of kinship

Towards the end of the nineteenth century many Australians believed that Australia would benefit from having a population composed of a single race, mainly people of British origin. The idea of 'White Australia' was openly discussed and supported by all political parties. White Australia is one of the most controversial topics in Australian history. Most think of this idea as a shameful and regrettable part of our history.

There are also historians who, looking at the full extent of the historical circumstances, note that it was an expression of a desire to protect workers' wages and conditions and create a society that was united and harmonious, misguided though the policy may have been.

After the gold rush, colonial governments encouraged and assisted a smaller but steady stream of British migrants to come to Australia. This helped to preserve what was referred to as the 'crimson thread of kinship', the close cultural and sentimental ties between Britain and Australia.

SOURCE 2 Edmund Barton speaking in support of sending troops to aid Britain in the Sudan, reported in *The Sydney Morning Herald*, 21 February 1885. Barton was later to be Australia's first prime minister.

… I want to know whether we want to consider ourselves English or not? … If her quarrels are not to be ours, when are our quarrels to be hers? [Cheers.] When the time of trouble comes and we do not stand shoulder to shoulder with our fellow subjects of Great Britain can we expect them to do so for us? … we will rally round the old flag, and we will recollect that the cause of the Empire is our own. [Cheers.]

Defence fears

Most white Australians felt isolated and fearful of invasion. Believing that Australia could rely on the British Navy for protection, they clung to Britain and to the empire. Colonial governments and populations were alarmed when France annexed New Caledonia in 1853. From the 1860s to the 1880s, sensational stories of a possible Russian invasion appeared in the colonial press. Then in 1884 Britain took possession of eastern New Guinea shortly before Germany seized northern New Guinea.

SOURCE 3 *The departure of the Australian contingent for the Sudan*, painted by Arthur Collingridge in 1885. It has been estimated that two-thirds of Sydney's population gathered to farewell the Sudan Contingent. Australians took part in the wars of the British Empire during the Sudan Campaign in North Africa in 1885. When New South Wales sent 734 troops to this conflict, many people saw it as a chance to prove loyalty to Britain. Australian colonial forces were also involved in Britain's wars in South Africa and China at the end of the century.

Source: AWM ART16593.

2.13.2 'Purifying' Australia

tlvd-10666

Many Australians thought of Britain as the 'mother country', even though they had never been there. However, this did not mean that they agreed with all of the policies of the Empire. The White Australia Policy brought about conflict with the British government and its multiracial empire. Britain favoured a much freer movement of goods and people, something that was completely opposed to the restrictive racial policies of the Australian states. Increasingly, colonial governments became determined to exclude non-European migrants. In 1888 the colonial leaders united in an appeal to Britain to stop Chinese immigration to Australia.

After Australia federated in 1901, the new federal government was concerned that a racial policy would be disallowed by Britain. It got around Britain's opposition by introducing a 'dictation test' for migrants, making it appear that migrants would be selected on education level rather than race. Migrants who failed to write down 50 words exactly as dictated to them by an official could be refused entry to Australia.

Pacific Islanders in Queensland

Between 1863 and 1904 about 50 000 Pacific Islanders provided labour on the sugar plantations of northern Australia. In the early years many Pacific Islanders were tricked or kidnapped from their homes, in a process called 'blackbirding', which was strictly illegal and amounted to little more than slavery.

Estimates vary, but about 10 to 15 per cent of Pacific Islanders were captured in this way. Most came from the island of Vanuatu (then called the New Hebrides) or the Solomon Islands, but all were referred to as 'Kanakas'.

As the labour trade became more established, many of the mostly male Pacific Islanders were drawn by the promise of European goods and a freer lifestyle. However, in Queensland they were ruthlessly exploited by plantation owners as cheap labour, and they suffered poor living conditions and an incredibly high death rate from European diseases.

SOURCE 4 'John Bull' pressures the Australian Prime Minister Edmund Barton to accept non-white migrants. 'John Bull' represents England.
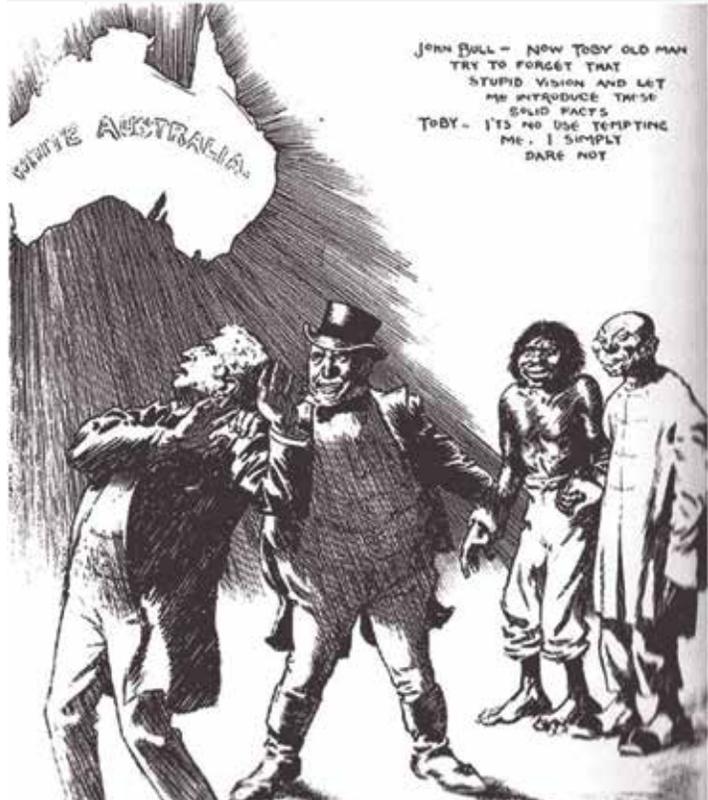
SOURCE 5 A group of male and female Pacific Islander farm workers on a sugar plantation at Cairns in 1890 (State Library of Queensland)

SOURCE 6 A poster advertising the playing of a 'National Policy Song'. Some of the words are printed inside the map and include, 'Sunny South of old Britannia's sons, Australia the white man's land, Defended by the white man's guns, Australia! Australia!'
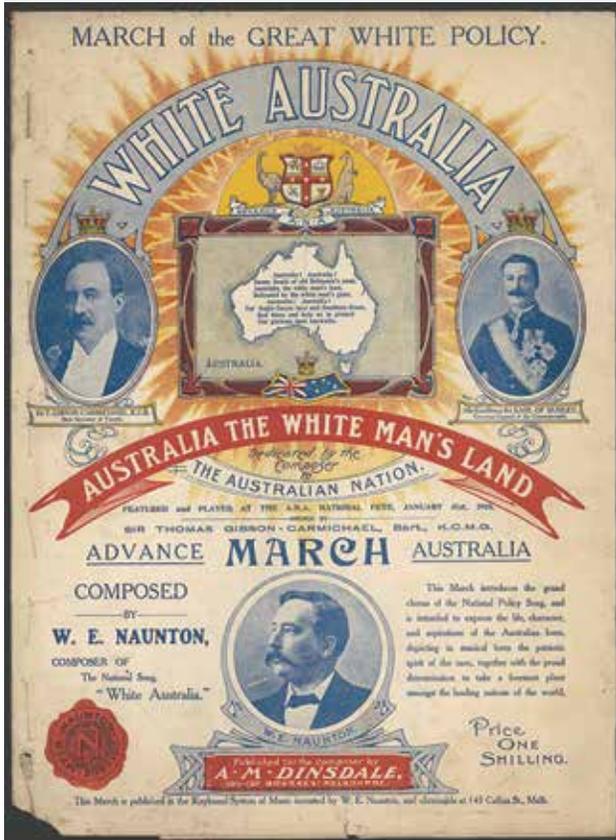
SOURCE 7 Australians were able to support the White Australia Policy by buying goods produced by white workers, such as the pineapples shown here. This gave everyone the chance to support higher wages for white workers.

SOURCE 8 The White Australia Policy was also an expression of fear of Australia's incapacity to defend a vast coastline. This fear was put in dramatic form in the play shown in this advertisement.
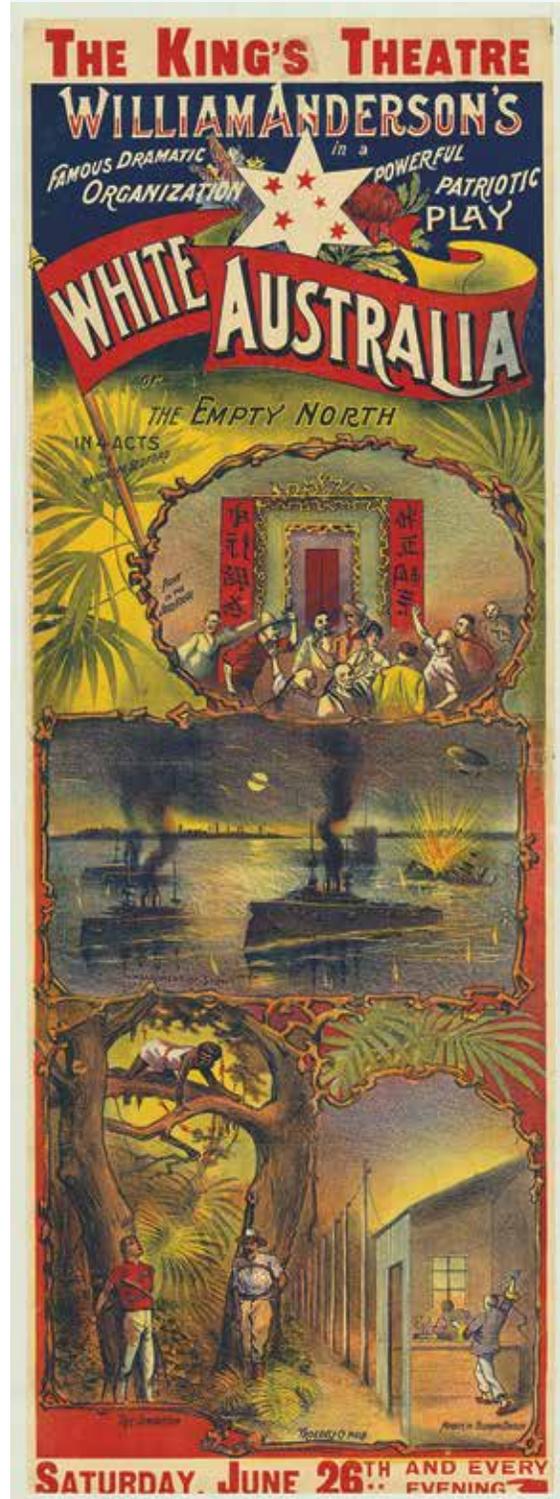
After federation, it was the Australian government's desire to return all Pacific Islanders to their homes, though by 1904 many had been in Australia for many years, had Australian-born children and knew little of their homelands. In the end, thousands were deported, though many were allowed to stay on humanitarian grounds. Those who were allowed to remain in Australia were refused the right to work and were treated like second-class citizens. Nevertheless, by 1938 there were 1100 descendants of South Sea Islanders still working in the Queensland sugar industry.

2.13.3 Promoting White Australia

It is hard to believe that such open racism was not only accepted but also promoted in Australian society. This fact begins to make more sense if we look more closely at national and international politics of the time, when many national groups around the world defined themselves by race and similar laws were passed in many other nations. The following sources illustrate some of the thinking at this time and the variety of ways it was expressed.

DISCUSS

What would a nation consisting of one race have looked like in comparison to our own multicultural nation of today? Use the sources in this lesson to develop some ideas, then find out what other countries thought of the White Australia Policy throughout the twentieth century. Share your findings and ideas in a class discussion.

2.13 SKILL ACTIVITY: Using historical sources, Communicating

Cartoons are a valuable source of information for historians because they reflect the attitudes and beliefs of the time. In the late nineteenth and early twentieth centuries the cartoon also attempted to form public opinion. Cartoons were very popular because they communicate powerful ideas using analogy, irony, symbolism and exaggeration. Cartoons appeal to all levels of readers.

To fully analyse and interpret sources you need to have a knowledge of the background history and the significant events occurring at the time. Read through the text to develop your understanding of the background to the White Australia Policy and the *Immigration Restriction Act* of 1901.

1. **Analyse** the **SOURCE 1** and **4** cartoons from this lesson, and record your findings in table form:

Date and publication — historical context	People or figures — size, clothing, appearance, etc.	Objects, symbols	Cartoon text: content, attitudes, perspective
SOURCE 1:			
SOURCE 4:			

2. **Discuss** in pairs what you think the broader historical significance of the two cartoon sources is:
   - What evidence do they provide of late nineteenth- and early twentieth-century Australian attitudes and beliefs?
   - Refer to the lesson sources to identify whose opinion or perspective is *not* represented in the cartoons.
3. **Create** your own political cartoon using analogy, irony, symbolism or exaggeration to present an opinion or perspective not represented in **SOURCE 1** and **4**. Add a caption or dialogue to help you communicate your opinion of the White Australia Policy and the *Immigration Restriction Act* of 1901.

2.13 Exercise

Check your understanding

1. The phrase *crimson thread of kinship* refers to the close cultural and sentimental ties between Britain and Australia. It was important because these ties were familiar and because Britain was seen as the defender and protector of Australia. True or false?

2. **Match** each Pacific region with the European power that took control of it in the late nineteenth century.

Germany	Russia	France	Great Britain
New Caledonia			
northern New Guinea			
eastern New Guinea			

3. How did Australians feel about fighting for the British Empire?
   - **A.** It showed loyalty to the British Empire
   - **B.** It showed loyalty to Australia
   - **C.** It showed loyalty to their colony
   - **D.** They felt indifferent

4. **State** what the 'dictation test' was and **explain** why was it introduced.

5. **Describe** the ways that Pacific Islanders were 'recruited' to work in Queensland.

Apply your understanding

Using historical sources

6. Consider **SOURCES 6, 7** and **8**. **Decide** which of these sources expresses a political concern and which are concerned with the economy. **Determine** which sources express a social concern.

7. **Identify** the hopes and fears that are expressed in each of **SOURCES 6, 7** and **8**.

8. Based on the sources in this lesson, **explain** whether you think Australia was an optimistic or pessimistic country in the nineteenth and early twentieth centuries. Refer to at least five sources in your answer.

9. Examine **SOURCES 4, 6, 7** and **8** again. **Evaluate** how reliable these sources are in helping us gain an understanding of Australians' attitudes to other races.

Communicating

10. Was the desire for a White Australia simply a product of blind hatred towards other races, or was it a product of other social issues it attempted to redress? **Elaborate** on your views on this issue.

LESSON
2.14 Review

2.14.1 Key knowledge summary

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

2.2 How do we know about race relations in colonial Australia?

- Colonisers have produced most of the written sources, which means the European perspective of race relations is the one that dominates.
- One of the challenges for historians is to discover the many First Nations Australians' perspectives that might exist but are more difficult to find.
- An alternative is to look again at the records that do exist and try to understand what they suggest about what First Nations Australians might have thought or valued.
- This is still one of the areas of Australian history open to further research and understanding.

2.3 Where and why did the European powers have colonies in the late eighteenth century?

- In eighteenth-century Europe there was a great gap in the living standards and the rights accorded to the different social classes.
- European imperial powers, such as Spain, France and Great Britain, competed for the control of overseas territory and the creation of colonies.
- Britain lost control of her North American colonies when in 1775 the colonists rebelled against paying British taxes and obeying British laws preventing their own territorial expansion.
- In 1770 Lieutenant James Cook declared British possession of land sighted along the east coast of Australia, under the claim of '*terra nullius*'.

2.4 Did convict transportation to Australia create or solve problems?

- The Industrial Revolution had displaced millions of rural workers as it transformed the British economy from one based on agriculture to one based on industry and factory production of goods.
- High levels of unemployment and social problems, caused by the loss of home and community, forced many people into committing crimes that were punished with long prison sentences or death.
- Britain attempted to solve the problem of her overcrowded prisons with transportation to America, West Africa and eventually Australia.
- New South Wales was chosen as a suitable penal colony because it would also provide Britain with a military and imperial presence in the region of the South Pacific.

2.5 Why did the colonists and First Nations Australians come into conflict?

- The First Fleet arrived in 1788, with Governor Phillip intent on taking possession of the east coast of Australia, in the mistaken belief that it was available and free for the taking.
- Phillip planned to give the First Nations Australians the 'gift' of European civilisation, but the newly arrived Europeans were ignorant of First Nations Australians' society, their values and customs.
- Almost immediately there was resistance and conflict; however, it was the impact of European diseases that caused the worst death toll.
- Violent resistance from First Nations Australians was punished severely by troops and police. The frontier became a place of fear and anxiety.

2.6 Who were Australia's First Nations leaders in the fight against colonial control?

- Individual First Nations Australians leaders emerged to defend their Country.
- Pemulwuy and Yagan are two of these celebrated and respected warriors, though there were many more.
- As European settlements grew, resistance was crushed and First Nations Australians' communities faced starvation and dispossession.
- Often what remained of First Nations Australians' communities moved towards the towns to exist on the towns' charity.

2.7 What happened on Australia's colonial frontier?

- Tasmania was the scene of perhaps the most sustained conflict in the 1820s. Leaders of both sides waged war for six years.
- The colonial government drove Palawa Peoples away from settled areas and Palawa Peoples attacked settlers on their isolated homesteads, spearing their stock and robbing their houses.
- Settlers and police hunted Palawa groups before George Augustus Robinson negotiated a peace that involved moving many of the Palawa Peoples to Flinders Island.
- There has been disagreement among historians about the extent of the war and the numbers of casualties on each side.
- As Europeans occupied more and more land, driving their flocks and herds across Australia, they encountered widespread violent resistance from First Nations Australians defending their Country.
- This resistance was usually met with massive reprisal from either police and troops or groups of individual colonists.
- Significant and documented massacres occurred at Waterloo Creek and Myall Creek in New South Wales. Much of the violence was unrecorded.

2.8 Where was Australia Felix?

- In 1835 a group of Tasmanian businessmen, looking to expand their wealth and property, explored the northern area of Port Phillip Bay and founded an illegal settlement.
- One of them, John Batman, negotiated a treaty with some of the leaders of the Kulin nation in exchange for a 'purchase' of land.
- The NSW Governor Richard Bourke declared the treaty invalid and asserted that all land belonged to the Crown.
- Anyone looking to buy land would have to negotiate with the government.
- However, the governor did approve the occupation of Port Phillip, which he named Melbourne. This set off a massive land rush across Australia.
- In 1851, the area became the Colony of Victoria with a population of 77 000 people and more than five million sheep. The enormous number of sheep caused the transformation of the natural environment and the world of the First Nations Australians who lived there.

2.9 What did 'civilisation' mean for the First Nations Australians?

- Colonial governments often attempted to 'protect' First Nations Australians and 'civilise' them.
- Schools, missions and reserves were established, but with little understanding of First Nations Australians, insufficient resources and an attitude of the superiority of British culture, they were often unsuccessful.
- Many younger First Nations Australian males were drawn to the power, status and authority offered by the Native Police Forces.
- Responses to European society varied among First Nations Australians.
- Some willingly entered the European world; some attempted to negotiate with Europeans to ensure the safety and peace for their people.

2.10 Why are there two images of colonial Australia?

- While most people in Australia lived in the major cities, towards the end of the nineteenth century the frontier war between Europeans and First Nations Australians continued in the northern half of Australia.
- The 1880s were possibly the most violent decade, as modern weapons and an acceptance of the violence produced a terrible toll.
- Across the Kimberley, in northern Queensland and in the Northern Territory there were many conflicts.
- Colonial governments attempted to force First Nations Australians onto reserves and began removing children from their families, arguing that First Nations Australians' culture was dying out and that they needed to be taught and live by European ways to secure their future.
- After federation in 1901, First Nations Australians' right to vote was taken away from them during the following two decades.

2.11 How did colonisation impact on the traditions and beliefs of the Peoples of the Torres Strait?

- European society and economy spread across the Torres Strait Islands.
- Soon after a pearl rush in 1870, the London Missionary Society followed, introducing Christianity to the Torres Strait Islanders.
- Christianity was imposed on to Torres Strait Islander Peoples eventually becoming part of every day life.
- After the Queensland government claimed ownership of the islands in 1879, it set out to regulate and control the lives of the Islanders.
- This made them subject to the same discrimination and prejudice that had been imposed on Queensland's First Nations Peoples.

2.12 INQUIRY: Protected lives?

- There are a range of sources that can provide perspectives on colonial race relations.
- First Nations Australians' perspectives on colonial race relations are often overlooked.

2.13 Why a 'White Australia'?

- In the late nineteenth century there was continued discussion of what it meant to be Australian.
- The idea of a 'White Australia' became commonly accepted. It was based on traditional pride in being British, but also on the fear of the rush of migrants from Asia.
- Australians enthusiastically supported Britain in various Empire wars.
- There was also concern about non-European elements of Australian society, particularly the presence of Pacific Islanders in northern Queensland.
- As Australia became a nation at Federation in 1901, one of the priorities became the removal of non-white people from Australian society.

2.14.2 Key terms

annex   to take, without permission, possession of territory

blackbirding   the practice of kidnapping people from the Pacific Islands to work as forced labour in Australian industries such as pearling and sugar production

convict   a person imprisoned for a crime

incontrovertible   certain, undeniable

indenture   a form of labour in which a person is contracted to work without wages until a debt is repaid, such as the cost of transportation to the workplace

kinship   a social system that determines how people relate to each other and the land

pastoral lease   land that is leased for the purpose of grazing sheep or cattle

penal colony   a settlement for convicts

remuneration   monetary pay for services

squatters   colonists who leased and occupied large tracts of what had been First Nations Australians' land

terra nullius   land belonging to no-one

tucker   traditional Australian slang term for food

2.14.3 Reflection

Revisit the inquiry question posed in the Overview:

What happened when a foreign civilisation attempted to colonise a country with a people who had an established 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.

2.14 Review exercise

Multiple choice

1. The First Fleet arrived at Sydney Cove in what year?
   A. 1770
   B. 1776
   C. 1788
   D. 1801
2. What was the British government's attitude to the ownership of land in Australia in 1788?
   A. It was owned by the First Nations Australians and ownership had to be negotiated with a treaty.
   B. No-one owned the land and it was free for the taking.
   C. It was owned by the Crown of England and ownership had to be negotiated with the government.
   D. Ownership of the land would be decided through violent conflict.
3. What made the Tasmanian experience of race relations unique in Australia?
   A. There was a widely recognised war between Europeans and Palawa Peoples.
   B. Most of Tasmania's Palawa Peoples were moved to Flinders Island.
   C. Peace was negotiated.
   D. All of the above.
4. Why is 1835 an important year in Australian history for the colonisers?
   A. John Batman found the Yarra River.
   B. John Batman signed an illegal 'treaty' to gain control of Kulin land.
   C. It was the beginning of widespread European occupation of Australia.
   D. Thomas Mitchell declared Victoria to be 'Australia Felix'.

5. How did First Nations Australians respond to the European occupation of their lands?
    A. They were curious and eventually grateful for European goods.
    B. They waged wars against the Europeans.
    C. There were many different responses, though resistance was common.
    D. There were many different responses, though acceptance was common.
6. How did colonial governments treat First Nations Peoples of Australia?
    A. They offered them friendship and kindness.
    B. They declared war on them.
    C. They negotiated with them for mutual benefit.
    D. They sought to control, regulate and change their cultures.
7. What caused violence on the Australian frontier?
    A. The two cultures were different.
    B. The British were cruel.
    C. The Europeans were jealous of the Traditional Owners.
    D. There was fear and competition for ownership of the land.
8. Why were the Torres Strait Islander Peoples initially treated differently to First Nations Australians?
    A. They lived on a scattered group of islands north of the mainland.
    B. They embraced Christianity.
    C. They were traditionally land managers and fishermen.
    D. They were considered to be less 'civilised'.
9. Which of these statements is the best explanation of why Australia adopted the White Australia Policy?
    A. The government only wanted English speakers in the country
    B. The government wanted to encourage English immigration
    C. The government wanted to preserve the 'crimson thread of kinship'
    D. The government wanted to protect workers' wages and conditions.
10. Why is the idea of a 'white Australia' important in Australian history?
    A. It is evidence that many Australians thought a person's race was important.
    B. It is evidence that Australians sought to improve their society.
    C. It is evidence of how values and attitudes change over time.
    D. It forces us to think about our own attitudes to race.
    E. All of the above

Short answer

Communicating

11. **Explain** if Australia was really *terra nullius*.
12. **Explain** why the history of the Frontier wars should be taught in schools. **Create** an extended response to this question. Use a range of sources and information from across the entire topic to **justify** your point of view.
13. **Evaluate** the consequences of British colonisation of Australia for First Nations Australians.
14. **Explain** why protectorates were established.
15. **Analyse** why Simon Wonga and William Barak were such important figures in Australia's colonial history.

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3 Australia (1750–1918): From colonies to nationhood

LESSON
3.1 Overview

What significant events, ideas and people shaped Australian society from colonisation to Federation?

3.1.1 Links with our times

On 1 January 1901, six British colonies came together to declare the birth of the Commonwealth of Australia. With this event, known as Federation, Australia's first governor-general, Lord Hopetoun, and first Prime Minister, Edmund Barton, were sworn in as the leaders of our new nation. Australians celebrated this great turning point in our history with street parades, school pageants and fireworks.

Australia's first Federal Parliament met in May 1901. The journey from six separate British colonies to Federation had not been an easy one. The late 1880s saw the growth of trade unions and strikes, the intense rivalry of the newly formed political parties, the struggle for social justice and political rights for women, a severe economic recession and high levels of unemployment. Within three years the first parliament had debated and established the foundations of governance for the new nation. These were based on a shared belief in the power of democracy and the national values that emerged from our nineteenth-century colonial experience. The values that shaped our Constitution in 1901 continue to be debated. National values continue to define our identity and what it means to be Australian in our changing world.

SOURCE 1 A family in front of their house at Walloon, near Ipswich in Queensland, in 1885

on Resources

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▶ **Video eLesson** From colonies to nationhood: Australia (1750–1918) (eles-2396)

CE

1850

1851
Gold is discovered in Victoria, sparking one of the world's great gold rushes.

1854
Thirty diggers are killed at the Eureka Stockade.

1856
The principle of 'one man, one vote' is instituted in the parliaments of Victoria, New South Wales and South Australia.

1860

1860–61
The first free selection Acts are passed in Victoria and New South Wales.

1870

1877
An Australian cricket team defeats the English team by 45 runs in the first test match to be played internationally, giving rise to test cricket.

1880

1880
The bushranger Ned Kelly is hanged in Melbourne.

1883
Premiers agree to the setting up of a federal council to work out a federal constitution.

1891
The Federal Convention in Sydney proposes a constitution. Joseph Cook and other Labor members of Parliament are elected in New South Wales.

1890

1890
The Great Strikes of the 1890s begin and continue to 1894.

1894
South Australia leads the way in granting women's voting rights.

1892
Gold is discovered at Coolgardie in Western Australia.

1898
The First Constitution Bill Referendum is held.

1899
Australian colonies send troops to the Boer War.

1900

1901
Commonwealth inauguration marks the birth of the nation. The Commonwealth Parliament opens in Melbourne and passes the *Immigration Restriction Act 1901*.

1907
The basic wage is established.

1910

1913
The foundation stone of Canberra, the new national capital, is laid.

1920

CE

LESSON

3.2 How do we know about late colonial and early twentieth-century Australia?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the range of primary sources historians use as evidence of the history of Australia's transition from being six separate British colonies to becoming the Commonwealth of Australia.

TUNE IN

A picture is worth a thousand words.

SOURCES 1 and **2** capture scenes from the streets of Melbourne and Kalgoorlie at the very end of the nineteenth century. With the development of photography, these moments in time, and the ordinary people who were the subjects of these photos, were documented. These photos connect us to the past and let us see the faces and places of our history.

SOURCE 1 A protest meeting of alluvial miners in Kalgoorlie, Western Australia, on 12 March 1898
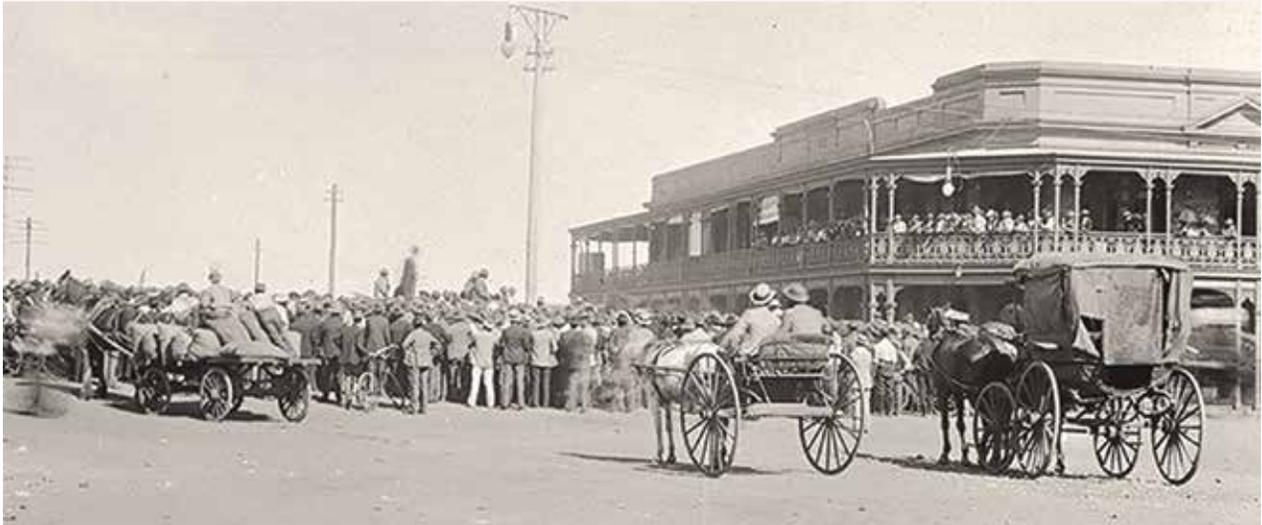
Consider the **SOURCE 1** image of the protest meeting. Analyse the photo by answering the following questions:
1. What is shown in the source photo?
2. When and where did the events photographed take place?
3. What is the 'context', or background, to the events? (Conduct some quick research on the civil unrest in Western Australia at the end of the nineteenth century.)

3.2.1 Sources of information

In this topic we will investigate living and working conditions in Australia in the late nineteenth and early twentieth centuries. We will also explore the ideas, events and conditions that led to the creation of the Australian nation, and the main characteristics of the nation before the outbreak of World War I in 1914.

Official sources

Just before the gold rush of the 1850s, each of the Australian colonies got a responsible government. This meant they had parliaments that were accountable to the electors. From 1901, Australia has had a national parliament, whose official name is the Commonwealth Parliament, along with the six state parliaments that replaced the colonial parliaments. The records of debates held and laws passed in these parliaments tell us a lot about the issues that concerned Australians in that period.

Mass media and personal records

In the late nineteenth and early twentieth centuries there were many more newspapers than there are today, even though we now have a much bigger population. This was because newspapers and magazines were the only form of mass media before the invention of radio, television and the internet. Libraries in Australia hold many issues of these old newspapers, and some of them can now be read online. We can also learn a lot about this age through letters and diaries. Memoirs written by people who lived at that time still exist.

Visual sources

There are many visual sources for this age. Artists have left a valuable record in their paintings and drawings. Cartoons and sketches were widely used in newspapers and magazines. Cartoons, especially, say a lot about popular attitudes and opinions.

This was the first period of history for which we have photographic evidence. The first photographs in Australia were taken in 1841. They were called daguerrotypes. The images were printed on a silvered plate, and only still objects could be photographed because this method of taking pictures needed an exposure time of 20 minutes in full sun. From the 1850s a new method called wet plate photography gradually replaced daguerrotypes. Wet plate photography did not need such long exposure times and enabled copies to be made from the originals. Taking pictures became even simpler with the development of dry plate photography from the late 1870s. Throughout the latter half of the nineteenth century, photographers were capturing images of gold rush scenes, colonial towns, buildings, ships, trains, parades, protest demonstrations, and people at work and play.

SOURCE 2 Soldiers of the Victorian Scottish Regiment No. 22 parading through Melbourne in 1899 on their way to the Boer War in South Africa

3.2 SKILL ACTIVITY: Using historical sources, Communicating

In this lesson we have considered the importance of photography in documenting past people, places and events.

1. Have a group **brainstorm** to compile a list of documentaries, movies or a series that you have viewed that has sparked your interest in the history of colonial and early twentieth-century Australia; for example, *New Gold Mountain, The Furnace, Eureka Stockade, The Secret River.*
2. **Select** one short scene from your chosen film to **analyse**. **Research** the history behind the scene to develop your knowledge of events. **Decide** what is fact, and what is fiction.
3. Show your film clip to the rest of your class and **create** a short oral presentation evaluating your scene. Your oral presentation should:
   - provide a brief background to the historical context of the scene
   - provide an overview of the characters, plot, setting and scene subject matter
   - provide an analysis of the historical value of the scene and what it reveals about the period being studied
   - conclude with a general statement about the value of film in developing an understanding of history.

3.2 Exercise

learn on

3.2 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 6	7, 8

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Check your understanding

1. What is meant by 'responsible government'?
   A. Parliaments are accountable to the electors.
   B. Parliaments are accountable only to allies.
   C. People are accountable to the parliament.
   D. Parliaments have fixed terms.
2. Why are the records of debates and laws passed in parliament useful to historians? **Select** all that apply.
   A. They tell us nothing about the issues that are of concern to a population.
   B. They tell us about issues that were important to people.
   C. They provide information at a particular point in time.
   D. They are interesting to read.
3. What was the mass media of the late nineteenth century?
   A. Television
   B. Newspapers
   C. Telegrams
   D. Letters
4. **State** what cartoons reveal about the past.
5. **Identify** what records dry plate photography has left us.

Apply your understanding

Using historical sources

6. **Identify** what **SOURCE 1** indicates about the miners' protest at Kalgoorlie.
7. **Explain** what **SOURCE 2** suggests about Australians' attitudes to sending troops overseas to fight for the British Empire.
8. With reference to the sources in this lesson, write a paragraph **explaining** the importance of photography to the development of social history as an alternative to political or economic history.

LESSON
3.3 How did migration create colonial Australia?

LEARNING INTENTION

By the end of this lesson you should be able to explain why people migrated from Europe to Australia and describe the impact that free settlement had on the early development of the Australian colonies.

TUNE IN

Leaving your home and your country can be a very daunting experience.

People all around the world are faced with this reality everyday.

1. Look at the couple in the painting, write down what you can see.
2. What words would you use to describe their emotions?
3. Do you think the decision to leave England was an easy one?
4. Can you see what the woman in the painting is holding beneath her blanket? How might this have made the decision to leave easier, and yet possibly more difficult at the same time?
5. What do you think the people in the painting have in common with those individuals immigrating now, despite being separated by nearly two centuries?

SOURCE 1 'The Last of England' by Ford Madox Brown, 1855

3.3.1 Push and pull factors

Convicts were unwilling migrants. They were sent to Australia against their will as punishment for criminal convictions. As the colonies grew, they attracted free settlers — people who made a conscious decision to start a new life in Australia. In the eighteenth century these settlers came mainly from Europe, and they came for a range of different reasons.

The migrants' decisions to travel thousands of kilometres from their homelands in Europe to Australia were based on a variety of factors. There were often good reasons for them to leave home (push factors) and there were reasons to choose Australia as a destination (pull factors). Both these forces tended to operate at the same time.

Europe in the first half of the nineteenth century was an uncertain place. Wars and revolutions had left many people in desperate straits. In Britain, the Industrial Revolution had made life unbearable for some. Unemployment, rising rents and taxes, and grim conditions in factories and in overcrowded cities led many to dream of a better life across the sea. In Scotland, the notorious Highland Clearances had forced many people from their land, leaving them with few options for feeding their families (see **SOURCE 3**). In Ireland in the 1840s, the failure of the potato crop led to widespread starvation and despair.

HERE   AND   THERE;

OR, EMIGRATION A REMEDY.
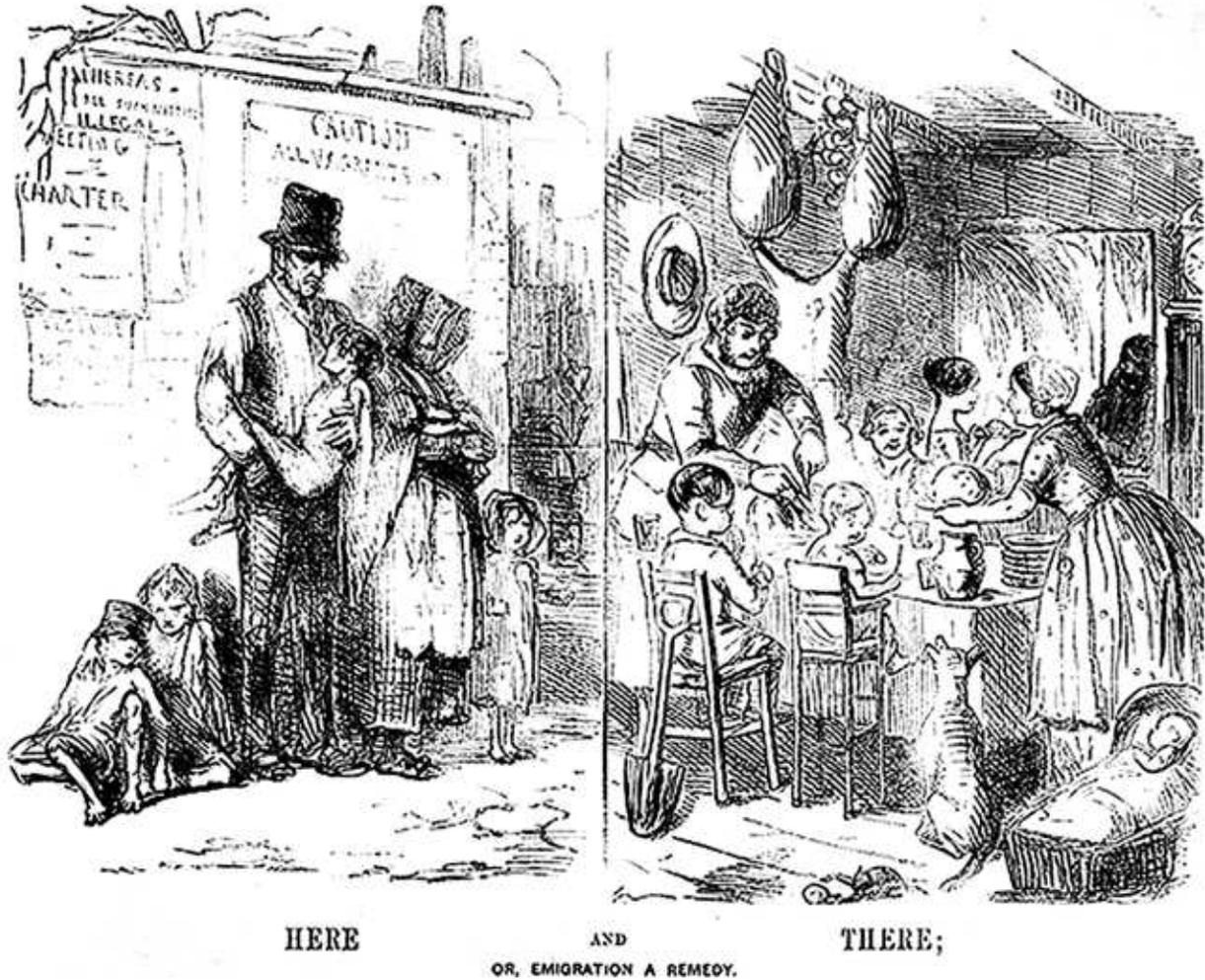
Until 1850 most emigrants from Europe still travelled to the United States or Canada. These countries were more settled and the voyage cost only a fraction of a ticket to Australia. For this reason, those who went to Australia often did so with government help. In order to help the colonies grow, the British government encouraged 'assisted migration' to Australia by people whose skills would be useful in the new colonies. Services such as carpentry and masonry were important to help build the towns and cities. However, assisted migrants would have no say about their place or type of employment. They had to go where they were told. 'Unassisted migrants', who paid their own way, made up about one-third of migrants to Australia in the first half of the nineteenth century. Some of them were tradespeople who were keen to establish a business in one of the new towns. Others were from wealthy families who believed their money would go further in Australia than in Britain. Many were encouraged by the promise of government land grants and convict labour.

The level of government assistance for migration followed economic cycles. For example, during the 1830s the government decided to sell land rather than give it away to migrants free of charge. The money earned by the government was used to help fund further migration. In contrast, 1841 was a depression year for New South Wales. The price of wool had fallen and unemployment rose. Migrants were not encouraged in the 1840s. In the 1850s, however, the gold rushes resulted in massive immigration. Another depression in the 1890s brought immigration to an abrupt halt.
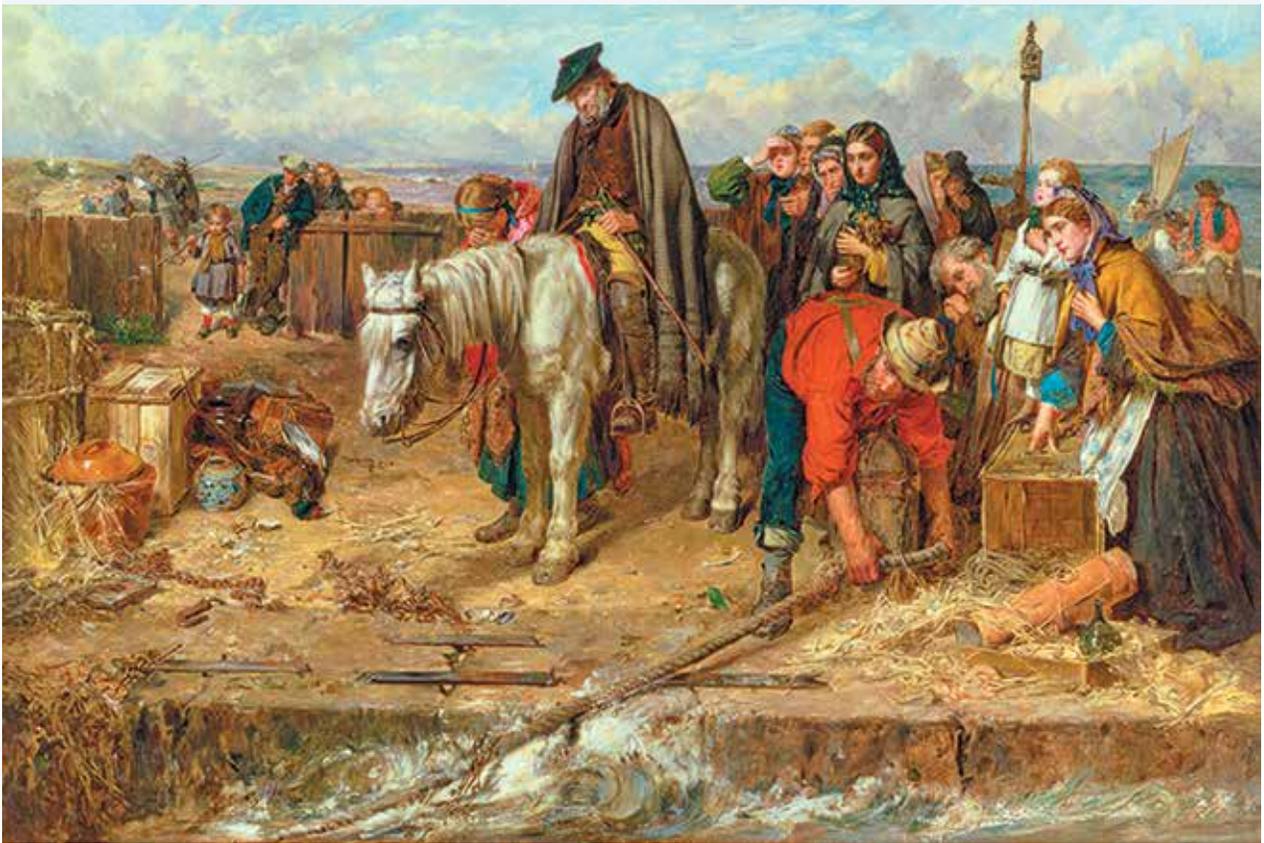
3.3.2 The voyage

For migrants travelling from England to Australia, the voyage was faster, if only slightly more comfortable, than those of the convicts. Those who could afford it paid for a private cabin, but 90 per cent of migrants had to endure steerage class. This was the cheapest passenger accommodation, typically at the stern of the ship. It was usually confined, foul-smelling and crowded, offering no privacy. Meals were simple, based around oatmeal, rice and the occasional meat stew, but migrants had to supply their own plates and cutlery. The tedious voyage could take up to four and a half months — plenty of time for migrants to wonder whether they had made the right decision!

Although steerage lacked privacy and comfort, it did create a new sense of belonging for many migrants. With nothing but time on their hands, people from many different backgrounds mingled (see **SOURCE 4**). A blacksmith from Liverpool might find himself talking to a businessman from Edinburgh or a small farmer from Kent. For many migrants this was the first time they had travelled more than a few miles from their own village. Of course, the absence of privacy in the long weeks at sea could also leave tempers frayed, and tensions sometimes boiled over.

Safe arrival in Australia did not mean the end of the migrants' worries. If they did not have jobs organised before leaving England they would have to find work, which was more of a challenge if they had arrived with their families. Employers did not want to support children who did not work. As the coastal towns grew and became crowded, migrants were sent inland to work on farms. Others moved from place to place in search of work. The Henty family, for example, emigrated to Australia in 1829 to breed sheep. They arrived first at the Swan River colony, now Perth. Finding the land poor they decided to try Van Diemen's Land, but they missed out on free land grants that the government was offering there, so they moved again to the south coast of the Port Phillip District and established a settlement at Portland. In doing so, they became the first permanent European settlers in what would become the state of Victoria in 1851.

aud-0475

SOURCE 5 From a letter written by James Henty, quoted in R. Broome, *The Colonial Experience*, 2009

I have almost come to the conclusion that New South Wales will do more for our family than England ever will. What can we do with ten thousand pounds among all of us? It would be idle to suppose we can live many years longer on less than two hundred pounds a year, unless indeed we chose to descend many steps in the scale of Society, having at the same time an opportunity of doing as well and perhaps considerably better in New South Wales, under British Dominion and a fine climate. Immediately we get there we shall be placed in the first Rank in Society, a circumstance which must not be overlooked.

3.3.3 Caroline Chisholm — the emigrant's friend

Between 1830 and 1850 over 200 000 people emigrated to Australia under government emigration schemes. Workers were needed in rural areas of New South Wales; however, the government had no organisation in place to assist the thousands of immigrants who remained in Sydney because they lacked the support to find suitable employment.

In 1838, Captain Archibald Chisholm and his wife Caroline arrived in Sydney for a two-year stay. Caroline Chisholm became aware of the difficulties facing new arrivals to the colony, and was particularly concerned about the vulnerable position of young women arriving without any money, friends, family or employment. Mrs Chisholm became a familiar figure on the docks as she met immigrants, offering shelter for those who had no support in the colony. In January 1841 she appealed to Governor Gipps and the owners of the newspaper the *Sydney Herald* for assistance in establishing a girls' home in Sydney. She was given the use of old barracks for the Female Immigrants' Home. The following year she rented cottages in Maitland, New South Wales, as a hostel for homeless immigrants looking for work in the Hunter region. She located suitable and safe rural employment for unaccompanied women and then escorted them to their new homes.

Caroline Chisholm stayed in Australia for seven years, during which time she provided homes and found employment for over 11 000 people. She saw that destitution and desertion was the plight of many colonial women, and was aware that colonial Australia could be a very hostile place. Caroline Chisholm transformed conditions for new arrivals to the colony by fighting against the indifference of colonial officials, and for the rights of the poor and the vulnerable.

3.3.4 Tyranny of distance

With family members so far away, those back in England looked forward to any news of how their loved ones were faring in the Australian colonies. Unlike today's world in which emails from around the globe are received almost instantly, letters took months to reach the other side of the world. To send a letter and receive a reply could take a whole year.

During the mid-eighteenth century a range of different British publications encouraged, or at times discouraged, migration to Australia. Books promoted emigration, highlighting the potential of the colonies as a migrant destination. Despite periodic negative news of economic depression and the shadow of transportation hanging over the colonies, many in England saw the colonies as sources of opportunity, wealth and power. A less-than-perfect image of the country would certainly not dissuade many of those with family already in Australia from wanting to make the journey themselves.

The vast majority of migrants who came to Australia in the 1800s were from the British Isles. They brought with them what historian Richard Broome calls their 'cultural baggage', including ideas about society, religion, class and gender. As a result, British institutions and clubs were firmly established in colonial Australia. At the same time, this cultural heritage was being influenced and reshaped by the new world. That new world was being populated more and more by people born in Australia, rather than those born overseas and, while they still considered themselves British, many increasingly associated themselves with the land in which they were born.

SOURCE 6 George Baxter's painting from the mid-nineteenth century *News from Australia* depicts a family in England receiving news from a loved one in the colonies.

3.3 SKILL ACTIVITY: Historical perspectives and interpretations

Push and pull factors both played a role in causing people to migrate to Australia. Your task is to **investigate** some of those factors in more detail.

1. **Organise** the following quotes into two groups: 'push factors' and 'pull factors'.
   a. Conditions in Ireland:
      People were ragged to a degree of wretchedness not seen in any other country.
   b. Conditions in England:
      They never had anything but bread to eat and water to wash it down.
   c. Conditions in Scotland:
      The potatoes had become, as I have shown, the staple food of the Highlander; and ... in 1846 the potato-blight came on, the people were … deprived of their food.
   d. W.A. Brodribb
      There was nothing so interesting or exciting, as travelling through an unexplored country.
   e. Thomas Mitchell
      The land is short, open and available for all the purposes of civilised man.
      Where hundreds of acres of the finest soil in the world may be obtained for nothing, without paying any taxes.
   f. Bourke, Twofold Bay Proposal, 1834
      The excellence of the pastures ... has induced the graziers to resort to it; and much of the fine wool.

2. **Compare** those factors with others you can **identify** from the sources in this lesson. What themes can you **identify**? Organise some quotes and evidence by themes such as 'hope', 'opportunity' and 'fear'.

3. **Discuss** which factor you think had the stronger influence, push factors or pull factors, and write a response using quotes from the sources you have used.

SOURCE 7 David Davies 'From a Distant Land', 1889

3.3 Exercise

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Check your understanding

1. Who were the free settlers?
   A. Emancipated convicts
   B. British soldiers sent to garrison the penal settlement
   C. Officials sent from Britain to manage the colony
   D. People who chose to settle in Australia
2. **Identify** the two reasons (pull factors) why, up until 1850, most emigrants from Europe travelled to the United States or Canada rather than Australia.
   A. The voyage was cheaper
   B. The countries were less settled
   C. The countries were more settled
   D. The voyage was safer
3. **Identify** the meaning of 'cultural baggage'.
   A. The idea that someone holds about religion, class, society, and so on, which they bring from their country of origin.
   B. The goods and chattels that a migrant takes to a new country
   C. The new ideas about religion, class, society and so on, that someone acquires in the new country
   D. The baggage that a migrant leaves behind
4. Write an epitaph (short tribute) describing the contribution of Caroline Chisholm to colonial Australia.
5. **Define** 'push factors' and 'pull factors' and include a unique example of each.

Apply your understanding

Communicating

6. What sort of people did the British government encourage to migrate? **Propose** why this was the case.
7. **Outline** why the level of government assistance for migrants varied throughout the nineteenth century.
8. **Match** the advantages and disadvantages of assisted migration over unassisted migration.

Advantages of assisted migration: journey	Migrants had no choice of location.
Advantages of assisted migration: work	There was no guarantee of obtaining it.
Disadvantages of assisted migration: work	It was paid for either partly or fully by the government.
Advantages of unassisted migration: work	There was no guarantee of obtaining it.
Disadvantages of unassisted migration: journey	It was arranged before departure.
Disadvantages of unassisted migration: work	It was expensive.

9. **Identify** how long it might have taken to receive a reply to a letter in the Australian colonies.

Using historical sources

10. **Examine SOURCE 2**. **Evaluate** its reliability as a historical source.

LESSON
3.4 How did the gold rushes change the face of Australia?

LEARNING INTENTION

By the end of this lesson you should be able to explain how and why the discovery of gold changed the Australian colonies.

TUNE IN

'People are flocking in from all countries now, and there is not accommodation for a tenth of them.' This was Victoria in 1852, not long after the discovery of gold in the colony.

SOURCE 1 *Flemington, Melbourne,* by S.E. Brees, painted around 1856. Long columns of Chinese men travelling to the goldfields aroused fear and hostility among European miners.

1. What is the big change that is happening in Victoria? What are the consequences of that change?
2. What challenges can you identify in **SOURCE 1** that might lie ahead for the colony?

3.4.1 The beginnings of a rush

In 1851 English gold prospector Edward Hargraves returned to Australia after searching for gold in the United States. He noticed that in parts of Australia the land was similar to areas where gold was discovered in California, and he was convinced that gold could be found in those areas too. That same year he was proved right. His discovery marked a turning point in Australia's history.

Hargraves discovered gold in New South Wales in April 1851, but because news then took some months to travel overseas, for the first year or so the diggings were worked exclusively by local diggers or those from other Australian colonies. As news of the discovery spread around the colonies, people seemed to go

crazy with excitement. In an attempt to stem the flow of people rushing to New South Wales, the Victorian government offered a reward for the discovery of gold close to Melbourne. Within a few months, the reward was claimed and the hysteria only grew. Husbands left their families, shepherds their flocks. Ships were stranded in port when their crews deserted en masse for the diggings. Teachers, labourers, lawyers, even government officials and policemen, made a dash for the goldfields.

From the start, the early goldfields were characterised by a sense of **egalitarianism**. The class system that dominated England had no place there. It was clear from the beginning that, on the goldfields, luck played a more important role than money or social position. Everyone had an equal chance of success if they worked hard. This levelling effect challenged the traditional social structure from which the diggers had sprung. Some people were alarmed, fearing social collapse, with the lower classes challenging the traditional hierarchy. Many historians trace the Australian idea of the 'fair go' back to the goldfields. In **SOURCE 2**, a miner from Poland, Seweryn Korzelinski, describes the multicultural scene.

egalitarianism equality of all people

aud-0476

SOURCE 2 Polish miner Seweryn Korzelinski describes the egalitarianism on the goldfields.

This society comprises men from all parts of the world, all countries and religions — all mixed into one society, all dressed similarly, all forced to forget their previous habits, learnings, customs, manners and occupations. Their outward appearance does not signify their previous importance, worth or mental attainments. A colonel pulls up the earth for a sailor, a lawyer wields not a pen but a spade; a priest lends a match to a Negro's pipe; a doctor rests on the same heap of earth with a Chinaman; a man of letters carries a bag of earth. Many a one would not, a short while before, bother to look at a fellow with whom he now works. Here we are all joined by a common designation: digger. Only various shades of skin colour and speech denote nationality and origin, but it is impossible to guess previous station in life or background.

Yet while the diggers may have abandoned some of their customs and cultures, their prejudices often remained. **SOURCE 3** describes what happened when Korzelinski inquired about a fellow digger's test mineshaft.

aud-0477

SOURCE 3 Korzelinski describes an encounter with an English miner.

The report I received was very encouraging so I went on digging. During a break a compatriot of mine passing by stopped for a chat. My English neighbour was listening in and came up to me later asking in what language I was conversing. 'My native Polish' I replied. My neighbour explained with a great deal of embarrassment that his test hadn't shown any trace of gold and that he had misled me because he thought I was a German.

3.4.2 Word spreads

Soon after news of the gold rushes reached England in January 1852, the towns of Ballarat and Bendigo became better known than Melbourne or Adelaide. A new rush of migration followed as Britons of all classes decided to try their luck. The result was a population explosion in Australia that the colonies were unable to cope with. In the two years following the discovery of gold, more people arrived in Australia than all the convicts who had been transported in the previous 64 years. In just one week of October 1852, nearly 8000 people arrived in Melbourne. In four months during 1853, at a time when the population of the city was only 23 000, 50 000 migrants landed at Melbourne's docks.

SOURCE 4 Population growth of New South Wales and Victoria throughout the gold rush period

Year	New South Wales	Victoria
1840	110 000	10 291
1850	189 341	76 162
1860	348 546	538 234

Source: From R. Broome, *The Colonial Experience,* 2009

Melbourne was unable to absorb the sea of new arrivals and a massive city of tents called 'Canvastown' was set up on the banks of the Yarra River to try to accommodate them. It was a smelly, dirty place where outbreaks of disease were common. The extracts in **SOURCE 5** give an impression of Melbourne during the height of the migration rush. As more people arrived in Victoria, the crime rate increased, a problem made worse by the fact that 80 per cent of Melbourne's police had themselves taken off to the goldfields.

SOURCE 5 Two extracts from letters written to newspapers in 1852

Extract A	Extract B
One of the most striking peculiarities here to a new arrival is the immense encampments that surround Melbourne. The vast number of tents that stud the open ground in every direction conveys a clear idea of that enormous emigration to Victoria, which requires the erection of canvas suburbs, where the hordes of adventurers may find a temporary shelter on landing, … before starting to the great storehouses of Mount Alexander and Ballarat.	People are flocking in from all countries now, and there is not accommodation for a tenth of them. Some have to sleep in sheds who never knew anything but a feather-bed in England. We have had very heavy rains lately; several people have been drowned on their way to and from the diggings in attempting to swim the creeks, as the Government does not think of putting any bridges where required; indeed, the people are beginning to murmur against the abominable way in which our government is carried out.

SOURCE 6 *Prospecting,* sketched by S.T. Gill (England 1818–Australia 1880) in 1839, lithograph, printed in colour, from multiple stones, from *The Australian Sketchbook*, Melbourne: Hamel & Ferguson, 1865.
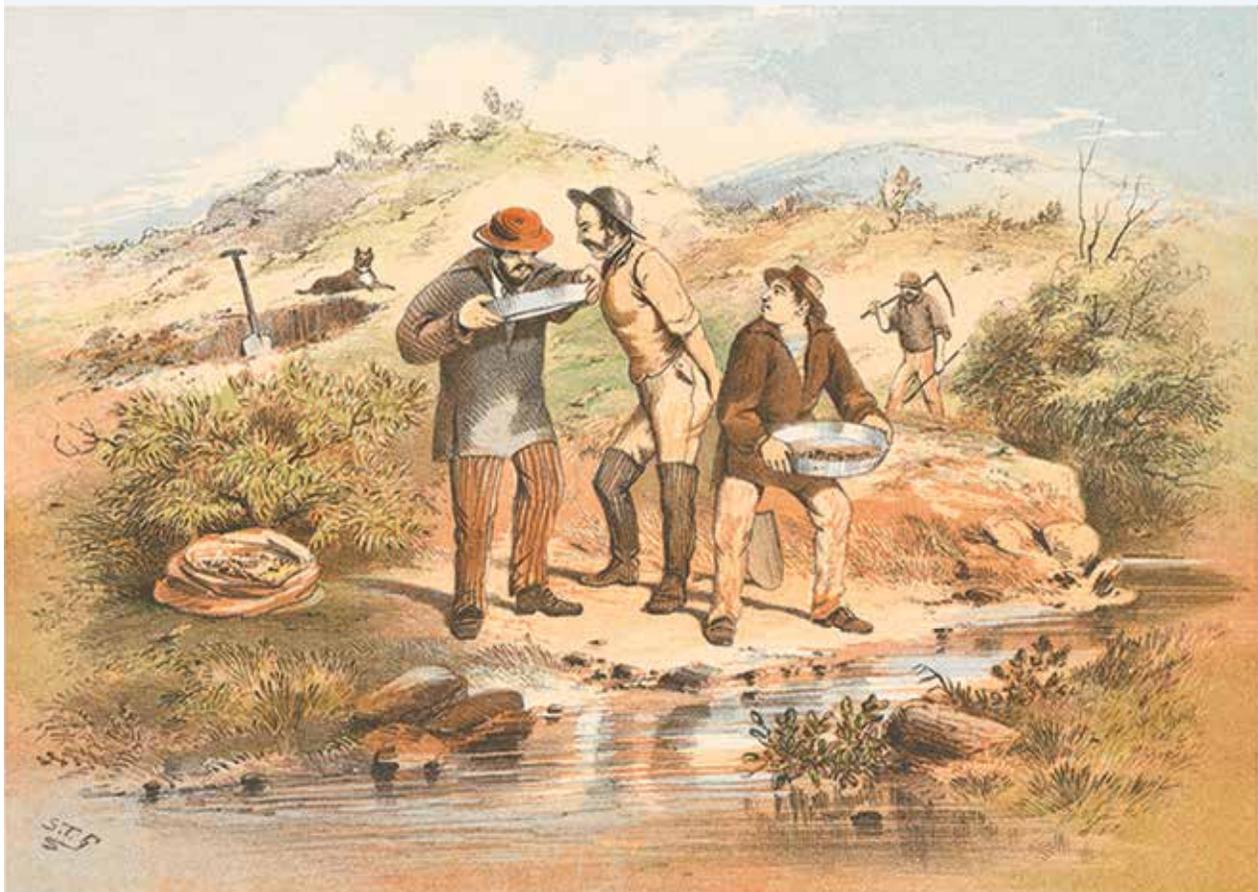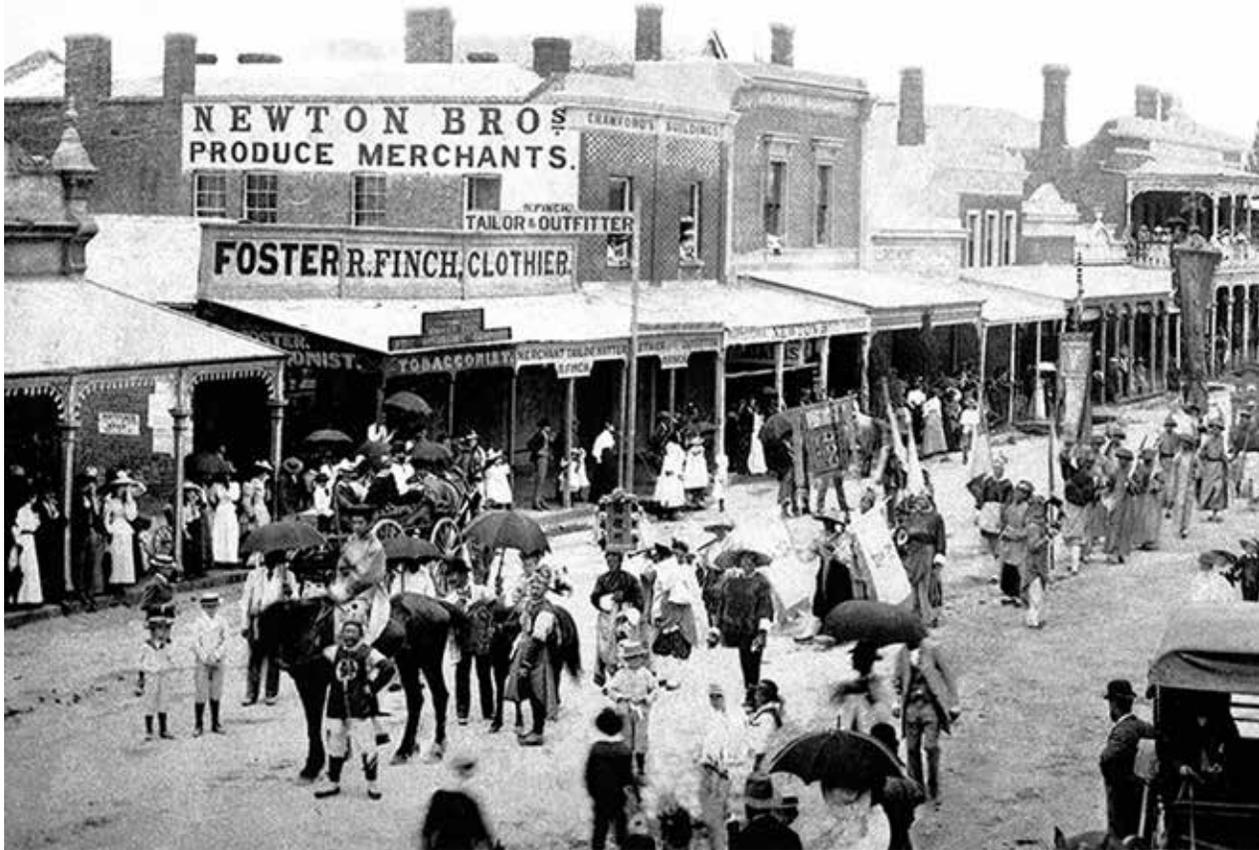
3.4.3 The Chinese in Australia

Mak Sai Ying (also known as John Shying), who arrived in Australia in 1818, was the first recorded Chinese immigrant to Australia. After a decade of farming, Ying was listed as the publican of The Lion, a hotel in Parramatta, possibly signifying his social and economic success. Material advancement was a powerful motive for most migrants to Australia and this is also true for the Chinese. However, immigration from China was very limited in the first half of the nineteenth century. The labour shortage in Victoria in the 1840s brought 1700 convicts but it also encouraged squatters to engage small bands of Chinese workers as shepherds on four-year contracts. Paid only half the wages of local shepherds, the Chinese were initially welcomed into Victoria. However, once gold was discovered in 1851 and large numbers of Chinese appeared on the goldfields, in direct competition with Europeans, prejudice and discrimination became common.

The Victorian gold rushes produced a second transformation of the society that had been established at Port Phillip in 1835. More than 60 000 First Nations Australians had been displaced by a prosperous pastoral economy of 77 000 Europeans and over 6 million sheep by 1851. Only 10 years later, the population was a staggering 540 000, Melbourne was a large and renowned city surrounded by other successful inland towns, and people had come from around the world to find their fortune. Many of these people came from China.

Like most other miners, the Chinese came for material wealth and security. Ninety per cent of the Chinese came from the Guangdong province in southern China, an area that had experienced war, rising rents and land shortages; so, like the European migrants, there were many who had much to gain from making a living in Victoria.

Although miners came from around the world, the Chinese were a distinctive national group; different in language, religion, culture, dress and appearance. They also travelled together in large groups and were virtually all male. The Chinese were also very determined men who worked hard and were set on returning to China with their wealth. All these factors were used as excuses for hatred and discrimination by some of the Europeans, though it was possibly the Melbourne newspapers and their articles about 'an invasion from China' that stirred a lot of the hostility. There were other complaints against them: many Chinese worked on Sundays, some smoked opium (which was legal at the time but morally frowned upon) and gambling was popular. They seemed to be a strange and threatening presence.

aud-0479

SOURCE 8 Lum Khen Yang in 'The Wesleyan Chronicle, 1 Feb 1859' quoted in *Colonial casualties: Chinese in early Victoria*

Our money and property were plundered, we had not the means of purchasing a morsel to put into our mouths and there appeared no way by which we could extricate ourselves from poverty … We happily heard intelligence regarding a new gold-field in an English colony. We were told that men from all parts of the world were congregated there … that the people were peaceably disposed, and that the country abounded in everything. The idea of going to such a country was delightful … I then made an effort to get as much money as would pay my passage to this productive country.

aud-0480

SOURCE 9 The description of the Chinese miners by the Polish digger Seweryn Korzelinski

Small in stature, with small eyes and long plaits of hair, made even longer by a piece of string with a tassel tied at the end of it. They are very funny to watch when they walk overland, for they usually travel in large groups of a hundred or so, one behind the other in a long line like wild geese. They don't walk normally but take short steps and appear to be running very slowly. Each one carries a long pole over his shoulder with baskets of victuals hanging at both ends.

3.4.4 Conflict on the goldfields

Alarmed at the increasing numbers of Chinese migrants, the Victorian government passed the first of a number of racial discrimination laws in 1855, imposing an extra tax on every Chinese person landing in Victoria. Undeterred, ships began landing at Robe in South Australia. Long streams of Chinese miners then trekked from South Australia to the goldfields in Victoria. Conflicts soon arose as European miners drove Chinese miners from productive claims and the Chinese fought back. The government stepped in to organise Chinese Protectorates (similar to the Aboriginal Protectorates), with separate living areas, elected representatives, interpreters and access to legal rights. There was a great deal of official prejudice expressed against the Chinese.

DID YOU KNOW?

The worst anti-Chinese riots were at Buckland River in Victoria, in 1857, and in 1861 at Lambing Flat, the site of the present-day town of Young in New South Wales. In 1881 New South Wales and Victoria passed laws stating that any ship coming to Australia could carry only one Chinese passenger for every 100 tons of cargo.

SOURCE 10 The description of the Chinese immigrants by the *Report of the Victorian Goldfields Commission of Enquiry*, 1855

Their generally filthy habits are repulsive to the Christian population. The question of … such large numbers of a pagan and inferior race is a very serious one.

Three years later John Fawkner, one of the founders of Melbourne, demanded that the government act to stop 'the Gold Fields of Australia Felix from becoming the property of the Emperor of China' and that they represented 'great social evils, immorality and crime … bringing about results highly detrimental to the habits of the rising generation'.

Some groups of miners went beyond words. As the numbers of Chinese swelled to over 25 000 by 1857, a serious anti-Chinese riot erupted at Buckland River, when 30 to 40 miners pushed the Chinese from their claims, robbed them and then burned their tents. Four Chinese miners drowned in the freezing Buckland River. A similar riot occurred in New South Wales at Lambing Flat, near the town of Young, in 1861.

SOURCE 11 The Roll Up banner around which a mob of about 1000 men rallied and attacked Chinese miners at Lambing Flat in June 1861. The banner is now on display in the museum at Young.

SOURCE 12 From *The Sydney Morning Herald*, 20 July 1861

… the crowd of rioters took the road to Lambing Flat … every Chinese resident in the township on whom hands could be laid was attacked and maltreated … Unarmed, defenceless, and unresisting Chinese were struck down in the most brutal manner by bludgeons … and by pick handles … every article of property they had endeavoured to take with them was plundered.

3.4.5 Contested history

There are many aspects of studying history that lead to debate and argument. You need to be aware that sources and accounts all present particular perspectives that need to be interrogated by looking at other sources. This is also true in this topic. In many history books the riots, resentment and hostility directed towards the Chinese has created an image of Chinese passivity and helplessness. This may not be the case. The following sources suggest that many Chinese immigrants, in spite of the conditions under which they lived and worked, went on to become successful members of the community.

SOURCE 13 The website www.egold.net.au emphasises the diverse experiences of Chinese people and their contribution to Victoria.

The Chinese, who at one stage during the late 1850s accounted for one in ten Victorians, settled in the key goldfields centres of Bendigo, Ballarat and Castlemaine. They brought with them their distinctive way of life and specialised mining techniques. Some encountered hostility and racist attitudes but as a group the Chinese were renowned for their industry.

   Although best known for their role in the goldmining industry, they were involved in many other pursuits on the goldfields. Many worked as herbalists, merchants and restaurateurs. Others played an important role in the development of the region by working as market gardeners and continued to do so well into the twentieth century.

Lee Heng Jacjung was one individual who made a life for himself in Victoria. He arrived in Australia from California and settled on the Fryers Creek diggings, where he acted as an official interpreter. He married and settled near Mount Alexander, and became a valued member of his community. Similarly, James Acoy was an interpreter and prominent businessman in Castlemaine, which had one of the biggest goldfield Chinese communities. In 1855 he married a 17-year-old German girl and built a house in Castlemaine; together the couple had 10 children. While imprisoned for corruption in 1869, he had many supporters across the community who believed his conviction was unjust.

SOURCE 14 From R.W. Dale, *Impressions of Australia*, published in 1889

… the **virtues** of the Chinaman, rather than his **vices**, provoke the popular resentment against him. His … industry, his patience, his powers of endurance … make him a very formidable person.

SOURCE 15 The Chinese also conducted a sustained series of protests and petitions against unfair taxation from 1855 to 1861, in some cases winning concessions from the government. The following appeared in Natives of China residing in Victoria petition, 4 August 1857; Chinese Resident in Castlemaine petition, 18 August 1857.

Nearly all of us left our native land at the solicitation of Europeans, to seek abroad that prosperity which we could not find at home, on the assurance that we should receive the protection of your laws so long as we remained obedient to them; and that we should be governed in that spirit of equity which we have been accustomed to associate with the English name; but that, since our arrival, we have been subjected to a series of insults and oppressions from the ignorant, the cruel, and the malicious, though we are not conscious of having merited such injustice … Every nation is allowed to come into this colony – why not the Chinese? At first the government was very good to our petitioners but now it is going to be different.

3.4 SKILL ACTIVITY: Communicating

Is change always a good thing? Were there negative impacts of the gold rushes?
1. Divide a page into two columns, one labelled 'positive change' and the other 'negative change'.
2. **Consider** the following factors: population, wealth, infrastructure (buildings, roads, etc.), law and order, and demographics. For each factor, add something into each column; in other words, find both a positive and a negative outcome of the change that occurred for each factor.
3. Organise your findings into an infographic or spider diagram to clearly express your answer to the question 'Did the gold rushes result in more positive or negative changes?'. Your presentation should reference sources from this lesson, as well as any other research you undertake so your conclusions can be effectively supported.

3.4 Exercise

learnon

3.4 Exercise

Learning pathways

■ **LEVEL 1**	■ **LEVEL 2**	■ **LEVEL 3**
1, 2, 3, 4	5, 6, 7	8, 9, 10

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Check your understanding

1. **Identify** why goldfields were initially only populated by local diggers.
   A. Because the local diggers kept it a secret
   B. Because it took a long time for news of the discovery to spread
   C. Because the government made it illegal to tell anyone
   D. Because the government was worried about potential rioting
2. **Select** what proportion of Melbourne's police left for the goldfields in the early years of the gold rushes.
   A. 18 per cent
   B. 75 per cent
   C. 50 per cent
   D. 80 per cent
3. Why did some Chinese migrants disembark at Adelaide and walk from there to the goldfields?
   A. Because they were not sure where the goldfields were situated
   B. Because of the ten-pound arrival tax that was to be paid by Chinese disembarking in South Australia
   C. Because of the ten-pound arrival tax that was to be paid by Chinese disembarking in Victoria
   D. Because of their fear of bushrangers
4. **Explain** why Chinese prospectors were the target of racial abuse.
5. **Identify** why Europeans on the goldfields often resented the Chinese diggers.

Apply your understanding

Using historical sources

6. **Examine SOURCE 13. Identify** four occupations of Chinese people other than gold mining.
7. **Examine SOURCE 2**. Using quotes from the extract, **describe** the sense of egalitarianism on the goldfields.
8. **Determine** to what extent the image in **SOURCE 6** supports the idea of the goldfields as egalitarian.
9. **Examine** all the sources in this lesson. **Create** two lists of evidence, one identifying poor relations between European and Chinese miners and one identifying mutual acceptance. Which list is stronger? **Explain** and **justify** your answer.
10. **Summarise** the opinions being expressed in the two extracts in **SOURCE 5**.

LESSON
3.5 Why was Eureka of significance to the development of Australia?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of the gold rush from a range of perspectives, and describe the transformation of the colonial convict settlement of Australia into a land of opportunity and challenge.

TUNE IN

Imagine you have just won the lottery! What would you do with the money and how would it change your life?

Now look at the **SOURCE 1** image of quiet, provincial Melbourne town in 1840. Have a talk to the two men in the bottom left-hand corner of the painting. Suggest how their 1840 view of Melbourne from the banks of the Yarra will change after 1851 and the discovery of gold. Point out to them how much their whole community will be transformed with this sudden wealth, and the benefits and challenges the change in fortune may bring.

SOURCE 1 *Melbourne from the south bank of the Yarra, 1840*, painted by Eleanor (Nellie) McGlinn, *c.* 1875, oil on canvas

3.5.1 A golden avalanche

The Eureka rebellion of 1854 is often seen as a milestone in the struggle for democratic rights and a more equal society. It was partly a conflict over what kind of society Australia should be and what rights each individual should have in the society. The rebellion took place during the gold rushes of the 1850s. The gold rushes marked a turning point in Australia's history, prompting a massive scramble of people from overseas to the Australian goldfields. The population trebled in the first decade of the rushes and wealth from gold raised living standards. These developments also accelerated the demands for more democratic rights and influenced the political life of the colonies for the next 50 years. Australia came to be seen as a land of opportunity, but the rushes also had other consequences, including political protests, environmental damage and social upheaval. These consequences had the greatest impact in Victoria.

A quiet provincial town

After the first Europeans established a camp on the Yarra River in 1835, Melbourne experienced rapid expansion, growing to a substantial provincial town with a population of 23 000 by 1850. Rates of pay were good for labourers, clubs for the wealthy were founded and the main churches were built. This is in contrast to the many hotels, providing ample amounts of spirits that worried the more 'sober' residents. The presence of large numbers of ex-convicts and an alarming crime rate also concerned some Melburnians, though perhaps the filth in the streets and the irregular water supply were greater problems. Overall, most residents of Melbourne in 1851 enjoyed a settled, simple and relatively secure life, and they marvelled at the progress they had achieved. Little did they suspect the upheaval they were about to experience.

3.5.2 Educated and ambitious

The great majority of gold rush immigrants were British and Irish, like the convicts and migrants who had come to Australia before the 1850s. But the new migrants also included people from many other countries, such as the Chinese. The British, Irish and European gold rush migrants included many who had been involved in movements for workers' rights and political reform in their own countries. Despite some concerns about changes to society, they brought many positives. Some gold rush migrants were more educated and more skilled than the rest of the colonial workforce, and consequently they had higher expectations of their rights and responsibilities in this new society. However, not all migrants experienced success on the goldfields of Victoria.

Growing discontent

Life on the goldfields was hard, and for every digger who found riches there were many more whose backbreaking work yielded very little. From 1851 the New South Wales and Victorian governments passed laws to make anyone digging for gold buy a licence for 30 **shillings** a month. This fee had to be paid in advance and gave a digger the right to work only a small area. Many diggers did not buy licences because they could not afford them, so the gold commissioners sent troopers to catch them.

Licence hunts and protests

Diggers caught without licences were fined and had their huts and equipment destroyed. Some were sent to jail. Following angry protests, in 1853 New South Wales reduced the fee to 10 shillings a month. Victoria reduced it to one pound (20 shillings), but this was still too high because diggers' incomes were getting smaller as less surface gold was found. At Ballarat in Victoria, miners had to dig to a depth of more than 30 metres. Miners disliked not only paying the licence fee but also the fact that it taxed both successful and unsuccessful diggers at the same rate. When caught without a licence, respectable miners were often treated like criminals and they resented the harsh manner of many of the police. When Victoria's governor, Lieutenant-Governor Sir Charles Hotham, ordered licence hunts twice a week in September 1854, digger anger in Ballarat became explosive.

3.5.3 The gathering storm

Even an unrelated incident could have provoked a riot. On 6 October 1854 a digger was bashed to death at the Eureka Hotel in Ballarat. When charges against the hotel's owner, James Bentley, were dropped, many miners concluded that this was because Bentley had done favours for the police. On 17 October, around 4000 furious diggers protested against 'police corruption'. They rioted and burned the hotel to the ground. It seemed that the Ballarat diggers and the local police were on a collision course.

The Ballarat Reform League

On 11 November, at a further protest meeting at Bakery Hill, the diggers formed the Ballarat Reform League. Their demands included:
- abolition of licence fees
- **parliamentary representation** through voting rights for adult men
- payment for members of parliament
- abolition of property requirements for members of parliament.

These last two demands were made so men who were not rich could afford to serve in parliament.

Digger resentment increased further when news came that on 27 November Governor Hotham had refused to release the men arrested over the hotel burning and instead had ordered more troops to be sent to Ballarat. By 30 November Bentley was no longer the issue, but feelings were running high when Commissioner Rede ordered another licence hunt.

On 30 November, 12 000 diggers gathered at Eureka, where many burned their licences in protest. They appointed an Irishman, Peter Lalor, as their leader. They created a new flag, the 'Eureka Flag', with stars on a white cross against a blue background, and swore a solemn oath to stand together. They built a **stockade** at Eureka and began collecting weapons.

shilling   a unit of Australian currency until decimal currency was introduced. There were 12 pence to a shilling and 20 shillings to a pound.

parliamentary representation the representation of people's views and interests in parliament through elected delegates

stockade   a fortified enclosure

aud-0484

SOURCE 3 Raffaello Carboni, a digger's leader, describes events on 30 November 1854.

What's up? A licence hunt … What's to be done? Peter Lalor was on the stump, his rifle in his hand, calling on volunteers to 'fall in' into ranks as fast as they rushed to Bakery-hill, from all quarters with arms in their hands, just fetched from their tents. I went up to Lalor, and the moment he saw me, he took me by the hand saying, I want you, Signore: tell those gentlemen, pointing to old acquaintances of ours, who were foreigners; that, if they cannot provide themselves with fire-arms, let them each procure a piece of steel, five or six inches long, attached to a pole, and that will pierce the tyrants' hearts …

The 'SOUTHERN CROSS' was hoisted up the flag-staff … There is no flag in Europe half so beautiful as the 'Southern Cross' of the Ballarat miners …

Some five hundred armed diggers advanced … the captains of each division making the military salute to Lalor, who … exclaimed in a firm measured tone: — 'WE SWEAR BY THE SOUTHERN CROSS TO STAND TRULY BY EACH OTHER, AND FIGHT TO DEFEND OUR RIGHTS AND LIBERTIES.'

3.5.4 The battle at the Eureka Stockade

Before dawn on 3 December there were just 150 diggers in the Eureka Stockade when a force of 270 well-armed soldiers and police attacked. The fierce battle lasted only 20 minutes and the diggers were defeated. At least 27 diggers and 6 troopers were killed, though recent estimates are as high as 60 diggers, including one woman who was killed while she was pleading for the life of her husband.

DID YOU KNOW?

In *The Eureka Stockade*, first published in 1855, Raffaello Carboni, an Italian revolutionary, provided a firsthand account of the Eureka rebellion. As a fluent speaker of English, Italian, French, Spanish and German, Carboni became such a prominent leader of the diggers that he was tried for treason after the rebellion was crushed.

SOURCE 4 Anger and resentment finally exploded on 3 December 1854 in an unexpected dawn attack by troopers on the diggers barricaded in the Eureka Stockade.
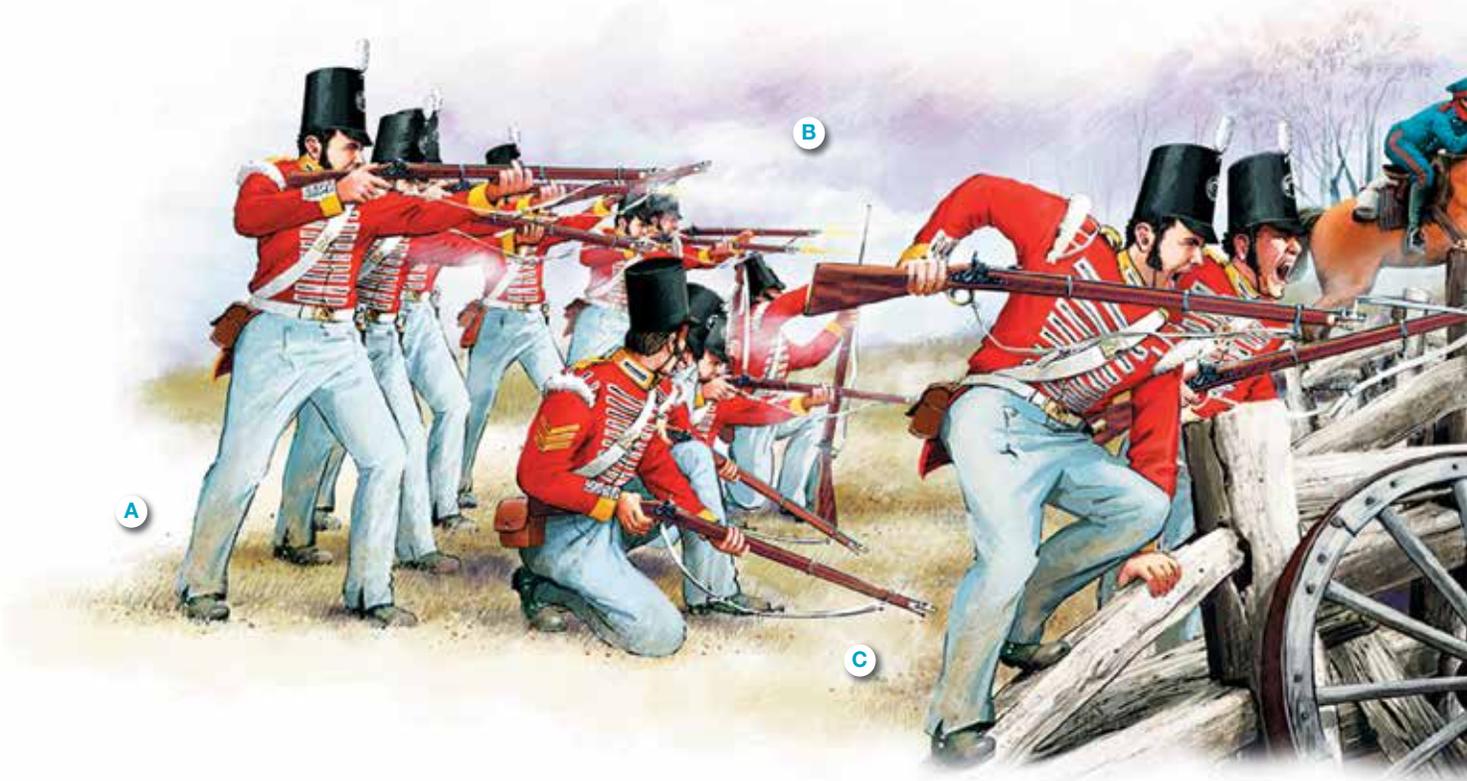
A At the 30 November meeting, all present swore allegiance to the Southern Cross flag. Holding a rifle in one hand, and pointing towards the flag with his other, Peter Lalor said: 'We swear by the Southern Cross to stand truly by each other and fight to defend our rights and liberties.' His men removed their hats and replied 'Amen'.

B Hundreds of angry miners gathered at the stockade after the meeting of 30 November. But the resistance was not well coordinated — by the evening of Saturday 2 December, only about 150 men remained. Even these men might have left had the troops not attacked.

C The Eureka Stockade was built by diggers as a fortification against trooper attack.

D About 27 diggers were killed in the dawn raid, and 30 wounded. Only six troopers were killed. The troopers were heavily armed with guns and bayonets; the diggers had only limited weapons.

E Diggers on the Ballarat goldfields included Germans, Americans, Italians and Canadians, as well as people from England, Ireland and France. The involvement of non-English diggers in this struggle was resented by some.

F Peter Lalor and another ringleader, George Black, escaped after the attack.

DID YOU KNOW?

Peter Lalor eventually became a member of the Victorian Parliament; his grandson, Joseph Lalor, was killed at the landing at Gallipoli on 25 April 1915, fighting for the British Empire.
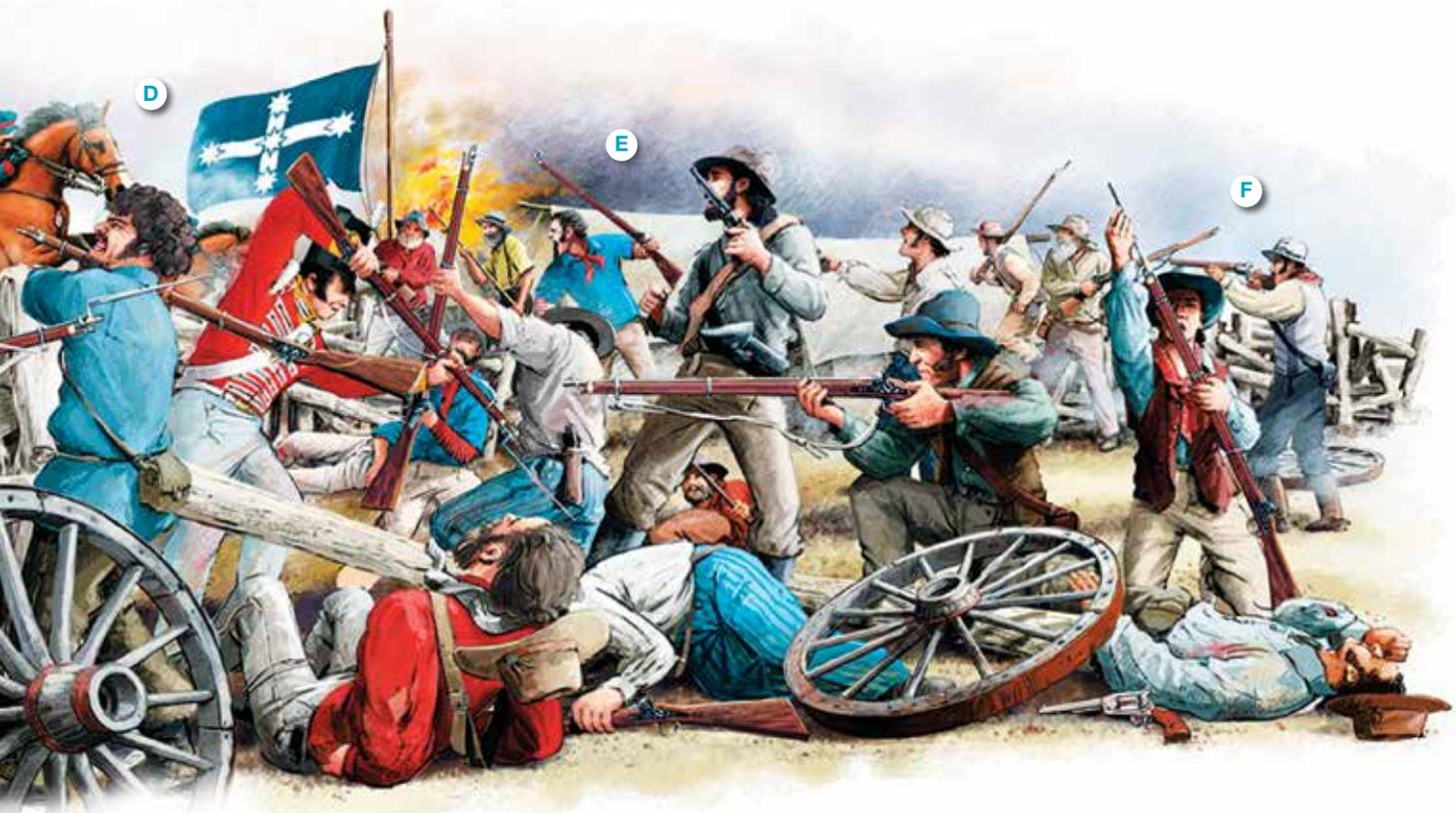
The outcome of Eureka

The diggers lost the battle at Eureka but they achieved many of their aims. Juries did not convict the 13 ringleaders who were tried for treason, finding instead that they had acted in self-defence. In 1855 the gold licence was replaced by a 'miner's right' costing just one pound a year and giving its holder the right to vote.

The official inquiry into the goldfields also recommended changes favourable to the miners' demands. Moves were made to restrict Chinese immigration with extra taxation, half the goldfields police were sacked, and regulation of goldmining was left to mining wardens and locally elected courts of mines. Over time many have debated the significance of the Eureka Stockade. In 1897 the US author Mark Twain called it 'the finest thing in Australasian history'.

3.5.5 Melbourne: 'the wonder of the world'

By the end of the 1850s the wealth produced by the feverish work of thousands of miners had transformed the city of Melbourne. Some observers compared Melbourne with London or Paris; one claimed that the city had a 'superior radiance' to San Francisco, while another declared Melbourne was 'the overtopping wonder of the world'. Grand, extravagant buildings, fashionable suburbs and a busy 'get ahead' atmosphere gave the impression that Melbourne was destined to be one of the great cities of the world. A free public

library, university, museum, several theatres and an extensive Parliament House, along with a new water supply from Yan Yean, showed that Melbourne was a leader of culture as well as business in Australia.

Victoria was also transformed. Its population of nearly 540 000 was spread throughout the state. The gold rush migrants were generally young, energetic and determined to make the most of their new lives on the other side of the world. Large towns, such as Geelong, Ballarat, Bendigo and Castlemaine had permanent populations and a variety of businesses, clubs and institutions. Bendigo and Ballarat would be Australia's largest inland towns for nearly a century. Nevertheless, this development had a number of consequences. The First Nations Australian communities continued to suffer as much of the population headed inland. Some work opportunities as paid pastoral workers arose for First Nations Australians, and many of them continued to gather around Melbourne. Mining was also destructive of the environment; whole forests were cut down, streams and creeks were clogged and polluted, and clay heaps that were piled high around the goldfields made the landscape look like the surface of the moon.

SOURCE 5 Deserted diggings, Spring Creek

on Resources

📄 **Digital document** Map of the main goldfields of Australia's south-east (doc-31705)

3.5 SKILL ACTIVITY: Historical perspectives and interpretations

In this activity you will **investigate** the significance of the Eureka Stockade.

1. The sources and the text in this lesson point out the positive and negative consequences of the gold rush. **Discuss** the consequences and historical significance of the gold rush (make a start by **examining SOURCE 1**). **Summarise** your conclusions in the diagram shown.
2. Now **consider** the anger of the miners at the conditions of life on the goldfields that resulted in the fight to 'defend our rights and liberties' (**SOURCE 3**).
3. **Examine** the text and the sources to construct a timeline of the events leading up to the Eureka Stockade.
4. At the time of the battle at the Eureka Stockade, the *Ballarat Times* was a strong supporter of the miners. Imagine you are a journalist working for the *Ballarat Times*. You want to **explain** to your readers the goldfield grievances, the injustice of the licence fees and the significance of the momentous events at the Eureka Stockade. Your article should also provide an **explanation** of what the Ballarat Reform League hopes to achieve and why their aims are of such significance to the future of Australia.
5. Your article will need a headline and accompanying images because, as a journalist, you believe 'a picture is worth a thousand words'.
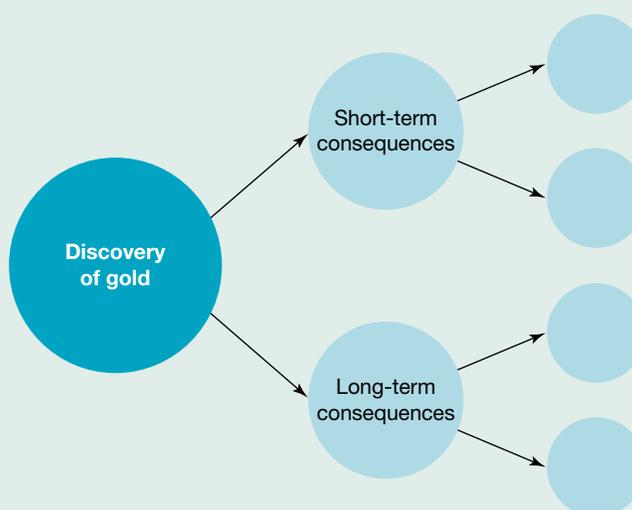
Discovery of gold

Short-term consequences

Long-term consequences

3.5 Exercise

Learning pathways

■ **LEVEL 1**	■ **LEVEL 2**	■ **LEVEL 3**
1, 5, 8, 9	2, 3, 4, 7	6, 10

Check your understanding

1. **Select** two reasons why residents of Melbourne might have been proud of their achievements by 1851.
   - **A.** Theirs was the biggest city in the colonies of Australia
   - **B.** They lived in a well-planned, growing city
   - **C.** Theirs was the first city to have a university
   - **D.** They lived a settled, simple and relatively secure life
2. **Select** two ways that the gold rush migrants were different from the rest of the colonial workforce in Victoria.
   - **A.** Many had been involved in campaigns for workers' rights
   - **B.** They were uneducated
   - **C.** They were educated and skilled
   - **D.** They had no interest in workers' rights
3. **Select** two reasons explaining why the miners disliked the gold licence system.
   - **A.** It only allowed them to work a small area
   - **B.** They couldn't read it
   - **C.** They hated the government
   - **D.** It was expensive
4. What were the four demands of the Ballarat Reform League?
5. **Identify** the two immediate factors that spurred the miners to erect a stockade.
6. **Identify** the consequences of the Eureka Stockade. Who do you think were the victors? **Explain** your answer.

Apply your understanding

Using historical sources

7. What impression of Melbourne does **SOURCE 1** create? **Identify** the specific elements of the image that lead to this impression.
8. Imagine that you are one of the miners pictured in **SOURCES 2** and **4**. **Consider** the treatment of miners and the hardships they faced. Write a letter to Governor Hotham **explaining** why you have joined Raffaello Carboni in the **SOURCE 3** protest at Eureka.

Communicating

9. Write an eyewitness account of what took place at Eureka on 3 December 1854, based on your careful **examination** of the **SOURCE 4** scene and summary.
10. **Conduct** a class debate: `Eureka: a fight for democracy or an attack on law and order?'

LESSON
3.6 What was the influence of the selectors and who were the squatters?

LEARNING INTENTION

By the end of this lesson you should be able to compare the different perspectives and experiences of colonial selectors and squatters, and the role played by figures such as Elizabeth Macarthur in the development of colonial industry.

TUNE IN

Think about the words of our Australian national anthem, *Advance Australia Fair*. We hear it at sporting events; we sing it at school assemblies. How well does it represent us? What images is it trying to convey?

Now look at **SOURCE 1**. What are the similarities and differences between these two images of Australia?

aud-0485

> **SOURCE 1** *The Colonial Minstrel* by Charles Thatcher
>
> Hurrah for Australia the golden, Where men of all nations now toil, To none will we e'er be beholden Whilst we've strength to turn up the soil;
>
> There's no poverty here to distress us, 'Tis the country of true liberty, No proud lords can ever oppress us, For here we're untrammelled and free.
>
> Then hurrah for Australia etc …
>
> Oh, government hear our petition, Find work for the strong willing hand,
>
> Our dearest and greatest ambition Is to settle and cultivate land: Australia's thousands are crying For a home in the vast wilderness, Whilst millions of acres are lying In their primitive uselessness.
>
> Then hurrah for Australia etc …
>
> Upset squatterdom's domination, Give every poor man a home, Encourage our great population, And like wanderers no more we'll roam.

3.6.1 Conflict over land

After the clash between the diggers and the Victorian authorities at the Eureka Stockade, the next conflict between social classes in colonial Australia was over land. It was a conflict with roots that went back to earlier times when wealthy free settlers (squatters) had been granted big parcels of land and convict labour to work it, while poor immigrants and ex-convicts received small land grants on which most were unable to make a living. By the time of the gold rushes, squatters controlled most of the land and used it for **grazing**.

The gold rushes hugely increased the colonial population. As alluvial gold ran out, thousands of people, including ex-diggers, demanded that wealthy squatters be made to give up some of the land they leased.

Free selection

Many ordinary people hated the inequalities that existed between rich and poor in Britain and Europe. Australia seemed to offer them the chance to gain independence as small farmers. In the 1850s a popular movement developed calling for 'free selection'. The first free selection Act was passed in the Victorian Parliament in 1860. In New South Wales free selection Acts were passed in 1861 and similar laws were made in the other colonies.

The ambitions of ordinary people to own land were expressed in a popular song of the time by Charles Thatcher (see **SOURCE 1**), who was well known on the Victorian goldfields.

These free selection laws allowed anyone to select land whether or not it was leased by a squatter. The only land they could not select was land on which squatters had made improvements.

grazing pasture to feed cows and sheep

SOURCE 2 *Free selectors pegging out*, an engraving by Samuel Calvert, *c.* 1873

SOURCE 3 *Selector's hut, Gippsland*, an albumen silver photograph by Nicholas Caire, *c.* 1886, National Gallery of Australia, Canberra

3.6.2 Results of the free selection Acts

In each Australian colony, squatters gained more from these laws than did the people whom the laws were designed to assist. Why did this happen? The squatters found many ways of defeating the aims of the laws. One method was called **peacocking**, which made the rest of the area useless to selectors. Another method was to use **dummies** who later sold land they selected back to the squatters.

> **peacocking** buying up land around creeks and rivers to make the rest of the area useless to selectors
>
> **dummies** people secretly acting for squatters, who selected land and later sold it to the squatters

aud-0486

SOURCE 4 From John Sadleir, *Recollections of a Victorian Police Officer*, George Robertson & Company, Melbourne, 1913, pp. 114–15

It was also in the early 'sixties that the quiet of Hamilton was disturbed … The first Duffy Land Act, providing for free selection of Crown Lands, had just come into force, and the momentous question of parceling out the fertile lands of the Western District had to be faced. It was an anxious time for the existing occupiers — the squatters … There was another crowd, too, but of persons quite unknown in the neighbourhood, and who appeared to be acting under some sort of leadership … It seemed … as if the strangers held possession, and the squatters were shut out while being stripped of all they possessed.

But there were wheels within wheels … Communication passed between the squatters and the leaders of the strange crowd … with the result that the squatters continued in undisturbed possession of their holdings, while not a single stranger was known to settle in the district at this time … The first Duffy Land Act was a failure.

The result was that Australia did not become a land of small independent farmers. Large landowners continued to control most of the country. Many selectors who stayed on the land lived in poverty.

In many places soils were too poor, rainfall too unreliable and the selections too small. Women often had to run these small properties while the men went away for much of the year to work for squatters as drovers or shearers.

SOURCE 5 *The Free Selector's daughter*, an etching by Lionel Lindsay, 1935, National Gallery of Australia, Canberra © National Library of Australia

3.6.3 Elizabeth Macarthur and the 'Squattocracy'

Australia's colonial economy began to develop with the export of animal skins, trepang and sandalwood. Cattle and fat-tailed sheep were reared to provide the first European settlers with food. With the growth of the colony, and the movement of people further from the original Sydney settlement, sheep were raised to produce wool. By 1840, wool exports were worth three times the value of all other Australian exports.

The wool industry began in 1797 when John Macarthur, NSW Corps officer, and Samuel Marsden imported eight Spanish merino sheep into Australia. In 1793, Macarthur had been given his first grant of land, near present-day Parramatta in Sydney. It was named *Elizabeth Farm,* after his wife. A skilful breeding program resulted in sturdy sheep that were well adapted to the Australian environment, producing high quality wool that suited the new industrial spinning machines used to manufacture textiles in England.

In 1821 the first bale of Australian wool was sold in London. Within two decades the industry was booming, and Australia was producing more than two million kilograms of wool every year. Many squatters were becoming immensely wealthy from 'riding on the sheep's back'. At the time of his death in 1834, Macarthur owned over 9500 hectares of prime grazing land, and had become one of the wealthiest and most powerful men in the colony.

Macarthur spent the years from 1801 to 1805 in England, and then from 1808 until 1817 he was again recalled to England and forced to defend himself in court martials. During his long absences Elizabeth was left in charge of the family estates. Elizabeth Macarthur built the merino breeding program, managed the workforce of primarily convict shepherds, supervised the washing and baling of the wool, and ultimately developed their holdings far beyond the size of the original land grants.

The wool industry that Elizabeth pioneered came to dominate Australia's nineteenth century economy, and then continued to develop other sections of the colonial economy:
- banking grew as squatters borrowed money to improve their flocks and their properties
- employment opportunities were created for shepherds, shearers, builders and labourers
- transport links were developed, and small towns emerged
- docks and warehouses were constructed
- wool-broking businesses were established.

As wool transformed the Australian economy it created a new colonial class: a group of rich and very influential landowners grazing livestock on a large scale. This new Australian aristocracy were described as the 'squattocracy'.

The changing environment

The growth of sheep and cattle grazing (called *pastoralism*) changed the land. Colonial farms and livestock competed with native animals for sources of food, eroded riverbanks with hard hooves and destroyed native vegetation as trees were felled in huge numbers. Introduced fruit trees, willows and blackberries choked rivers and natural water flows. Further damage to the environment was done by the introduction of foreign animals and plants that had no natural predators in Australia. These included rabbits, foxes and the prickly pear plant.

The lifestyles of First Nations Australians varied widely, as did the ways in which different language groups managed the land. Management strategies were largely governed by the seasons and the local cycles of growth and weather, with each change dictating a change in the use of the land and its management. There was careful management of Country to make sure resources remained plentiful through seasonal migration. However, the British saw only that Australia's land was not used in the European way; that is, it was not farmed. So they described Australia, in the language used by British law, as *terra nullius*. This term meant unused or waste lands that could be taken without asking permission, and it was assumed that the First Nations Australians could simply move somewhere else. Colonists produced food by farming, and powerful people soon discovered that wealth could be produced by grazing sheep for wool. Both activities required the taking of First Nations Australians' land and so displacement of the First Nations Australians occurred as the colonies expanded.

… these banks are merely a long series of slaughter-houses where sheep are killed; tanneries where their hides are prepared; and factories where their fat is prepared for the market. Here and there appear white mountains twenty five, thirty and forty feet high; these are the bones. These slaughter-houses, tanneries, fat, or rather tallow factories, these bones forming pyramids along the banks, give forth a pestilential odour that made me regard Port Phillip with horror …

SOURCE 7 Painting of a mining camp at Bathurst, NSW, showing some of the environmental damage common on the goldfields.

3.6 SKILL ACTIVITY: Using historical sources

Refer to the sources to identify the experience of the nineteenth-century selectors. **Consider** the challenges they would have faced and why the dreams expressed in **SOURCE 1** were being crushed.

1. **Discuss** the importance of ownership of land to colonial Australia, and why the selectors and the squatters developed as two social classes.

2. **a.** Squatters are both the heroes and the villains of Australian colonial history. **Research** one of the famous squatters, such as James Macarthur, John Batman or William Lawson.
   b. **Create** a 'This is Your Life' class presentation where you introduce your character and run through the major events and achievements of their life. During your presentation introduce personalities, and representatives of groups, who would have been either friend or adversary of your chosen squatter. Use the ideas expressed by artists such as Henry Lawson, Banjo Paterson, Lionel Lindsay and Frederick McCubbin to create characters representative of the many selectors whose names and identities have been lost to the historical record.
   c. At the conclusion of your presentation, provide your audience with an **evaluation** of the role of squatters and selectors in shaping Australia's history.

3.6 Exercise

learn**on**

3.6 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 3, 4	2, 5, 6, 7	8, 9, 10

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Check your understanding

1. **Explain** what caused the increased demand for land during the 1850s and 1860s.
   A. Decreasing population
   B. The arrival of more convicts
   C. Increasing population
   D. Increasing birth rate
2. **Describe** the aim of the selection Acts.
3. **Define** 'peacocking'.
   A. Buying up land around creeks and rivers to make the rest of the area useless to selectors
   B. Buying up land around creeks and rivers to develop bird sanctuaries
   C. Buying up land around creeks and rivers for the fishing rights
   D. Buying up land around creeks and rivers for boating purposes
4. **Who** or what were 'dummies'?
   A. People secretly acting for selectors; they selected land and later sold it to the selectors
   B. People secretly acting for the government; they selected land and later sold it to the squatters
   C. Another name for squatters
   D. People secretly acting for squatters; they selected land and later sold it to the squatters
5. **Why** did the selection Acts fail?

Apply your understanding

Using historical sources

6. According to Thatcher's song in **SOURCE 1 explain** what the benefits of free selection will be.
7. Study **SOURCE 2**.
   a. Identify what these men are doing.
   b. Suggest why it is possible they might not be genuine free selectors.
8. **Identify** what **SOURCES 3** and **5** show about the hardships faced by free selectors.

Historical perspectives and interpretations

9. **Explain** the significance of the wool industry to the development of colonial Australia, and why it is said that much of the wealth gained during this period was from 'riding on the sheep's back'.
10. **Account** for the environmental damage done to the natural environment as a result of colonial expansion.

LESSON
3.7 Why was Melbourne marvellous?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the significance of the changes that came to Melbourne.

TUNE IN

What do you think makes a city 'marvellous'?

Look at **SOURCE 1** and compare it to the **SOURCE 1** image of Melbourne in lesson 3.5. The two images clearly show the rapid development that occurred as a result of the gold rush.

SOURCE 1 A sketch of Melbourne in 1880. Despite its solid appearance here, much of the city would be rebuilt in the 1880s as the population continued to grow and new technology enabled taller buildings.

1. The Yarra is in the foreground of both images. What is happening on the river?
2. How has the massive population growth had an impact on the built environment?
3. What challenges would the residents of 1880 Melbourne have to deal with?

3.7.1 Showing off: modern and grand buildings

In the major cities of the Australian colonies a world was emerging that was very different from the world of selectors, squatters and country towns. After the gold rushes of the 1850s much of Victoria's population gradually drifted towards Melbourne. By 1881 Melbourne's population had grown to 268 000. The prosperity of the city drew more people from country Victoria and overseas, and Melbourne's population grew to nearly 500 000 by 1891, when 41 per cent of Victorians lived in the city and its suburbs.

The growth of Melbourne was often held up as a wonderful example of progress and prosperity. When the English journalist George Augustus Sala described Melbourne as 'marvellous' in 1885 it seemed that the city had reached its destiny as the greatest city of Australia.

By the 1880s Melbourne's skyline featured elegantly decorated domes and spires. Many major buildings, as well as private homes in Melbourne's affluent suburbs, were extravagantly fashioned with wrought-iron lacework that symbolised the city's wealth.

The invention of the hydraulic lift enabled buildings to rise above the usual four or five storeys; only New York and Chicago had buildings as high as Melbourne's. In 1887, 11 kilometres of pipes carried pressurised water around Melbourne to power hydraulic lifts. Melbourne was the fourth city in the world to have such a system.

Perhaps one of the greatest examples of the wealth and prosperity of Melbourne was the Royal Exhibition Building. This building was completed in 1880 and hosted the Melbourne International Exhibition in that year, where exhibits and inventions from all over the world were displayed. The exhibition ran for eight months and attracted more than 1 million people.

3.7.2 Showing off: busy, fashionable and sophisticated

The richness of the city was also displayed in the affluence of individual citizens and their tastes in clothing and entertainment. Retailing precincts were established around Swanston and Elizabeth streets. Fashionable residents became famous for parading their attire in a social promenade called 'doing the block' around Collins Street. Wealthier Melbourne ladies had access to the silks and satins of Europe while the men donned immaculate suits. Other parts of the city catered for specific businesses and professions. Legal practices were located around the main courts at the west end of Bourke Street while doctors went to the 'Paris' end of Collins Street. Wharves and merchants stood by the river. Many of these precincts still stand today. To bring everyone to the city, Melbourne also built a cable tram network and an extensive railway system to the growing suburbs. In addition to these established patterns of

SOURCE 2 The Royal Exhibition Building

SOURCE 3 The Federal Coffee Palace, Collins Street. Seven storeys high with an ornate domed tower, this was a 'temperance hotel' that provided accommodation but did not sell alcohol. It was a grand building and a huge advertisement for the value of sober living; it was demolished in 1973.

work and life there were major annual events like the Melbourne Cup at which Melburnians could show off their status and style. Some images of Melbourne at the time are shown in **SOURCES 4, 5** and **6**.

SOURCE 4 *Allegro con brio: Bourke Street West*, by Tom Roberts, painted around 1886. The Italian phrase in the title is a musical direction meaning 'quickly, with brilliance' and the painting was intended to capture the energy and excitement of 'Marvellous Melbourne'.

SOURCE 5 *Doing the block, Great Collins St*, painted by S.T. Gill, 1880. The novelist Fergus Hume compared this scene to social life in London; even the dogs are socialising.

DID YOU KNOW?

One of Melbourne's premier sporting events, the Melbourne Cup, was first held in 1861. Today the Melbourne Cup Carnival is enjoyed as much for its party atmosphere as for the race itself. Visitors from interstate and around the world flock to Flemington to 'have a flutter', picnic on the lawn and parade their outfits, both fashionable and outrageous. Nothing much has changed since 1888, when over 100 000 people spread out their food and beverages underneath the gum trees to watch the race.

SOURCE 6 An artist's impression of the Melbourne Cup, 1888

3.7.3 A darker side to the city

As you may have realised, not everything about life in Melbourne was wonderful. Gangs of young men, called larrikins, roamed the streets. Prostitution and crime also flourished and they, too, had their own areas of the city. For many working-class men and women, life was still a struggle of low pay and hard manual labour, hand-me-down clothes and cramped living conditions. There were also some serious health and

hygiene issues. By the 1880s overcrowded inner-city housing in areas such as Little Lonsdale Street and some low-lying suburbs, such as Collingwood and Richmond, experienced outbreaks of diseases, including typhoid, tuberculosis and diphtheria. The death rate among babies and young children was higher than London's for most of the 1880s.

Household and human waste were often dumped in the Yarra River; overflowing **cesspits** and open sewers in city streets caused one Sydney writer to name the city 'Marvellous Smellbourne' because of the city's overwhelming odour of human excrement. It wasn't until 1897 that the city finally had an operating and efficient sewerage system.

cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

3.7 SKILL ACTIVITY: Communicating

You are a member of the 1880 Melbourne town planning and promotion team. You have a great vision for the future of your city, but you realise that the rapid urban growth of the last 20 years has given the city and its residents many challenges that need to be addressed.

1. Refer to the lesson sources to begin your **research** of the advantages and the disadvantages of living in 1880s Melbourne. Make a list of each.
2. Working in small groups, **analyse** the content of the images and the written reports you researched to **identify** the issues faced by Melbourne's poorer suburbs, such as Collingwood and Richmond.
3. Draw up a simple graphic organiser, such as the one shown here, to **communicate** your findings.
4. Work with some members of your team to make five recommendations to Mayor Meares on how the city council could make improvements for the residents of the poorer suburbs. Refer to your list of great city features to present Mayor Meares with some drawings of your vision of a Melbourne that is marvellous for all its residents.
5. Other members of your team are assigned the task of promoting the great things about living in Melbourne. Refer to the sources to help **develop** the promotional campaign ideas. The promotion will need three elements:
   - A catchy musical jingle to express Melbourne's attractions
   - A symbol or logo depicting the city
   - A series of postcards highlighting the beauty and exciting attractions of Melbourne (collect source paintings, sketches, photographs).
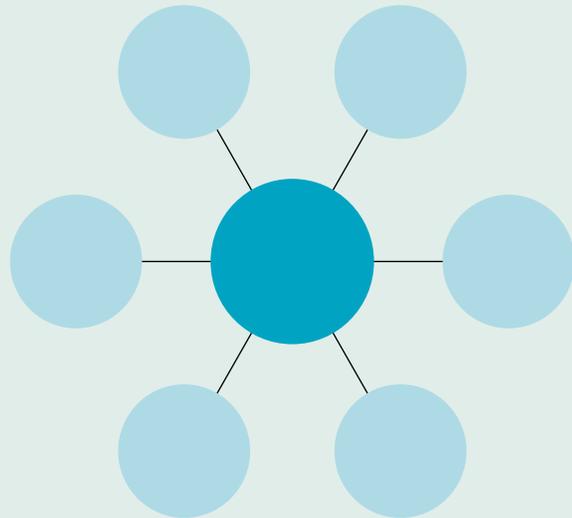
3.7 Exercise

3.7 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 6, 10	3, 4, 5, 7	8, 9, 11, 12

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Check your understanding

1. What was Melbourne's approximate population in 1891?
   - **A.** 15 000
   - **B.** 55 000
   - **C.** 500 000
   - **D.** 5 000 000
2. What percentage of Victoria's population lived in Melbourne and its suburbs in 1891?
   - **A.** 87 per cent
   - **B.** 41 per cent
   - **C.** 14 per cent
   - **D.** 44 per cent
3. **Determine** whether the following statements are true or false.
   - **a.** Melbourne's population declined during the 1800s.
   - **b.** Melbourne's skyline in the 1880s featured elegantly decorated domes and spires, and only New York and Chicago had buildings as high as Melbourne's.
   - **c.** Melbourne was the first city in the world to have a pressurised water system for powering hydraulic lifts.
4. **Identify** the ways in which the people of Melbourne displayed their success and prosperity.
5. **What** problems did Melbourne's residents face in the 1880s?
6. **Explain** why Melbourne was jokingly called 'Smellbourne'.

Apply your understanding

Using historical sources

7. **Examine SOURCES 1, 2 and 3**. What evidence is there that Melbourne was modern and prosperous in the 1880s?
8. How do **SOURCES 4, 5 and 6** provide evidence of Melbourne's progress and prosperity? **List** specific elements of each source as evidence.
9. How reliable do you think the sources in this lesson are as evidence of Melbourne's progress? **Explain** the limitations of each source.
10. **Examine SOURCE 7**. How does this source contradict the idea of 'Marvellous Melbourne' depicted in **SOURCES 1–6**?

Communicating

11. **Create** a table that lists the differences and similarities of life in Melbourne now compared to the 1880s. Rank them in order of importance and **compare** your table with those of other members of your class.
12. Does 1880s Melbourne deserve to be known as a city of progress and prosperity? **Explain** your view.

LESSON
3.8 How equal was colonial Australian society?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of changing technology on a growing population, and describe the inequality that accompanied the social change.

TUNE IN

Have a brainstorm to think of all the technology that has changed our world since the last decades of the twentieth century. How do you think the technology that we now use every day has changed our lives?

The Industrial Revolution changed the lives of ordinary people in the late eighteenth and early nineteenth centuries. **SOURCES 1** and **2** provide you with images of working conditions during the late nineteenth century.

How could historians use these sources as evidence of the great social changes that came with the Industrial Revolution?

tlvd-10720

SOURCE 1 An 1882 wood engraving depicting scenes at Beath, Schiess & Co's Victorian clothing factories

SOURCE 2 Inside the workshop of John Faul, Ironmonger at Bendigo, in 1890

3.8.1 'A fair go' in Australia

Australia's colonial society was established with a rigid division between soldiers and convicts. With emancipation, or freedom, the convict became equal to the freeborn in the eyes of the law. The old class divisions broke down even further with the wealth that came to some hard-working and talented emancipists, and the fortunes made by diggers on the goldfields. Many of the goldfield diggers were migrants from Britain who had been influenced by Chartist principles, dedicated to 'social, political and universal equality'. The belief in egalitarianism, or the equality of a 'fair go for all' was held to be an Australian quality. During the economic boom time between the 1850s and the 1880s, ambition and talent built Australia's cities, established industries and created a new society. This national belief in equality did not extend to First Nations Australians. Belief in egalitarianism was marred by racism.

Convict achievement

Mary Haydock was born in 1777 in Lancashire, and transported to Sydney when only thirteen years of age after being convicted of horse stealing. In 1794 she married Thomas Reibey, a young free Irish officer who had stayed in the colony to establish himself as a merchant and ship owner. In 1811 Thomas died, leaving Mary with seven children and a store near Sydney Harbour. Mary had learned the business of shipping from Thomas and had developed a shrewd commercial sense. Mary Reibey opened a new warehouse in George Street, Sydney, and continued to manage her husband's ships. She expanded her holdings to include numerous warehouses, stores, trading vessels and seven farms on the Hawkesbury River. She died as one of the wealthiest members of Sydney's colonial society.

In 1812 a trained architect named Francis Greenway was transported to Sydney after being found guilty of forgery. Governor Lachlan Macquarie recognised convict Greenway's talents, granted him a ticket of leave and employed him as his chief architect. Over the next six years Greenway transformed colony architecture, altering and designing buildings and monuments that are now regarded as some of Sydney's most iconic landmarks.

Educating for equality

In 1810 the church, aided by government grants, established schools in the New South Wales colony. During the 1830s, St James Grammar and Scots Church schools were founded in Sydney, along with dozens of small private schools catering for the children of the wealthy. All parents were expected to pay fees to keep their children at church and government schools.

However, government education was failing to change the lives of the children of the poorest groups, creating a divided colonial society. From an early age most children of convict parents were expected to work, and children at the age of four worked as carpenter's mates, bullock drivers' assistants and waiters. A survey by a government committee in 1848 found that less than half of the colony's children attended school, and that less than half of the adult convict population had even the most basic literacy skills.

In the 1870s a plan was put forward for a system of national schools that were financed and controlled by the government. Education was made free and compulsory for children between six and 13 years of age. Bookshops appeared, public libraries were constructed and programs in adult education had begun.

Domestic service and dispossession

Biddy's story (**SOURCE 3**) illustrates the injustices and inequality that accompanied the history of colonial and twentieth-century Australia. From the 1870s, First Nations Australian children were 'employed' in roles such as domestic servants, labourers and 'apprentices'. These children received no wages, were removed from their families and denied any opportunity for education.

Margaret Tucker, whose book *If Everyone Cared* describes her time in domestic service and her experiences as a member of the Stolen Generations, was a Yorta Yorta and Wiradjuri woman who spent her early childhood years at the Cummeragunja Reserve. In 1917, when Margaret was 13 years old, she was cruelly removed from

her home and family and sent to the Cootamundra Domestic Training Home for Aboriginal Girls. At 15 she was sent to work for a white family, where she was abused. The Aborigines Protection Board assigned her to another placement from which she finally ran away.

When Margaret Tucker was 21 years of age she was released from domestic service and she moved to Melbourne.

This began a lifetime of social justice activism. In 1932 she was a founding member of the Australian Aborigines League, the first of many organisations she founded, all dedicated to overcoming inequality and disadvantage.

In May 1997, the Australian government released a national inquiry report on the forced removal of generations of First Nations Australian children from their families. The *Bringing Them Home* report concluded that from 1814, when Governor Macquarie founded the school for First Nations Australian children, the purpose had been to distance the children from family and community.

Policies aimed at separation continued, with children being given new names and transported long distances to prevent family members from tracing each other. Children were punished for speaking their own language and were deprived of their cultural identity and heritage.

At the end of the twentieth century, it was estimated that over one-third of all First Nations Australian Peoples were the descendants of the Stolen Generations.

SOURCE 3 During the nineteenth and twentieth centuries, First Nations Australian girls such as Biddy, pictured in 1887, were exploited by white families as a source of cheap labour.

Biddy, nursemaid to Mr & Mrs J S Gordon of Brewon Station, with John Gordon, Walgett, NSW, 1887

Social divisions

By the 1880s, apart from wealthy landowners and pastoralists, bankers and merchants were among the highest earners in the colonies. They established businesses close to the wharves to take advantage of the growing import and investment sectors. These businesses provided employment for accountants, clerks and shopkeepers.

Professionals such as doctors and lawyers also earned high wages. Most came from wealthy families and had been educated at private schools and universities in the colonies and overseas.

High-wage earners tended to build spacious homes in leafy suburbs away from the grime and pollution of the inner-city areas. Domestic servants were employed to maintain these homes and the wealthy families who lived there.

Until the 1880s most domestic servants were poor Irish immigrant girls working to help support their families. Many men and women preferred factory work, though, because it often paid better and it gave workers some independence. This preference led to a shortage of domestic workers in the 1880s. As the shortage grew, domestic workers were able to push for higher wages, more free time and better working conditions.

3.8.2 New technologies

By the 1880s new technologies meant the growth of new types of jobs. The expansion of manufacturing resulted in an increase in the number of engineers, who helped to develop machinery for factories. In many trades (for example, boot making), mechanised processes replaced manual labour.

The typewriter created new office jobs. Up to the 1880s, typists were mainly men, although the number of female typists increased after this. New methods of copying and **bookkeeping** were also changing officework.

Telegraph and telephone services became more common in the 1880s. The number of telegraph stations in the central business district of Melbourne doubled between 1880 and 1890. By 1890, there were almost 2000 telephone subscribers. New forms of communication required workers to develop new skills.

> **bookkeeping** keeping records of financial accounts
>
> **telegraph** device for sending messages over long distances

One of the most influential developments in the late nineteenth century was electricity. For some, however, electric lights just meant longer working hours.

🔊 aud-0487

SOURCE 4 Most servant girls endured demanding, and often harsh, working conditions. '"Missus" — From Sarah Jane's point of view' in *The Bulletin*, 23 June 1883

She is wanted at 6 am, or before, and keeps busy all day till bed time at 10 or 11 pm. 'No followers allowed', not even a brother or sister, lest they should eat or drink something, or take something home. The poor girl cannot sit with the 'family' — she is 'only a servant', and therefore has only the kitchen to sit in if she has any leisure. If there are any grown-up sons, she is liable to instant dismissal if one of them is seen speaking to her, and the daughters order her about as if she were a convict.

3.8 SKILL ACTIVITY: Using historical sources, Communicating

The sources in this lesson show the changes to working life that came as a result of the Industrial Revolution. The **SOURCE 4** account points to the social inequality that accompanied the changing patterns of work.
1. Conduct further **research** into the consequences of the Industrial Revolution and the groups in society who were advantaged, and disadvantaged, by this huge technological change.
2. You have been appointed to work on a government inquiry into workplace conditions and rights. Taking the information from the text, the sources and your own research, compile evidence outlining the problems, dangers and recommendations that are needed to deliver workplace equality, justice and protection.
3. Compile your research findings in a table form for quick reference, for example:

Problems and dangers	Recommendations
Overwork: 10–16 hours per day, 6 days a week	Legislation to enforce the maximum number of hours any employee should be forced to work Penalty rates for overtime

4. **Create** a poster aimed at factory employees, such as those pictured in **SOURCE 1**, informing them of their basic workplace rights. You are aware that many of the workers you want to communicate with have very poor levels of literacy. **Consider** how you can get your message across using powerful images.

3.8 Exercise

3.8 Exercise

Learning pathways

■ **LEVEL 1**
1, 2, 3, 9

■ **LEVEL 2**
5, 8, 10

■ **LEVEL 3**
4, 6, 7, 11, 12

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Check your understanding

1. What social change occurred after the 1850s?
   A. Many people stayed on the farms
   B. Many people came to the cities looking for work
   C. Many people stayed on the goldfields
   D. Many people left Australia
2. Apart from landowners and pastoralists, who else were among the highest earning classes?
   A. Bankers and merchants
   B. Factory workers and housemaids
   C. Accountants, clerks and shopkeepers
   D. Doctors and lawyers
3. Use the words provided in the following table to complete the paragraph below **explaining** the nature of a 'fair go' in colonial society.

divisions	society	emancipists	freeborn
egalitarianism	racism	emancipation	convicts

   Colonial Australian _____ was divided between soldiers and _____. With _____ the convicts became equal to the _____. Class _____ broke down when the _____ made wealth through their hard work. The belief in _____, or the 'fair go for all' was held as an Australian quality. Unfortunately this belief in equality was marred by _____.
4. **Describe** how hard workers' lives were.
5. **Identify** what new jobs were created with new technology in the late nineteenth century.

Apply your understanding

Using historical sources

6. **Examine SOURCE 1. Describe** what the engraving tells us about factory work for men and women. Use as many of the panels in the image as you can.
7. **Identify** two convicts who were of great importance to the development of colonial Sydney.
8. Read **SOURCE 4**. According to the writer, why is domestic service difficult work? **Propose** several reasons in your own words.

Communicating

9. Why would workers accept poor pay and conditions? Based on what you have learned in this lesson, **explain** your point of view.
10. **Discuss** the impact on the workplace of new technologies.
11. **Explain** why the 1870s' introduction of national schools was important in providing 'a fair go in Australia'.
12. **Discuss** the significance of the *Bringing Them Home* report to the history of Australia.

LESSON
3.9 When did the trade unions develop?

LEARNING INTENTION

By the end of this lesson you should be able to explain the development of the trade union movement and Australia's Labor Party, and identify key actions in seeking better working conditions and political representation.

TUNE IN

SOURCE 1 promotes the celebration of Labour Day in Australia. (Sometimes the spelling of the day is the same as for the political party: Labor.)

Labor Day commemorates the struggle that began in the mid nineteenth century for fair working conditions and the granting of the eight-hour work day.

1. List all the public holidays we have in Australia and suggest the different reasons we have them.
2. Discuss in pairs what you think Labour Day represents, and why it is of significance in many countries around the world.

SOURCE 1 Poster celebrating Labor Day in Australia.

3.9.1 Australian trade unions develop

Many people in nations across the world promote the idea that there are characteristics that make their people distinctive. In the late nineteenth century many Australians seemed to accept that the most important part of the Australian identity — the most typical Australian characteristic — was 'mateship', which was demonstrated by ordinary people standing by each other in the struggle to overcome tough conditions and injustice, particularly in rural areas. For those who thought this way, the development of trade unionism was a continuation of a tradition that went back to early convict days and was part of the 'pioneering spirit' of Australia's white history. It also seemed to be reinforced by the rebels at Eureka.

SOURCE 2 A banner for the United Operative Masons of Melbourne commemorating this union's achievement of the eight-hour working day

Trade unionism has been a very important influence on Australian life. Trade unions are formed by employees within an occupation or industry to bargain with employers for improved wages and conditions.

The first Australian trade unions were formed in the 1840s. They were temporarily disrupted by the gold rushes but were soon reorganised. By the 1850s many trade unions had been formed, strengthened by the ambitions of many gold rush migrants.

3.9.2 Tactics and policies

Unions used strikes and pickets to win their objectives. The first full-scale union picket was staged during the Bootmakers' Union strike in 1884. Unions also held strikes to protest against businesses employing Chinese workers, who were paid at much lower rates than Europeans. At its first meeting, in Sydney in 1879, the Inter-Colonial Trade Union Congress (later the **Australian Council of Trade Unions** or **ACTU**) unanimously opposed Chinese immigration.

SOURCE 3 Trade unionists with their banner in Broken Hill, NSW, around 1911

Exploitation of women

Women were exploited even more than men. They experienced harsh working conditions, long hours and lower rates of pay. The first colonial women's trade union was the Melbourne Tailoresses' Union. Founded in 1882, it campaigned against wage cuts for already poorly paid female workers in the clothing industry. Its campaign led to a parliamentary inquiry into **sweated labour**, and the establishment of boards to ensure that standards were in place for wages, working hours and conditions.

Factions and political parties

Workers could have improved their conditions by electing representatives to fight for their rights in the colonial parliaments. At first, however, factions and pressure groups dominated colonial politics. The main groups were the protectionists and the free traders. Both represented the interests of businesspeople.

Political parties began to emerge in the late 1880s as the protectionists and free traders became more organised. The most significant step in the development of political parties, however, was the birth of the labour parties. Since its inception, the Australian Labor Party (ALP) has had links with the trade union movement. Formed in 1891, it is the oldest political party in Australia and one of the oldest labour parties in the world.

Australian Council of Trade Unions (ACTU) the peak union organisation in Australia

sweated labour workers exploited by being made to work for long hours and with low pay

The sectarian divide

Among the convicts transported to Australia with the first European settlement were Irish political prisoners found guilty of involvement in rebellions against the British government. Irish rebels were exiled to a penal colony located in a distant land, and ruled over by British officials who were commonly anti-Irish and anti-Catholic in their attitudes. This was the beginning of what is called a *sectarian* divide; a colonial society divided between Irish Catholics and British Protestants. The distrust was so great that no Catholic priests were allowed into the colony for 30 years.

Irish Catholics played an important role in the birth of the Australian trade union movement, and the foundation of the Australian Labor Party. This was seen to be in opposition to the dominance of British Anglicans and Presbyterians in business. Political unrest in Ireland continued to stir the sectarian divide well into the twentieth century.

3.9.3 The great strikes of the 1890s

Trade unions achieved many of their goals up until the end of the 1880s. However, when a severe economic depression began in 1890, employer organisations fought back. Employers said they were fighting for 'freedom of contract'— the right to hire workers who were not union members and to pay them less than the wages that had been won by the unions.

The result was a series of great strikes between 1890 and 1894. The 1890 maritime strike affected all the eastern colonies and involved wharf labourers, seamen, ships' officers, transport workers and shearers. The 1891 shearers' strike saw armed clashes between shearers on the one hand and strike-breakers, the army and police on the other at Barcaldine in Queensland.

SOURCE 4 A portrait of shearers as 'unionist prisoners'. This photograph was taken at Barcaldine, Queensland, in November 1893 to mark the jailing of 13 shearer union leaders.

aud-0488

SOURCE 5 This news report describes what happened when unionists attempted to stop strike-breakers working at Port Adelaide during the 1890 maritime strike. It was published in *The Advertiser* (Adelaide), 29 October 1890.

About 6 a. m. a large body of unionists had assembled on the wharfs, but nothing serious occurred until about 8 o'clock, when some non-unionists were returning from work along Maclaren wharf and proceeding to the labour bureau for breakfast. They were surrounded by a body of unionists, who commenced to hoot, jeer, and ill treat them. One of the men being rather roughly handled drew a revolver, which he pointed at the unionists, but happily did not fire. The police arriving on the spot arrested three of the unionists and took the weapon away from the non-unionist, but the owner [of the revolver] was not apprehended …

Electing workers' representatives

The strikes failed because the employers were able to find strike-breakers to carry out much of the work and could use the law against the strikers. The failure of the strikes, the support the employers had from governments and the jailing of union leaders made unionists realise they needed new tactics. They decided to get workers' representatives into parliament to change the laws. Labour parties were set up in each colony.

William Guthrie Spence

The mateship and fraternity of the Victorian goldfields provided inspiration for the formation of the union movement, and the foundation of the Australian Shearers Union by W.G. Spence.

William Guthrie Spence migrated to Australia from Scotland at the age of six. He had no formal education and so from the age of 13 worked as a farm labourer, and later as a gold miner. Mining impressed upon Spence the need for collective action to protect workers and the conditions of their employment. His success in running the Victorian Miners Association pushed him into working to improve the conditions for shearers. By 1890 the Shearers Union established conditions for their members in New South Wales, Victoria and South Australia.

The defeat of the 1880s strikes led Spence and other unionists to move into politics, and support the movement for federation. In 1891 he supported the first Labour Party election campaign in New South Wales. With Federation, Spence was elected to the first Australian House of Representatives.

3.9.4 Forming the ALP

The Australian Labour Party entered federal politics at Federation, following the first Commonwealth elections in 1901. It comprised 16 members who had been elected to the first sitting of the House of Representatives and eight Senators. It was not until 1908 that the spelling of the party's name was changed to 'Labor'. The American English spelling recognised that many of the ideas of the US 'labor' movement were dominant internationally and influenced the early tactics of the ALP.

DID YOU KNOW?

Australia's first labour government — indeed the first labour government in the world — was elected in Queensland in 1899. It lasted only seven days. A **minority government** had been formed, with Anderson Dawson as the state's first labour premier. It ended a week later when motions enabling it to continue to govern were defeated.

> **minority government** a government that has fewer than half the seats in a lower house of parliament

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3.9 SKILL ACTIVITY: Communicating

Australia of the late colonial period was described by many as a 'working man's paradise', because it was believed to be a land that provided jobs and opportunity. The economic depression of the early 1890s led to high unemployment levels, financial hardship, strikes and social unrest.

Think about what would have motivated one of the men in **SOURCES 2** and **3**, and which nineteenth-century workplace rights he would have been standing up for.
1. Imagine you are a journalist assigned to write a story on the trade union movement. **Research** the background to one of the unions referred to in the sources or text of this lesson.
2. You are particularly interested to find out if your unionists consider Australia to be the 'working man's paradise'. **Compose** five questions that you believe will provide your readers with an understanding of the union's role in the late nineteenth-century workplace, and the long-term aims of the union movement.

3. After you have framed your questions, **consider** how you think the nineteenth-century unionists would have responded, and why the formation of the Labor Party in 1890 was of such significance to the trade union movement.
4. The newspaper has given you 20 lines to **write** up the findings from your interview and research. Your headline is 'Is Australia the Working Man's Paradise?'. Begin your short article with a strong statement to grab the reader's attention and then provide evidence to support your opinion piece.

3.9 Exercise

3.9 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 7, 11	3, 5, 6, 8, 10	4, 9, 12

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Check your understanding

1. **Identify** two reasons why trade unions are formed.
   A. To ensure that the work is completed on time
   B. To ensure that previously gained social improvements are maintained
   C. To bargain with employees for improved wages and conditions
   D. To bargain with employers for improved wages and conditions
2. **Identify** the economic reason that unions opposed Chinese immigration.
   A. The Chinese workers were paid more.
   B. The Chinese workers were unskilled.
   C. The Chinese workers were not of European descent.
   D. The Chinese workers were paid less.
3. Whose interests did free traders and protectionists represent?
   A. Women and children's
   B. Business people's
   C. Workers'
   D. Chinese immigrants'
4. How did employers try to lower wages in the 1890s? **Explain** why they might have done this.
5. **Identify** the results of the strikes of the 1890s. **Explain** why they failed.
6. **Identify** four significant aspects about the formation of the ALP and its early history.
7. What was Australia's 'sectarian divide'?

Apply your understanding

Using historical sources

8. a. **Examine** SOURCE 2. **Identify** the labels on the three sides of the central triangle.
   b. **Explain** what SOURCE 2 suggests about the importance of the eight-hour working day.
9. a. **Describe** the appearance of the unionists in SOURCE 3. Why might they be dressed this way?
   b. The slogan on the banner in SOURCE 3 reads, 'To assist but not to injure'. **Explain** why the union might have chosen this slogan.
10. What does SOURCE 4 **suggest** about the attitudes of the shearers in the photograph? **Explain** why you think this photo was taken.
11. **Identify** from SOURCE 5 why unionists felt the government was on the side of the employers.

Historical perspectives and interpretations

12. **Suggest** reasons why the goldfields provided inspiration for the development of the union movement, and the career of political figures such as William Guthrie Spence.

LESSON
3.10 Who shaped the Australian colonial identity?

LEARNING INTENTION

By the end of this lesson you should be able to investigate what the evolving national identity of being 'Australian' meant at the end of the nineteenth century.

TUNE IN

SOURCE 1 captures an image of Australia that many people in 1894 would have identified with. The art of Tom Roberts and the literature of Banjo Paterson (**SOURCE 2**) contributed greatly to the creation of this distinctly Australian identity.

SOURCE 1 *The golden fleece*, painted by Tom Roberts in 1894. You can compare this image to Roberts' more famous work, *Shearing the rams*.

1. How would you describe the 'typical' Australian as depicted in **SOURCES 1** and **2**?
2. Discuss in pairs the key features of Australia's twenty-first century identity.

3.10.1 Radical and nationalist

Ideas of national identity and national types became popular in Europe, Canada and the United States in the 1800s, shaping and reshaping maps, alliances and culture.

By the late nineteenth century two very different kinds of nationalism existed in Australia. A majority of Australians were what historians have called 'imperial loyalists'. They thought of themselves as Australian Britons and felt deep loyalty to Britain and the British Empire. A different kind of sentiment was felt by Australians whom historians have called 'radical nationalists'. These people believed that Australia should be independent from Britain and should create a society that was fairer and more egalitarian than Britain's.

Radical nationalists saw the typical Australian as a bush worker, like the gold rush diggers and the unionist shearers and drovers. He was seen as independent, opposed to class distinctions and English snobbishness, and loyal to his mates. Women usually had very little part in this image. Many Australian short stories, poems and artworks of the 1880s and 1890s depict such 'typical Australians'.

aud-0489

SOURCE 2 Extract from Banjo Paterson's 1889 poem *Clancy of the Overflow*. This section provides a rather romantic image of droving in contrast to the 'foulness' of city life.

In my wild erratic fancy visions come to me of Clancy

Gone a-droving 'down the Cooper' where the Western drovers go;

As the stock are slowly stringing, Clancy rides behind them singing,

For the drover's life has pleasures that the townsfolk never know.

And the bush hath friends to meet him, and their kindly voices greet him

In the murmur of the breezes and the river on its bars,

And he sees the vision splendid of the sunlit plains extended,

And at night the wond'rous glory of the everlasting stars.

I am sitting in my dingy little office, where a stingy

Ray of sunlight struggles feebly down between the houses tall,

And the foetid air and gritty of the dusty, dirty city

Through the open window floating, spreads its foulness over all. SOURCE 3

SOURCE 3 Portrait of Banjo Paterson on the Australian ten dollar note
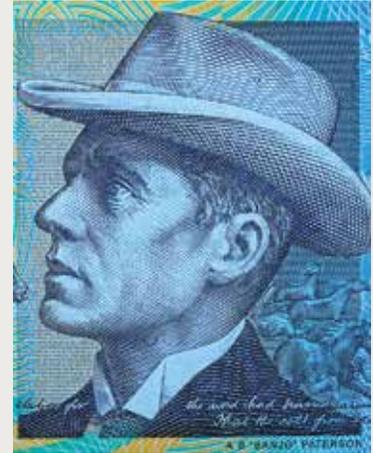
3.10.2 White and male

Racism was part of both kinds of Australian nationalism. Imperial loyalists believed that Britain had the right to rule over other races they believed were inferior to the British. Radical nationalists wanted to create a workers' paradise in Australia, but they thought this dream could be achieved only by keeping out non-Europeans, who they believed did not share their values and whose cheap labour would be used to destroy the gains won by Australian workers. They also considered non-Europeans insufficiently educated or intelligent to share in an Australian democracy.

Identity and the Dreaming

The Dreaming reinforces the physical and spiritual links between the many First Nations Peoples of Australia. These shared understandings define identity and reinforce physical obligations and spiritual links with Country. William Barak lived at Coranderrk (see section 2.9.4) in the 1880s and 1890s. His artwork recorded encounters with colonial society, life at Coranderrk and the Wurundjeri traditions and stories.

In 2022 First Nations Australian Elder and Barak descendant Ron Jones explained how William Barak expressed the identity of his people during the colonial period:

SOURCE 4 An 1898 painting by First Nations Australian artist William Barak (c. 1824–1903) of the Wurundjeri Peoples

Figures in possum skin cloaks 1898

'...Uncle William's paintings were depicting our culture and our history, through drawings. If people know how to read William Barak's paintings, he's telling the story of Wurundjeri people, not just Wurundjeri but all the people living on Coranderrk.'

Art and literature

Even before stories and poems about the bush were published, there were traditions of storytelling and singing among rural itinerant workers. These had developed from old convict ballads and Irish songs. Writers such as Andrew 'Banjo' Paterson drew on these traditions to create ballads about the bush and its heroic characters. Paterson's works include *Waltzing Matilda, Clancy of the Overflow* and *The Man from Snowy River*.

Henry Lawson (see **SOURCE 5**) also wrote about people living in the bush. His mother, Louisa, was an early Australian campaigner for women's rights, and her strong influence is seen in some of the female characters that feature in Lawson's stories. *The Drover's Wife* (see **SOURCE 6**) depicts a brave and resilient woman protecting her children while her husband is away for long periods.

aud-0490

SOURCE 5 Henry Lawson

SOURCE 6 Extract from *The Drover's Wife* by Henry Lawson

She is not a coward, but recent events have shaken her nerves. A little son of her brother-in-law was lately bitten by a snake, and died. Besides she has not heard from her husband for six months, and is anxious about him …

… She is used to being left alone. She once lived like this for eighteen months. As a girl she built the usual castles in the air, but all her girlish hopes and aspirations have along been dead. She finds all the excitement and recreation she needs in the Young Ladies' Journal, and Heaven help her! takes a pleasure in the fashion plates …

… One of the children died while she was here alone. She rode nineteen miles for assistance, carrying the dead child.

However, much of the art and writing of the period celebrates hard physical labour and masculine endeavour. Women were often associated with more passive, domestic roles. This is another reason why *The Drover's Wife* is such an extraordinary story.

Many of the works of art also told dramatic stories about the trials and hardships of rural living, though not all of these works portrayed this life as one of heroic struggle.

Paterson and Lawson both contributed to a literary journal called *The Bulletin*. It promoted political ideas such as **republicanism** and white superiority. Its slogan was 'Australia for Australians' until 1908, when it was changed to 'Australia for the White Man'.

republicanism the belief that a country should be a republic (where the country has an elected or appointed head of state), not a monarchy (where the head of state is a king or queen)

SOURCE 7 Tom Roberts' *A break away!* Painted in 1891, this picture shows a lone figure desperately trying to avert disaster as his herd of thirsty sheep rushes for the water.

aud-0491

SOURCE 8 Written by Henry Lawson, published in *The Bulletin* in 1887, *A Song of the Republic* is Lawson's first published poem.

A song of the Republic

Sons of the South, awake! arise!

Sons of the South, and do.

Banish from under your bonny skies

Those old-world errors and wrongs and lies.

Making a hell in a paradise

That belongs to your sons and you.

Sons of the South, make choice between

(Sons of the South, choose true),

The Land of Morn and the Land of E'en,

The Old Dead Tree and the Young Tree Green,

The Land that belongs to the lord and the Queen,

And the Land that belongs to you.

…

Sons of the South, aroused at last!

Sons of the South are few!

But your ranks grow longer and deeper fast,

And ye shall swell to an army vast,

And free from the wrongs of the North and Past

The land that belongs to you.

John Feltham Archibald and *The Bulletin*

J.F. Archibald was an Irish Catholic born in Geelong West, Victoria. His decision to change his birth name to Jules Francois Archibald reflected his love and great interest in 'everything French'. His other passion in life was the weekly paper he launched in 1880 featuring political, business and literary news. *The Bulletin* gained popular colonial support and provided young writers the opportunity to publish short stories and poetry. The paper encouraged and expressed the emerging nationalist sentiments of the colonial period, particularly through the literary work of the group known as the 'bush poets'.

Qualities such as mateship and resilience were celebrated in the literary works of contributors such as Henry Lawson and Banjo Paterson. The beliefs in freedom of speech, liberty, equality and social justice championed by the paper were not extended to First Nations Australians or non-European Australians. Despite the narrow definition of an Australian identity, the paper did promote Federation, the labour movement and a group of women writers who are celebrated as greats of Australian literature. Barbara Baynton's stories did not romanticise the bush life of Lawson and Banjo Paterson. Her Australian landscape was harsh and isolated, and dominated by men who lived with the daily struggle for survival in a vast and unforgiving landscape. The realism of her *The Bulletin* stories reflected the darker side of the Australian colonial identity.

DISCUSS

Before studying this lesson, how would you have described a typical Australian? How has learning about the development of Australian identity changed your ideas about being Australian?

3.10 SKILL ACTIVITY: Using historical sources

Two different aspects of the Australian identity emerged towards the close of the colonial period: the 'imperial loyalists' and the 'radical nationalists'.
- **Create** your own definition of these two perspectives on Australia.
- Locate and **research** some further examples of art and literature expressing the Australian identity of the period.
- **Select** five different primary sources created during the late nineteenth and early twentieth century for **analysis** (select different literary forms and different artists).
- Make a **summary** of your source interpretations in two columns, for example:

Source	Summary of content/Expression of Australian qualities and identity
The Drover's Wife Short story by Henry Lawson	Heroic image of a stoic and resilient woman protecting her children while dealing with the harshness and loneliness of the Australian bush
A break away! Painting by Tom Roberts	A brave, lone horseman working in the isolation of the vast bush desperately trying to control a herd of sheep charging towards water

- **Evaluate** the message and expression of Australian identity of the chosen sources by **identifying** the similarities and differences.
- As a concerned reader of the 1908 *The Bulletin* magazine, **write** a letter to the editor challenging the racist and sexist view of identity communicated in the slogan 'Australia for the White Man'. **Communicate** why you believe *The Bulletin*'s view of our identity does not reflect Australia as you know it. Your letter should suggest *The Bulletin* represent a more inclusive image of the Australian identity, including women (*The Drover's Wife*), non-white Australians (Robert Dowling paintings), city dwellers and children (paintings by E. Phillips Fox).

3.10 Exercise

These questions are even better in jacPLUS!
- Receive immediate feedback
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Check your understanding

1. **Identify** the two different types of nationalists that existed in Australia by the late nineteenth century.
   A. Radical nationalists
   B. Radical loyalists
   C. Imperial loyalists
   D. Imperial nationalists
2. **Identify** the qualities of the typical bush worker as seen in the radical nationalist tradition.
   A. Law-abiding
   B. Rebellious
   C. Opposed to English class distinctions
   D. Loyal to the British Empire
   E. Loyal to his 'mates'
   F. Dependent
3. Women played only a small part in the creation of the image of the 'typical Australian' of radical nationalism. True or false?
4. **Name** two writers who wrote about Australian bush characters.
5. **Explain** why *The Drover's Wife* is an extraordinary story.
6. Use the words provided in the following table to complete the paragraph below **explaining** the role of John Feltham Archibald and *The Bulletin* in shaping colonial identity.

nationalism	Paterson	*The Bulletin*	liberty
Baynton	1880	politics	Federation

J. F. Archibald launched _____ newspaper in _____ to provide the opportunity for writers like Banjo _____, Henry Lawson and Barbara _____ to publish stories and poetry about life in Australia. *The Bulletin* also covered business and _____. The paper expressed the emerging _____ of the later colonial period, and celebrated mateship and the importance of _____ and equality in the build up to _____. Unfortunately, the paper did not extend the vision of a nation built on the principle of equality to First Nations Australians or non-European Australians.

Apply your understanding

Using historical sources

7. In **SOURCE 2**, **identify** the 'pleasures' of the drover's life.
8. **Identify** what **SOURCE 6** suggests about the qualities of bush women.
9. **Examine SOURCE 8**. What is the main point of Lawson's poem?
10. Using all of the sources in this lesson **describe** the vision of national character they express. Try to include contradictory elements if you can.
11. **Examine SOURCE 8**. **Explain** what Lawson might have meant by 'old-world errors and wrongs and lies' and the sort of future he predicted for Australia as a republic.

Historical perspectives and interpretations

12. **Evaluate** the importance of the bush worker as a representative of the Australian character. Is it possible for any one idea to express a 'national type'? **Outline** your view.

LESSON
3.11 INQUIRY: The Federation Game

Background

On 1 January 1901, the six British colonies in Australia became a Federation. Edmund Barton was sworn in as the new nation's first prime minister. Australia's first Federal Parliament met on 9 May 1901 to begin the task of drafting the laws for the new nation. Federation was a victory over the many political, economic and social differences that had increasingly divided the colonies from the time of the first European settlement. Federation was finally achieved after a decade of robust campaigning, countless public meetings and many compromises.

There were many issues standing in the way of unity and nationhood. Strong loyalties to specific colonies meant that many people identified as either Tasmanians, New South Welshmen or Queenslanders rather than as Australians. In referendums held in 1898 and 1899 the public was asked to vote 'Yes' or 'No' to a proposed Australian constitution. In the 1898 referendum less than half the eligible voters bothered to even participate, showing a total lack of interest in the process of nation building. The question of free trade or 'protection' divided New South Wales and Victoria; New South Wales politicians believed Sydney should be the nation's new capital while those in Victoria thought it should be Melbourne; the other colonies believed it should be neither of those cities. Even the railway networks between Victoria and New South Wales were divided by the different gauges of the railway tracks.

Despite the many sources of opposition to Federation, at the beginning of the new century Australia succeeded in becoming the only nation on Earth to occupy a whole continent. Ahead lay the great task of building a new nation, beginning with the creation of symbols to represent Australia: a flag, a coat of arms, a currency, postage stamps and a national capital.
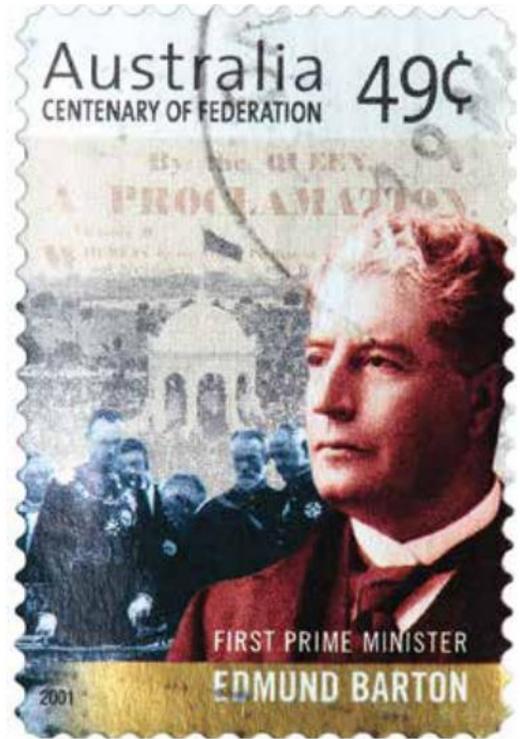
Before you begin

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

In this inquiry you will put your knowledge to use by developing a game identifying all of the key events, personalities, issues and challenges marking Australia's path to Federation.

Discuss the following:

What were the key events, personalities, issues and challenges marking Australia's path to Federation?

Step 1: Questioning and researching

Decide on your inquiry question before you begin researching.

Work in pairs to conduct your **research** of the history of Federation and to design your game.

You will need to **research** the different rules of games, such as Snap or Snakes and Ladders, before you decide what format you will use to **create** your Federation Game. Snakes and Ladders, for example, could become question card possibilities. A correct answer could send a player up a ladder, and an incorrect answer send a player down the ladder. Your aim is to **create** an interesting game that will test players' knowledge of the history of Federation.

Step 2: Using historical sources

Start your Federation history research by revisiting the content in this topic to ensure you are familiar with the key events, personalities and issues of this period in Australia's history. Locate other sources of information and images to add depth to your knowledge of Federation, the main events, and the steps forward and obstacles along the way to nationhood.

Step 3: Historical perspectives and interpretations

Decide how you are going to organise your research findings. **Construct** a timeline from your research so that you have a clear chronology of events. You could make a list of headings based on events, organisations and the people shaping the birth of our new nation. Ensure you keep a record of the source details of additional information you find online, in books or film.

Step 4: Communicating

Discuss how you are going to **communicate** and **present** your historical knowledge and concepts in the form of a game. You could **create** your game with cardboard cards and a playing board, or you may choose to construct your game digitally. Remember to **create** an instruction sheet on how to play your Federation Game.

Present your game to other members of your class so that everyone can enjoy learning about the birth of our nation.

Complete your self-assessment using the **Inquiry rubric** or access the 3.11 exercise set to complete it online.

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on Resources

📄 **Digital document** Inquiry rubric (doc-39692)

LESSON
3.12 When did Australian women gain political rights?

LEARNING INTENTION

By the end of this lesson you should be able to explain the long campaign for political rights and representation for Australian women.

TUNE IN

'*I am a human being, and I believe nothing human is outside my sphere.*' — Terence

Shown on the front cover of *The Australian Woman's Sphere,* April 8th 1903 — A procession of men march past under the banner of manhood suffrage, a glass of beer and golf clubs. They include a boxer and men of all classes and even non-European males. The noble Vida Goldstein, representing womanhood, is chained to the pole of 'thou shalt not vote', along with 'madness' and 'criminality'. The rising sun of 'women's suffrage' is in the background. One of the males in the foreground is a brewery owner.

Refer to **SOURCE 1** and the words written in small print beneath the magazine's name, *The Australian Woman's Sphere*.

The words are attributed to Publius Terentius Afer, commonly known as Terence. Terence was a Roman writer who lived in the second century BCE, during the period of the Roman republic.

1. What do you think Terence meant by this statement?
2. Why did the publishers of *The Australian Woman's Sphere* adopt it as their slogan?

SOURCE 1 The front cover of *The Australian Woman's Sphere*, 8 April 1903.
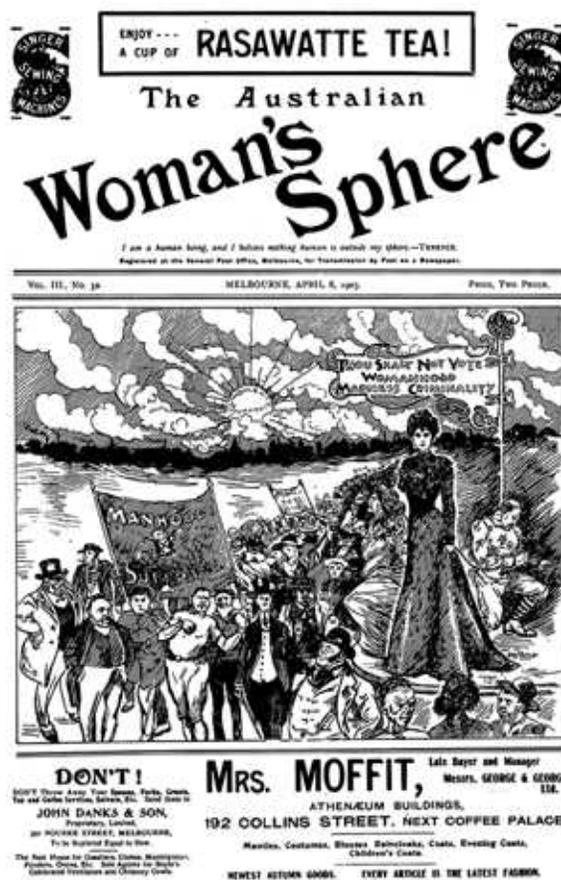
3.12.1 Women in the workforce

During the nineteenth century there was great social inequality between the sexes. Most rewarding jobs were closed to women, who usually had to give up their jobs when they married. Women were expected to devote their lives to their families, yet they had little power within marriage. Many people came to see that women's **suffrage** was needed as a first step towards overcoming such inequalities.

suffrage   the right to vote

In the paid workforce, women were paid much less than men even for the same work. In the clothing trade, women worked up to 90 hours a week. Female domestic servants received very small wages, board and leftover food for working 14-hour days with only occasional weekends off. A skilled tradesman earned five times as much but even his wage was barely enough for rent, food and other essentials for a family.

Nevertheless, as one century closed and another dawned, women's participation in paid work began to change rapidly. By 1913, women accounted for nearly a quarter of all manufacturing employees and were enjoying better wages and more independence than those in domestic service. Administrative work, especially in using the new typewriters, became increasingly common. But pay rates continued to be low and, while a few jobs such as fruit picking would give equal pay for equal work, most women would receive only one-third of the wages of their male counterparts.

Fighting for women's political rights

Laws on marriage, divorce, property and custody of children all favoured men. Change could come only through political action. In the late nineteenth century women formed organisations in each Australian colony to campaign for the right to vote.

They believed their vote would bring about improved working conditions, equal pay, better education for girls and more opportunities in the professions. Women also thought that being entitled to vote would provide them with greater power within the home, protecting vulnerable women against violent abuse, giving them property and custody rights and raising the age of consent. A number of women's groups campaigning for votes for women were also demanding restrictions on the consumption of alcohol (these were known as 'Temperance' unions), believing a more sober society would be a safer one. The Women's Christian Temperance Union (WCTU) was one such group, and was sometimes ridiculed in the media as the 'Water, Coffee, Tea Union'.

The first branch of the WTCU was formed in 1885, and then in 1891 it held the first gathering of an Australian women's organisation. While promoting traditional family values, the union had a wide welfare agenda aimed at the protection of women and children. The union encouraged women to actively participate in politics and public life, believing that gaining the vote was the only way to bring about real social change.

DID YOU KNOW?

In 1894 South Australian women gained the vote. New Zealand women had led the way, gaining voting rights in 1893. Women won the vote in Western Australia in 1899, federal government elections and New South Wales in 1902, Tasmania in 1903, Queensland in 1905 and Victoria in 1908.

Only South Australia and the Commonwealth had given women the right to stand for election to Parliament as well as to vote. The right of women to stand for election to Parliament was won in New South Wales in 1918, Western Australia in 1920, Tasmania in 1921 and Victoria in 1923. In 1921, with her election to the lower house of Western Australia, Edith Cowan became Australia's first female member of Parliament.

The power of the pen

In New South Wales in 1888, Louisa Lawson (the mother of Henry Lawson) founded a newspaper called *The Dawn* to make people aware of women's issues. In 1889 she founded the Dawn Club to campaign for women's suffrage. In 1891 women's suffrage societies presented the Victorian Parliament with a petition with more than 30 000 signatures supporting votes for women.

Catherine Helen Spence was born in 1825 in Scotland, her family migrating to South Australia in 1839. She worked as a governess and then set out to fulfil her ambition to become a writer. In 1854 Spence's novel *Clara Robinson: A tale of South Australia during the gold fever* was published. This was the first novel about Australia

to be written by a woman. In the 1870s she turned her literary skills to campaigns to improve education, welfare and electoral reform. She co-founded the *Boarding-Out Society*, an organisation formed to find homes for orphaned and destitute children, and pushed for the creation of kindergartens and secondary schools for girls.

In 1897 Catherine Helen Spence became the first Australian woman to stand for political office. She was unsuccessful in her bid to join the Federal Convention in Adelaide. She nevertheless continued campaigning for female suffrage across Australia. When she died in 1910, she was remembered as the 'grand old woman of Australia'. Her lifetime of service in building social justice into the new Australian nation was commemorated on the Australian five-dollar note issued for Australia's centenary of Federation. Vida Goldstein was an equally important campaigner for women's rights. She was born in 1869 in Melbourne, where she worked for slum clearance, prison reform and votes for women. In 1899 she became president of the Women's Suffrage League.

3.12.2 Slow progress

Vida Goldstein fights on

Vida Goldstein (see **SOURCE 2**) ran two magazines for women's rights: *The Australian Woman's Sphere* (1900–05) and *The Woman Voter* (1909–19). She stood for election to the Senate on five occasions without success. However, she received many votes from men and women, and her election campaigns increased awareness of the unfair way women were treated. In 1903, she was guest speaker at a women's meeting in the United States and, from 1911 to 1913, she helped the British women's suffrage movement. In Britain the vote was not extended to all adult women until 1928.

During World War I, Vida championed pacifism as well as feminism. She founded the Women's Peace Army in 1915 and was involved in a number of charitable works supporting vulnerable women. In 1919, she represented Australia at the Women's Peace Conference in Zurich. She was away from Australia for three years. Vida described herself as a democrat working for the complete equality of women with men and decent standards of living for all.

Voting rights for women were opposed by a number of male politicians who argued that women were not sufficiently educated or intelligent to vote and that their vote would be too easily influenced by their husbands, employers or unscrupulous politicians. They also expressed the idea that women who were interested in politics would neglect their families, have fewer children and that the divorce rate would go up.

SOURCE 2 A portrait of Vida Goldstein, painted in 1944 by Phyl Waterhouse

DID YOU KNOW?

Vida Goldstein supported trade unions and **socialism**. During World War I, she campaigned for peace, despite losing many supporters. She died in 1949. An electorate in Melbourne is now named after her.

socialism   a political system in which the government controls the economy to ensure greater equality

Some newspapers and publications portrayed women who campaigned for voting rights as ugly, unmarried and aggressive, suggesting in a rather obvious way that they were not really 'feminine'. Others portrayed women as too innocent or naive to use their vote responsibly or simply ridiculed the idea.

SOURCE 3 *Here, you man! Where's that vote you promised me?* This cartoon was published in *The Worker*, a Queensland trade union newspaper, on 17 November 1900. The woman probably represents Emma Miller, a prominent Queensland feminist of the time, while the man she is intimidating is the unsympathetic Robert Philp, the Queensland premier.

"Here, you man! Where's that Vote you promised Me?"

SOURCE 4 The Queensland premier, Robert Philp, was one of the opponents of votes for women. Here he is being portrayed as a butcher of democracy, published in *The Worker*, 11 August 1900.

MARY HAD A LITTLE LAMB.

SOURCE 5 The Victorian woman: 'We demand our votes. We will have 'em.' The Conservative Party: 'I assure you they're very unbecoming, ma'am. Just look at Miss South Australia there!' 'A question of propriety', *The Critic*, 26 August 1899

A QUESTION OF PROPRIETY.

3.12 SKILL ACTIVITY: Using historical sources, Communicating

1. **SOURCE 1** is the cover image of Vida Goldstein's monthly publication, *The Australian Woman's Sphere*. Vida Goldstein stands in the centre. She is surrounded by men, of many nationalities and social groups, waving a 'manhood suffrage' banner. There are three foreground figures who stand apart from the procession of suffrage men. Who do you think these groups are?
2. With reference to the lesson text and sources:
   - **Identify** areas of discrimination during this period.
   - **Consider** the radical nationalist identity, as discussed in the previous topic, and **suggest** how this may have contributed to discrimination against women.
   - Refer to the **SOURCES 3, 4** and **5** cartoons to **identify** the range of attitudes towards women, discrimination and levels of support for the women's suffrage movement.
3. You have been assigned to work with Vida Goldstein (**SOURCE 2**) on the women's suffrage campaign. Your campaign group is composed of representatives of different organisations, such as the Dawn Club. **Conduct research** on these groups, personalities and events, such as the 1919 Women's Peace Conference held in Zurich to locate some background information.

You need to carefully consider your message, your target audience and your opposition by **analysing** the sources and **evaluating** the range of views the broader Australian community holds about the role and place of women in the early twentieth century.

Members of your group now need to **communicate** your suffrage message. Group members need to take responsibility for one of the protest strategies; for example, writing the letter to Parliament, writing lecture notes for a public meeting, and **creating** posters and leaflets promoting your cause.

3.12 Exercise

3.12 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 6, 9	5, 7, 8, 10

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Check your understanding

1. During the nineteenth century women were treated as equal to men. True or false?
2. Apart from women fruit pickers, who received equal pay, what proportion of men's pay did women generally receive in the early twentieth century?
   A. One-third
   B. One-half
   C. One-quarter
   D. Two-thirds
3. **Match** the Australian states with the year in which Australian states gave women the vote.

New South Wales	Victoria	Western Australia	Queensland	South Australia	Tasmania
1894	1899	1902	1903	1905	1908

4. a. **Identify** the reasons that women campaigned for the right to vote.
   b. **Explain** why some people opposed giving women the vote.
5. **Identify** the ways that Vida Goldstein and Catherine Helen Spence worked to improve Australian society.

Apply your understanding

Using historical sources

6. **Describe** the message of **SOURCE 1**. Is it convincing?
7. **Examine SOURCES 3, 4** and **5**. **Explain** how the campaign for women's votes has been represented in these cartoons.
8. **Identify** what **SOURCES 3, 4** and **5** reveal about attitudes at the time. **Explain** how each source might help us understand the debate over women's suffrage.
9. **Describe** the ways in which Queensland premier, Robert Philp, is depicted in **SOURCES 3** and **4**.

Historical perspectives and interpretations

10. **Outline** Vida Goldstein's contribution to the female suffrage movement. How significant was her role in achieving women's right to vote in Australia? **Explain** your view.

LESSON
3.13 Why did the colonies move to Federation?

LEARNING INTENTION

By the end of this lesson you should be able to explain the ideas and identify the individuals shaping the history of Australian Federation.

TUNE IN

SOURCE 1 presents an image of Australia as it was before Federation.

SOURCE 1 This 1891 newspaper cartoon (with colour added) summed up the way many people saw the colonies at the time. The 'stone walls' at state borders were more than just custom duties. There were many other factors separating the colonies.

BARRIERS BETWEEN BROTHERS.
SHALL THEY REMAIN?
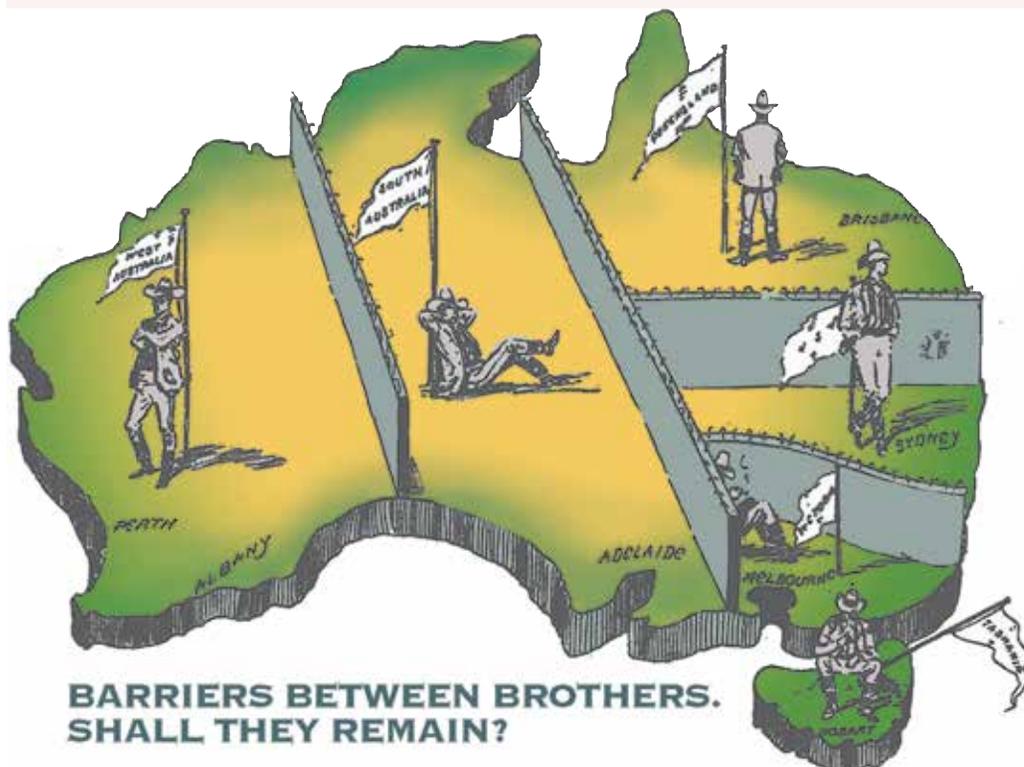
Identify three aspects of our lives, as citizens of a modern unified nation, that you think would be different to living in the Australia depicted in **SOURCE 1**.

From your **SOURCE 1** analysis discuss:
1. why the Australian Capital Territory is missing from **SOURCE 1**
2. why federation is of significance to modern Australia.

3.13.1 Why federate?

By 1880, the six British colonies were getting closer to merging as one nation. For the next 20 years, the issue of **Federation** dominated political discussion between the colonies until, on 1 January 1901, the Commonwealth of Australia was proclaimed.

Between 1855 and 1860 all colonies except Western Australia had their own governments. They governed independently of each other. For instance, laws concerning

Federation movement of colonies to form a nation

trade and **tariffs**, postal services, railway line widths, internal telegraph systems and defence forces differed from colony to colony.

These differences caused many frustrations, especially for those conducting business.

The reasons for Federation are quite complex and certain factors were important at different stages of the process.

National defence

By the 1880s, three security issues worried the colonial governments in Australia:

1. The French had been interested in the country from the 1770s, and had a colonial presence in New Caledonia. This was close enough to the Australian east coast for French warships to create problems if relations between Britain and France ever worsened.
2. Germany had established colonial outposts in Northern New Guinea and Samoa, posing a potential threat to colonial sea routes.
3. Russia's Pacific Fleet especially was a potential threat after the **Crimean War**. Fortifications had been built to protect many Australian ports and harbours.

A unified defence force seemed to offer advantages, though most Australians (and the governments) looked to Britain to defend Australia in time of danger.

Immigration concerns

There was continued concern about the possibility of a large number of non-Europeans coming into the country. The experience of the gold rushes had made many wary of the Chinese. When South Sea Islanders were brought into Queensland, many colonists feared this meant they would lose jobs or have reduced wages. This unrest allowed politicians to argue for a national policy controlling immigration. Different groups promoted the idea of a white Australia for different reasons. The newly formed labour parties were particularly strong in their opposition to non-European migration, fearing that anyone willing to work for lower wages (or anyone able to be easily exploited by employers) would drive down wages for all working Australians.

Transportation and communication

There were also practical concerns, many of them offering economic benefits. The width of railway lines differed between colonies. This meant people had to change trains and goods had to be transferred from one train to another at the borders. It was also argued that a common railway gauge would be vital in any military crisis.

Vision of unity

Some Australians believed that Federation was a national destiny. One of the leaders of the movement was the young lawyer Alfred Deakin. It was his view that each Australian was an 'independent Australian Briton' and that Federation represented 'the highest development of the possibilities of self-government.' Without unity, he argued, 'we find ourselves hampered in commerce, restricted in influence, weakened in prestige'. Another leader was the ambitious and talented Isaac Isaacs from Victoria who claimed that he looked forward to the day when he could say, because of Federation, 'I am an Australian'.

White Australia and Federation

The Australian Natives' Association was founded in 1871 as a voluntary society aimed at raising funds to assist Australian workers and their families who were in financial difficulty. Membership was restricted to those who had been born in Australia, and who were white. The Association provided support for Federation and, in response to fears of invasion and immigration, the White Australia policy. White Australia was a denial of non-European colonial settlers, and First Nations Australians.

Before Federation, all First Nations Peoples of Australia were British subjects and theoretically entitled to vote. In 1885 the Queensland government removed this

> **tariff** a duty charged on imports
>
> **Crimean War** war fought between Britain and its allies and Russia, 1853–56

right, followed by Western Australia in 1893. First Nations Australians' rights played no part in the lead up to federation, but with Federation two limitations were placed upon them:

- Article 51 gave the federal government power to make laws for people of any race, *other than the Aboriginal race in any state,* for whom it was deemed necessary to make special laws. The effect of this was to prevent the federal government making laws to benefit First Nations Australians.
- A second mention of First Nations Australians was related to the Census. The constitution stated: *In reckoning the numbers of people of the Commonwealth, Aboriginal natives should not be counted.* Larger states did not want the smaller states to increase their numbers by including First Nations Australians, while smaller states did not want First Nations Australians included in taxation calculations.

The question of the franchise for First Nations Australians was more complicated. At the time of Federation, all those who had voting rights in state elections also had voting rights in the federal election. *The Commonwealth Franchise Act* of 1902 took many of these rights away from First Nations Australians.

3.13.2 Countdown to Federation

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A: Federal Council meets

1886
- The Federal Council of Australasia was set up, and a meeting attended by delegates from all six colonies, and from New Zealand and Fiji.
- The main purpose of the meeting was to agree to ask Britain to guarantee it would defend the colonies if they were ever threatened.

B: Henry Parkes talks to Tenterfield locals

1889
- Sir Henry Parkes (1815–1896), an outspoken and controversial politician, was a prominent supporter of Federation.
- He was premier of New South Wales five times.
- In August 1889, en route to Sydney from Brisbane by train, he stopped in Tenterfield. He spoke to a hall full of locals at a function, challenging them (and all colonists) to think 'national'.

' … I do see very clearly that there may come a time and that time not very remote, when the Australian colonies may be brought more into the position of one great and united people. We should have an outline of Empire, such as we could never hope for as isolated colonies, and our place would be admitted in the rank of nations.'

C: A national constitution drafted

1891
- By the 1890s, it was increasingly apparent to politicians and businessmen that colonists shared a common language and values. A national identity was emerging.
- The Australasian Convention was held, attended by leading politicians from the six colonies and from New Zealand. The purpose was to draft a national constitution.
- The draft for a constitution proposed a federal government and state governments, free trade between the colonies and a national defence force. However, due to the 1890s depression and strikes, the Federation issue was put aside.

D: The Corowa conference

1893
- Economic issues were the focus at this conference of politicians and businessmen.
- The issue discussed most fiercely was the import/export tariffs each colony imposed. People and goods on trains were searched at borders, as a change of train was required, to ensure no smuggling was taking place and that appropriate customs duties were paid.
- Delegate Quick from Victoria proposed that colonial governments ask their voters to elect representatives for a Federal Constitutional Convention.

E: Federal constitutional conventions

1897–98
- From this convention (attended by representatives from colonies chosen by the people), a draft constitution was taken back to the five colonial governments. The draft plan saw a two-house federal Parliament with an upper house of review that would represent states equally and protect rights.
- Delegates re-assembled in Sydney in September (and again in January 1898 in Melbourne) to consider amendments from the colonial parliaments. Free trade between states, and the national management of immigration and defence were key issues.
- On 16 March 1898, the convention agreed on a draft constitution to be put to the voters of all colonies. (Western Australian and Queensland parliaments were still to agree at this point.)

F: The referendum

April 1899 to July 1900
- Votes were cast. After some re-votes and a delayed vote in Western Australia, the referendum was completed by July 1900. The majority of voters gave their support for a national government, the Commonwealth of Australia, to be set up in line with the terms laid out in the draft constitution. The results of the vote in each colony are shown in the following table.
- State (formerly colonial) constitutions were recognised in the proposed federal constitution; however, federal laws would overrule any state law where there was a common issue.

The referendum result:
- A majority of votes were cast for Federation but only 61 per cent of those who had the right to vote took part. So, in fact, less than half the colony's voters actually voted for Federation. This demonstrates that many Australians were confused or uncertain about its meaning.

Referendum vote on the Commonwealth Bill, 1899–1900

Name of colony	Date	Yes	No	Total
New South Wales	20.6.1899	107 420	82 741	190 161
Victoria	27.7.1899	152 653	9805	162 458
Tasmania	—	13 437	791	14 228
South Australia	29.4.1899	65 990	17 053	83 043

Name of colony	Date	Yes	No	Total
Northern Territory	6.5.1899			
Queensland	2.10.1899	38 488	30 996	69 484
Western Australia	31.7.1900	44 800	19 691	64 491
Total		422 788	161 077	583 865

G: Australia becomes a nation

1900

- A group of delegates (one notable politician from each colony) travelled to London to have the draft constitution passed by the British Parliament. The British State Secretary responsible for colonies wanted to make amendments but the delegates stood firm.
- The Australian Constitution was passed by the British Parliament, with the British monarch, Queen Victoria, giving it royal assent on 9 July 1900. It set out the rules and principles for governing Australia and outlined the powers of the federal Parliament and some powers of state parliaments.

SOURCE 2 The badge of the Australian Federation League of New South Wales between 1898 and 1901

H: Federation

1901

- The governor-general, representing Queen Victoria, swore in Sir Edmund Barton and eight chosen ministers on 1 January 1901. (They would act as a caretaker government until the first national elections could be held in March 1901.)
- After this swearing in, the Commonwealth of Australia was proclaimed by Sir Edmund Barton in Centennial Park, Sydney.
- All over Australia on 1 January 1901 there were celebrations. Public buildings were decorated and special arches built over city thoroughfares. There were parties, dances and sports meetings. In the evening, the action continued with fireworks displays.
- The Commonwealth of Australia now existed. However, it was still a **British Dominion**. Australia's allegiance to the British monarch was indicated by the role of the governor-general, who represented the monarch.

British Dominion a self-governing territory belonging to the British Empire

The Australian Constitution

The Constitution is the document setting out the rules of the Commonwealth, or federal government. Writing the Constitution was a complex task because the states wanted to retain a lot of their rights. The issues were resolved in three main ways:

- clearly identifying what the powers of the federal government were
- creating an upper house, called the Senate, in which all states had the same number of members
- stating that the Constitution could only be changed by a referendum. Changing the Constitution required a majority of voters, and a majority of states.

The Australian Constitution was based on the British, Westminster, system of government. This system provided:

- a head of state (governor-general)
- an executive, centred on the prime minister (as leader of the political party forming the government)
- an opposition.

Three arms of government were created: the legislature, executive and judiciary.

The Constitution also provided for the High Court, which has two functions:

- to ensure the laws passed by Parliament are consistent with the Constitution
- to be the final court of appeal on cases that affect all of Australia.

The legislature	The executive	The judiciary
Parliament	**Governor-general**	**High Court**
Comprises the Senate (Upper House) and the House of Representatives (Lower House)	Queen's or king's representative in Australia, with senior federal ministers	Deals with constitutional matters and appeals from the federal and state Supreme courts

3.13.3 Since 1901

Australia ceased being a British Dominion in 1941, and the last legal ties were severed with Britain in 1986. But Australia still has the British monarch's representative, the governor-general, giving royal assent (approval) to all federal laws.

The Australian Constitution can be changed only by a referendum and then only if the majority of voters *and* the majority of states vote for the proposed change to the Constitution.

One of the important challenges for Australians in the future is whether our country will become a republic, with possibly a new constitution, flag and bill of rights.

SOURCE 3 The opening of the first Commonwealth Parliament at the Exhibition Building, Melbourne, 9 May 1901

SOURCE 4 Federal government and state governments in Australia today, as described under the Constitution

FEDERAL GOVERNMENT

- Governor-general
- House of Representatives
- Senate

- Governor-general
- Executive Council
- Prime Minister
- Cabinet
- Ministers

- High Court
- Federal Courts
- Family Court of Australia

STATE AND TERRITORY GOVERNMENTS

- Governor
- Legislative Assembly (House of Assembly in SA and Tas.)
- Legislative Council (neither Qld nor the ACT have an upper house)

- Governor
- Executive Council
- Premier
- Chief Minister
- Cabinet
- Ministers

- Supreme Courts
- County or District Courts
- Magistrates' Courts
- Special courts
- Tribunals

State responsibilities include:
- Health (hospitals) • Police services
- Tourism • Housing • State roads
- Education (primary and secondary schools) • Environment protection

KEY
- Legislature
- Executive
- Judiciary

Federal responsibilities include:
- Employment • Trade • Defence • Airports
- Immigration • Pensions • Taxation • Shipping
- Foreign affairs • Health (Medicare)
- Education (universities, colleges, grants to schools)

3.13 SKILL ACTIVITY: Communicating

In the late 1880s the idea of an Australian nation united under one government was a dream that few believed could become reality in just over a decade. Conventions were held in 1897 and 1898, and a referendum on a proposed constitution held in 1898. The New South Wales premier, George Reid, claimed that he supported the idea of Federation but nevertheless voted 'NO' to the constitution.

There were many steps along the way to gaining the 'YES' vote at the 1899 referendum.

Imagine you were one of the delegates who helped organise a people's convention in Bathurst, New South Wales, in 1896. You had previously worked with Robert Quick, a lawyer from Bendigo, to plan out the 'path to Federation' campaign. You need a lot more people to join in to make your dream of 'one people, one destiny' a reality. You also need to understand your opposition. How will you begin?

1. **Research** the arguments, and the personalities opposed to Federation; learn more about 'Yes-No Reid', Premier George Dibbs and the Melbourne newspaper *Tocsin.* **Summarise** your research findings, and the text and source information, into a mind map detailing arguments for and against Federation.
2. You are also aware that for many Australians in 1899, the struggling economy made daily life and work very difficult. Nevertheless, you plan to give a speech to a group of Victorian workers who are more concerned about unemployment and falling wages than the path to Federation. You want to provide your audience with some background to your fight for Federation. Refer to section 3.13.2 to provide a brief overview of the progress and events to date.

3. **Communicate** with your audience by writing a speech titled 'One People, One Destiny'; **identify** the arguments against Federation and the case for Federation. In your speech you need to convince your audience that, in the words of Sir Henry Parkes, the time has come 'for the creation on this Australian continent of an Australian government'.

4. Don't forget you need to stand in front of an image that stirs the Australian nationalist spirit. Appoint another delegate to **create** a symbol of national unity based on the ideas expressed in the **SOURCE 2** badge and the illustration of Sir Henry Parkes and his Federated Australia.

3.13 Exercise

learnon

3.13 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 3, 4, 5, 7	2, 6	2, 8, 9, 10, 11, 12

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Check your understanding

1. Who authorised the Australian Constitution?
   A. The governor-general at the British Parliament in London
   B. Queen Victoria at the Australian Parliament in London
   C. Queen Victoria at the British Parliament in London
   D. The governor-general at the Australian Parliament in Melbourne

2. What does the Constitution actually do? **Choose** the two correct options from the list below.
   A. It sets out the rules and principles for governing the colonies.
   B. It outlines the powers of the federal parliament and none of the powers of state parliaments.
   C. It sets out the rules and principles for governing Australia.
   D. It outlines the powers of the federal parliament and some powers of state parliaments.

3. Three important responsibilities of the federal government are defence, immigration and taxation. True or false?

4. **Create** a list of the reasons for the move to Federation.

5. **Explain** why so few people voted in the final referendum. Why did it still pass?

6. **Identify** three important responsibilities of state governments.

Apply your understanding

Using historical sources

7. **Describe** whether **SOURCE 1** is supportive or critical of the Federation movement.

Communicating

8. **Explain** the significance of Henry Parkes in the movement for Federation.

9. **Create** a timeline to visually represent the stages in the countdown to Federation.

10. **Summarise** the key concerns that led to support for Federation. Which of these do you think would have held most weight at the time? **Explain** your view.

11. **Examine** the 'Countdown to Federation' and **identify** three of the most important events in the move towards Federation. Write two or three sentences for each event that **explain** why you chose it.

12. **Identify** the two limitations placed upon First Nations Australians with Federation, and then **elaborate** on what the impact of this would have been.

LESSON
3.14 What made Australia's Commonwealth?

LEARNING INTENTION

By the end of this lesson you should be able to describe the main features of living and working conditions during the early years of our new Commonwealth of Australia.

TUNE IN

Think about the meaning of the term 'Commonwealth'.

1. What do you think it means?
2. Why do you think many people in 1901 did not really understand the meaning of the 'Commonwealth of Australia'?
3. Discuss the contrast between the concept of the Commonwealth, as the writers of our Constitution meant it, and the reality of life in Gloucester Street shown in **SOURCE 1**.

SOURCE 1 Slum housing in Gloucester Street, Sydney, in 1900

3.14.1 Working-class living conditions

The naming of the Australian nation as a 'Commonwealth' was initially controversial. Many Australians did not understand what it really meant but the writers of the Constitution certainly did. It evoked the ideal of working for the common good. All citizens and their governments would be committed to the pursuit of a kinder, fairer and safer Australia. It would be a nation free of racial or religious conflict; it would be a nation that resolved disputes between workers and their employers fairly and justly; it would be an innovative and optimistic nation. These ideals can be seen in the actions of the early Commonwealth.

One of the highest priorities for the new nation was improving the living and working conditions of most Australians. In 1901 Australia's population of less than 4 million was mostly concentrated in New South Wales and Victoria. Thirty-six per cent of the New South Wales population lived in Sydney and forty-one per cent of Victoria's population lived in Melbourne. In working-class inner-city suburbs many people lived in rows of cramped slums near factories. Semi-skilled and unskilled workers rarely earned enough to buy houses, so most paid rent all their lives for cramped dwellings that were overcrowded and unhealthy. In contrast, wealthier suburbs had large houses with spacious grounds. There was an equally wide disparity in living standards in the bush.

aud-0492

SOURCE 2 From Irene Moores, 'Rabbit-O, Bottle-O, Pennies from Heaven: Hugo Street, 1909', *Sydney Morning Herald*, 23 January 1982

Forty cramped terraces ranged on each side … their balconies overhanging the absurdly narrow footpaths … Each day began with the sloshing of the houses' sills with buckets of water. This cleansed away the sooty factory outfall … A good meal could be made with the addition of waste vegetables — outsize cabbage leaves and such, salvaged from the markets and brought home in billy-carts …

The shopkeepers adjusted to the sale of commodities in the smallest amounts. Deftly-folded paper cones held the [small] weightings of sugar, salt, flour, rice, sago and the quarter-pound package of tea, butter, cheese and cold meats comprising one meal at a time …

At the end of the day a sickly street lamp lit the stage for each night's unpredictable drama. Invariably, arranged fights took place in the lanes.

Despite such inequalities, skilled workers enjoyed better pay and conditions than workers in Britain, Europe or America. Many less skilled employees worked long hours for low pay, but Australia led the world in working conditions, industrial relations and social welfare.

3.14.2 A safer, kinder and fairer Australia?

Reforms were possible because this was a time of economic growth. Australia was a big exporter of primary products such as wheat, wool and frozen meat. Manufacturing was a small part of the economy except in Victoria and New South Wales, where the factory workforce grew from 132 000 to 239 000 between 1901 and 1913. This contributed to the growth of cities. But Australian manufacturing could not compete with cheaper imported goods and depended on government tariffs for protection against foreign competition.

After Federation, a series of different governments tried to bring about industrial and welfare reforms. Such reforms included:

- the creation of the Commonwealth Court of Conciliation and Arbitration in 1904 to solve disputes between workers and employers
- the establishment in 1907 of the principle of a basic wage or minimum wage, to which any male worker should be entitled (see Did you know? box). Australian wages were based on this principle for the next 60 years.
- the introduction of Commonwealth old-age and invalid pensions in 1908
- the payment of compensation for federal government employees injured at work (from 1912)
- the *Maternity Allowances Act 1912*, or 'Baby Bonus', which provided a payment roughly equal to two weeks' pay to a mother on the birth of her child to make sure she could afford proper medical attention.

SOURCE 3 Protesting workers in Albert Square, Brisbane, during the 1912 general strike. The strike lasted 18 days. It began when the Tramways Company refused to permit workers to wear their union badges.

Despite the reforms, workers still suffered disadvantages and there were many industrial disputes. Rising prices resulted in several big strikes. In some cases the unions won their demands, but the experiences of these years left many workers disillusioned.
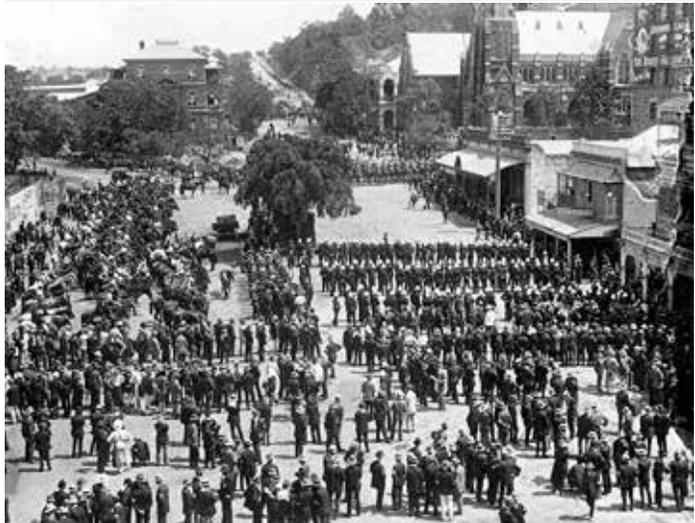
DID YOU KNOW?

The idea of the basic wage came about in 1907 when Justice Higgins of the Commonwealth Court of Conciliation and Arbitration had to determine whether H.V. McKay's Sunshine Harvester Company was paying a fair wage and was therefore entitled to be protected by tariffs. Higgins decided that a fair minimum wage would provide for 'the normal needs of the average employee regarded as a human being living in a civilised community'. Higgins determined that this meant a wage of 7 shillings a day for an unskilled male worker. A skilled worker had to be paid more, while women were condemned to receive less than half the male wage for the same work.

The Australian workman has become a Gentleman … He changes out of his working clothes at the end of the day, he lodges well, he behaves like a member of decent society. If he has to go to a meeting he will be freshly shaved, neatly dressed and conscious of his appearance … Many keen Labour men say grace at every meal … Everyone can read and libraries are plentiful … Cricket, football, sports of all kinds have their exponents … I was in Melbourne and Sydney at the time of one test [cricket] series and the crowds waiting for the results were nearly as large as those waiting for the result of a federation referendum which was being decided at the same moment.

The Harvester Judgement

At the end of the nineteenth century an agricultural horse-drawn machine for wheat farmers was built in Victoria by H.V. McKay. It was called a 'stripper harvester' and it combined two operations — gathering the heads of wheat and then separating wheat from chaff in preparation for packing.

In 1905 Prime Minister Alfred Deakin introduced a policy he called 'New Protection'. When applied to the stripper harvester, a tariff of 12 pounds was to be paid on harvesters brought into the country. At the time, local manufacturers were charged a tax of 6 pounds, but this did not have to be paid if they provided their workers with a 'fair and reasonable wage'. H.V. McKay argued he was paying fair wages, but the President of the Arbitration Court, Justice Higgins, considered that a fair and reasonable wage was one that met 'the normal needs of the average employee, regarded as a human being living in a civilised community'.

The Harvester decision was a bold step in establishing a minimum wage for Australian men.

3.14.3 Lifestyles and leisure

There were enormous differences between the early 1900s and the way we live today. Most working-class people had little time or money for recreation, and there were few labour-saving devices for housework. The main recreation of many men was drinking in hotels. More respectable forms of entertainment included family picnics, short train and ferry trips, dancing, sing-songs around the piano and sporting events, especially cricket and football.

SOURCE 5 Surf bathing at Manly beach, Sydney, c. 1905

One recreational pursuit that became increasingly popular in the new century was going to the beach. As nineteenth-century Australians looked towards the bush and its characters for inspiration, the 'modern' citizen turned to the sand and the surf. While 'surf-bathing' was initially seen as a loutish or vulgar pastime, in the early 1900s the beach became the place where city dwellers might be endowed with life, health and vigour. In 1907 one Sydney paper described bathers at Bondi Beach as 'decidedly handsome, Roman centurions'. The beach also represented a democratic recreation, free and open to all — a kind of sandy egalitarianism.

Some technological changes were also starting to affect Australians' lives. People with enough money could send telegrams, have gas lighting in their homes, travel by steamship and even ride in motor cars. Air travel was only just beginning, with experiments conducted in 1903. The film industry was also in its infancy but the world's first feature film, *The Story of the Kelly Gang*, was made in Australia in 1906. Another popular pursuit had begun.
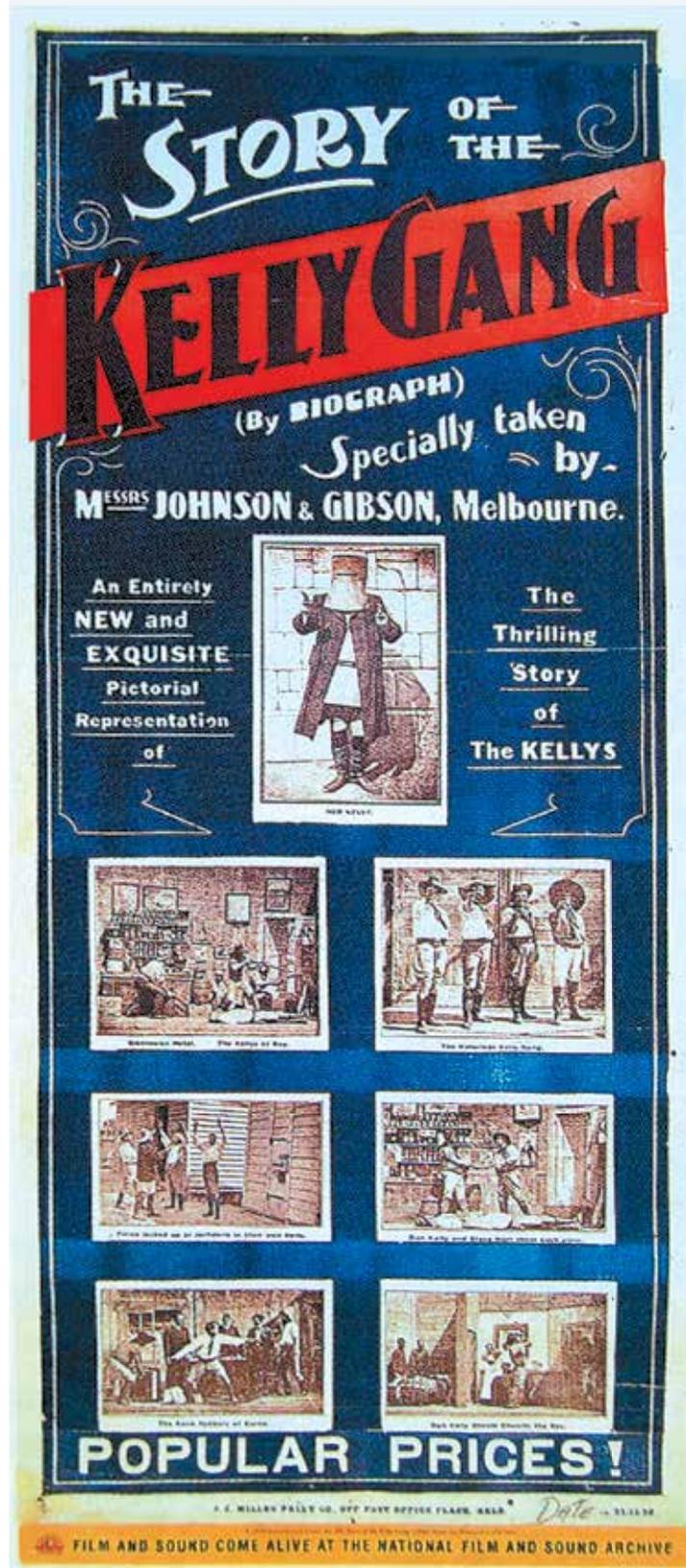
Source: From the National Film and Sound Archive of Australia

3.14.4 Federal laws and white Australia

One of the first laws passed by the federal government was the *Immigration Restriction Act 1901*. It was designed to prevent non-European migrants from coming to Australia. Under this law, anyone that the government wanted to keep out could be given a dictation test in any language. No matter how many languages an intending migrant knew, officials could always give the test in another language the person did not know. Non-Europeans continued to be admitted to Australia but the Act gave the government important powers to restrict numbers or refuse individuals.

The *Pacific Island Labourers Act* was also passed in 1901. It allowed the Commonwealth Government to **deport** Pacific Islanders. Only those who had lived in Australia since 1879 and those born in Australia were allowed to stay. About 10 000 Islanders were living in Australia in 1901. At the end of 1909 only 1654 had been granted permission to remain, though the actual number still in Australia was nearly 2500.

deport to forcibly remove someone from a country

Fear of Asia

Most Australians feared Asia's vast population and closeness to Australia. Australia's small numbers and isolation from its British 'motherland' fuelled these fears. World events such as the Russo-Japanese War of 1904–05 added to these fears. During this conflict Japan defeated Russia. To many white Australians this defeat of a white nation by Asians was unthinkable, even though Japan was Britain's ally. Some wondered whether Britain could be trusted, but they also felt they needed Britain's protection.

3.14 SKILL ACTIVITY: Using historical sources

A key concept in this lesson is continuity and change, and the effect on living conditions, and political and legal institutions. Using all the sources in this lesson, **examine** the extent to which Australian society was transformed from the end of the nineteenth century to the beginning of the twentieth century.

1. Begin by **selecting** one source from the lesson to **analyse** for its usefulness to a historian studying living and working conditions during this period. **Identify** the subject matter, the purpose, accuracy and reliability of the source.
2. The creation of the modern nation of Australia is a story full of drama, vision, struggle, optimism and big personalities. The concept of a 'Commonwealth' shaped a whole series of industrial and welfare reforms.
   a. You are a documentary producer and want to bring to life Australia's history from colonial times through to Federation and nation building. To produce this documentary you will be required to intensively **research** the archives to locate primary source material such as photographs, paintings, diaries and newspapers from the period. **Select** subjects from this lesson (for example, politics and working conditions) as the focus of your search for primary source material.
   b. **Locate** five examples of source material from your search showing some features of the change that occurred in Australia during the period.
   c. **Organise** your sources in chronological order.
   d. **Evaluate** by identifying what has changed and what remained the same.**Create** a story board (a graphic organiser that tells a story) to **communicate** your plan for a segment of the documentary. Your storyboard should show evidence of any changes over time. Include captions to link each of your chosen sources and explain their significance.
   e. **Create** a story board (a graphic organiser that tells a story) to **communicate** your plan for a segment of the documentary. Your storyboard should show evidence of any changes over time. Include captions to link each of your chosen sources and explain their significance.

3.14 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 3, 9	2, 4, 6, 8, 10	5, 7, 11, 12

Check your understanding

1. **Define** the meaning of the term 'Commonwealth'.
   - **A.** Working for your state
   - **B.** Working for the common good
   - **C.** Working for the British Empire
   - **D.** Working for yourself
2. What made reforms possible?
   - **A.** Immigration
   - **B.** Independence from Britain
   - **C.** Common laws
   - **D.** Economic growth
3. 'Protection' was meant to destroy Australian manufacturing. True or false?
4. **Explain** how Australians benefited from the federal government's early reforms.
5. **Describe** how leisure activities were changing for Australians in the 1900s.
6. **Identify** the powers of the *Immigration Restriction Act 1901* and the *Pacific Island Labourers Act 1901*.
7. **Explain** why Japan's victory over Russia was significant for Australians.

Apply your understanding

Using historical sources

8. **Identify** three details from **SOURCE 2** that could be used to demonstrate the hardships experienced by some Australians.
9. **Explain** how **SOURCE 2** supports **SOURCE 1**.
10. In **SOURCE 4**, **identify** what it is about the Australian workman that seems to surprise Albert Metin.

Historical perspectives and interpretations

11. **Evaluate** the extent to which the new Commonwealth Government was responsible for any changes to Australian society. Try to **identify** other factors that caused change.
12. Was Australia really a 'working man's paradise' by 1914? Give reasons to **support** your point of view.

LESSON
3.15 Review

3.15.1 Key knowledge summary

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

3.2 How do we know about late colonial and early twentieth-century Australia?

- In the late nineteenth century, newspapers were the only form of mass media; they now provide historians with valuable sources.
- Other useful sources include paintings, drawings, cartoons and sketches.
- Cartoons can reveal a lot about popular attitudes and opinions.
- Photography provides a new and different source of evidence in this period.

3.3 How did migration create colonial Australia?

- The growth of the Australian colonies attracted free settlers wanting to escape the wars and poverty of Europe.
- Most migrants travelling to the colonies endured harsh conditions of travel, and faced many difficulties upon arrival.
- To help establish the Australian colonies, the British government often encouraged emigration by promising land grants and convict labour.
- Those who accepted would be helped financially to make the journey in return for working in pre-arranged employment.
- Others, like the Henty family, funded their own journey, which gave them more freedom to choose their location and employment, but less security in knowing what lay ahead for them in Australia.
- Caroline Chisholm established support for migrants by organising accommodation and employment opportunities upon their arrival in Sydney.

3.4 How did the gold rushes change the face of Australia?

- After gold was discovered in New South Wales and Victoria in 1851, migration to Australia increased rapidly.
- Victoria's population grew from a little over 10 000 in 1840 to more than half a million only 20 years later.
- The gold rushes were not limited to people of British or European origin.
- From 1853 a large number of migrants from China arrived on the goldfields.
- The vastly different cultures meant that tension often occurred between the Chinese and European diggers.
- The Victorian government tried to limit Chinese immigration by introducing an 'arrival tax' to be paid before disembarking from a ship in Victoria.

3.5 Why was Eureka of significance to the development of Australia?

- In 1851, gold was discovered in New South Wales and Victoria.
- The Victorian gold rushes were extensive and hundreds of thousands of hopeful migrants came to Australia.
- The population in Victoria increased seven times and its economy grew significantly, transforming it into one of the most famous places in the world.
- The Victorian government imposed a heavy licence fee on every miner. It was hugely unpopular and caused immediate protest and years of clashes over its collection by police.
- Miners erected a stockade at Eureka and swore allegiance to a new flag: the Southern Cross.

3.6 What was the influence of the selectors and who were the squatters?

- Selection Acts were introduced to give ordinary people access to land and independence.
- The Acts failed as squatters used their wealth and education to work around the system.
- This condemned many small landholders to lives of poverty on unproductive small plots of land.
- John and Elizabeth Macarthur pioneered the Australian wool industry that eventually came to dominate the colonial economy.
- A new powerful and wealthy aristocracy, called the 'squattocracy', emerged with the growth of the pastoral industries.

3.7 Why was Melbourne marvellous?

- Many people from rural communities drifted to major cities to improve their lives.
- Many went to Melbourne, whose growth and splendour made the city world famous.
- Sustained economic growth of the 1890s and the substantial increase in population brought significant development and business to the bustling and energetic city.
- Wealthy residents paraded their success and status on city streets and much of Melbourne was rebuilt in a grand and decorative style.
- However, petty crime, the lack of proper sewerage and high rates of disease made city living hazardous for some.

3.8 How equal was colonial Australian society?

- Despite the rigid class divisions, there were some convicts who managed to become influential and wealthy members of colonial society.
- During the 1870s the colonial government made education available for white children from impoverished backgrounds.
- First Nations Australian children were forcibly removed from their families and communities and forced to work as cheap labour, often as domestic servants in the homes of white families.
- Life was still very difficult for many ordinary city workers living in the polluted poor areas of the cities.
- Factories were cramped and often uncomfortable or dangerous, working hours were long and large numbers of children were employed, for very low wages.
- Those who worked as servants of the wealthier classes were particularly vulnerable, though a shortage of domestic workers in the 1880s improved their bargaining power.
- New technologies brought some changes in working patterns at this time, with more mechanised processes and new clerical and administration jobs.
- The introduction of electricity and telephones seemed to herald a new age of living and working.

3.9 When did the trade unions develop?

- Trade unions were an increasingly important part of the Australian economy in the nineteenth century.
- The eight-hour day was won by Melbourne's building trades in 1856 and extended to many other workers over the next 35 years.
- A severe depression in the 1890s resulted in a series of great strikes in several of Australia's major industries.
- Employers wished to hire non-union labour to limit the unions' power.
- The unions fought to retain hard-won improvements to wages and conditions.
- The shearers' strike in Queensland in 1891 saw pastoralists try to cut wages, destroy unionism and employ cheaper, often Chinese, labour.
- Colonial society and politics were often characterised by a 'sectarian divide', between people of Irish Catholic and British Protestant backgrounds.
- The goldfields continued to influence the political beliefs and actions of the first union leaders, such as William Guthrie Spence.
- The Australian Labour Party was formed to represent workers' interests in parliaments across Australia.

3.10 Who shaped the Australian colonial identity?

- With the ideas of national identity and character being discussed in Europe, Australians also became increasingly interested in the 'Australian character' and what being 'Australian' might mean.
- Popular expressions in art and literature emphasised the qualities of the bush worker, struggling heroically against the hardships of the Australian landscape.
- Henry Lawson and A.B. (Banjo) Paterson became two of the more famous writers. They had their poems and stories published in the radical magazine *The Bulletin*, begun by J.F. Archibald.
- Australian painters reinforced similar ideas in their impressions of the Australian landscape.
- Such an endeavour was very exclusive, however, as women, First Nations Australians, non-European migrants and city residents were largely ignored in these representations.
- First Nations Australians' colonial experience was nevertheless expressed through the work of artists and activists like William Barak.
- The darker side of the Australian 'bush poet' experience was also expressed in *The Bulletin* through the literary contributions of a small group of women, headed by Barbara Baynton.

3.11 INQUIRY: The Federation Game

- The six British colonies in Australia became a nation with Federation on 1 January 1901.
- Federation was a victory because it succeeded despite the many political, economic and social issues dividing the Australian colonies.
- The task of nation building began with Federation and commenced with the creation of Australian symbols to represent a new nation.
- There were many practical decisions to be made with Federation, such as the location of a new capital city and the gauge width of railway tracks.

3.12 When did Australian women gain political rights?

- There was discussion about the type of nation Australia might be, as well as how democratic Australia should be.
- Women's groups across Australia campaigned for political representation, including the right to vote and the right to stand for election.
- Their broader aims included a variety of social, economic and political reforms that would make society kinder, fairer and safer for all.
- In 1897 Catherine Helen Spence became the first Australian woman to stand for political office in her bid to become a member of the Federal Convention in Adelaide.
- Women won the vote in South Australia in 1894, Western Australia in 1899, federal elections and New South Wales in 1902, Tasmania in 1903, Queensland in 1905 and Victoria in 1908.

3.13 Why did the colonies move to Federation?

- As the majority of Australia's population was now native-born, with shared language, culture and British heritage, it seemed that a unity of states was inevitable.
- Alfred Deakin and Isaac Isaacs were prominent leaders with a vision of Australia as a modern nation.
- Practical and economic benefits were also important as a result of the severe depression of the 1890s.
- After a series of conferences, conventions and referendums in every state, the Australian Constitution was written and sent to Britain for approval.
- The Australian Constitution was based on the British Westminster System.
- The Australian Constitution limited the voting rights of First Nations Australians, followed by the *Commonwealth Franchise Act* of 1902.
- A British Act of Parliament was passed, Queen Victoria gave her royal assent, and the Commonwealth of Australia was born.

3.14 What made Australia's Commonwealth?

- The new Commonwealth Government set about introducing a number of important reforms to improve the lives of all Australians. These included mechanisms to resolve industrial disputes, a minimum wage, pensions for the old, injured or sick, and a maternity allowance.
- The idea of a 'working man's paradise' was popular but there were still many who endured poor living conditions and low wages.

- The Harvester Judgement established a minimum wage for Australian men.
- Australians began to enjoy an increasing range of leisure and recreational pursuits.
- One of the first laws passed by the federal government was the *Immigration Restriction Act 1901*. It aimed to prevent non-European migrants from coming to Australia.
- A reliance on Great Britain for defence was still seen as an essential part of Australia's security.

3.15.2 Key terms

Australian Council of Trade Unions (ACTU)   the peak union organisation in Australia

bookkeeping   keeping records of financial accounts

British Dominion   a self-governing territory belonging to the British Empire

cesspits   pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

Crimean War   war fought between Britain and its allies and Russia, 1853–56

deport   to forcibly remove someone from a country

dummies   people secretly acting for squatters, who selected land and later sold it to the squatters

egalitarianism   equality of all people

Federation   movement of colonies to form a nation

grazing   pasture to feed cows and sheep

minority government   a government that has fewer than half the seats in a lower house of parliament

parliamentary representation   the representation of people's views and interests in parliament through elected delegates

peacocking   buying up land around creeks and rivers to make the rest of the area useless to selectors

republicanism   the belief that a country should be a republic (where the country has an elected or appointed head of state), not a monarchy (where the head of state is a king or queen)

shilling   a unit of Australian currency until decimal currency was introduced. There were 12 pence to a shilling and 20 shillings to a pound.

socialism   a political system in which the government controls the economy to ensure greater equality

stockade   a fortified enclosure

suffrage   the right to vote

sweated labour   workers exploited by being made to work for long hours and with low pay

tariff   a duty charged on imports

telegraph   device for sending messages over long distances

3.15.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What significant events, ideas and people shaped Australian society from colonisation to Federation?

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-11462)
Reflection (ewbk-11464)
Crossword (ewbk-11465)

Interactivity Australia (1750–1918): From colonies to nationhood crossword (int-7640)

3.15 Review exercise

Multiple choice

1. What were the most important causes of the Eureka Stockade?
   A. The licence fees were high and the working conditions hard.
   B. The miners wanted to vote and to avoid paying taxes.
   C. The licence fees were high and the police treated the miners with cruelty.
   D. The miners swore allegiance to a different flag.

2. Which of the following was not a consequence of the Eureka Stockade?
   A. Bentley's hotel was burned down.
   B. At least 27 miners were killed.
   C. There was an inquiry into the goldfields.
   D. The miner's licence was replaced by a 'miner's right'.

3. Why did the Selection Acts fail?
   A. Australia's rainfall is too unreliable.
   B. There is not enough land.
   C. Squatters worked out ways to beat the law.
   D. Selectors were too poor.

4. What made factory workers lives difficult in the cities in the 1880s?
   A. They were not educated enough to get a better job.
   B. They had to compete with children, who were paid less.
   C. They worked long hours under poor conditions.
   D. They were jealous of others who earned more.

5. What were the main characteristics of the 'typical Australian' that were popular in the late nineteenth century?
   A. The typical Australian liked hard work and beer.
   B. The typical Australian sheared sheep and wrote poems.
   C. The typical Australian was male, hardworking and heroic.
   D. The typical Australian was desperate, poor and lonely.

6. Why did some people oppose giving votes to women in Australia?
   A. They thought that women were not educated enough to use their vote responsibly.
   B. They thought that women were bossy and would soon be running the country.
   C. They thought that women were not interested enough in politics.
   D. They thought that women would close all the hotels.
   E. All of the above

7. Which of the following had the least influence on Federation?
   A. Concerns about defence
   B. Ideals of national unity, prosperity and modernity
   C. The desire to have a new flag
   D. A desire to remain British

8. Which of the following had the greatest influence on Federation?
   A. Concerns about defence
   B. Ideals of national unity, prosperity and modernity
   C. The desire to have a new flag
   D. A desire to remain British

9. What was the most important reform in Australian society in the 1900s?
   A. Australians starting to go to the beach
   B. The minimum wage
   C. The maternity allowance
   D. The Australian Constitution
10. What was one of Banjo Paterson's most famous works?
   A. *The Drover's Wife*
   B. *Waltzing Matilda*
   C. *Shearing the Rams*
   D. *The Bulletin*

Short answer

Using historical sources

11. Examine **SOURCE 1**.
    Discuss what conclusion we can draw from this source about the way most Australians saw Australia's relationship with Britain and its empire.
12. **Examine SOURCE 2**.
    a. What is happening in **SOURCE 2**?
    b. Why are the people celebrating?
13. 'The gold rush had a profound impact on Melbourne and Victoria'.
    Identify and **discuss** the short- and long-term consequences of the discovery of gold in Victoria.
14. **Discuss** the significance of the trade union movement to the development of Australia's democracy.

SOURCE 1 This handkerchief was made as a souvenir of Australian Federation. Lord Hopetoun came from Britain to be Australia's first governor-general. The Duke and Duchess of York came from Britain to represent Queen Victoria at the opening of the first Commonwealth Parliament in 1901.

SOURCE 2 Chinese celebrating Australian Federation in Melbourne in 1901

4 World War I (1914–1918)

LESSON
4.1 Overview

What were the causes and the significance of World War I, the perspectives of people at the time, the contested debates and reasons for differing historical interpretations?

4.1.1 Links with our times

The years 2014–2018 marked the centenary of World War I, an anniversary of enormous significance for Australia and for much of the world. For Australians, this was a reminder of the terrible losses suffered by our nation a century ago.

The Australian War Memorial plays a vital role in the remembrance of war. Inscribed in bronze on the memorial's Roll of Honour are the names of more than 102 000 Australians who have died in wars since 1885. Tragically, 62 000 of those names are from just one war: World War I.

World War I was a turning point in Australia's history; learning about it helps us to understand much about our country. It was also a turning point for the world, resulting in death and destruction on a massive scale, the rise of communism, and later of fascism, and the fall of empires. Wars have terrible consequences but they do not simply happen. They can be investigated and understood. If we learn from the past, it might help us to put an end to war in the future.

SOURCE 1 An American Red Cross nurse helps a wounded soldier at Montmirail, France, May 31, 1918.

on Resources
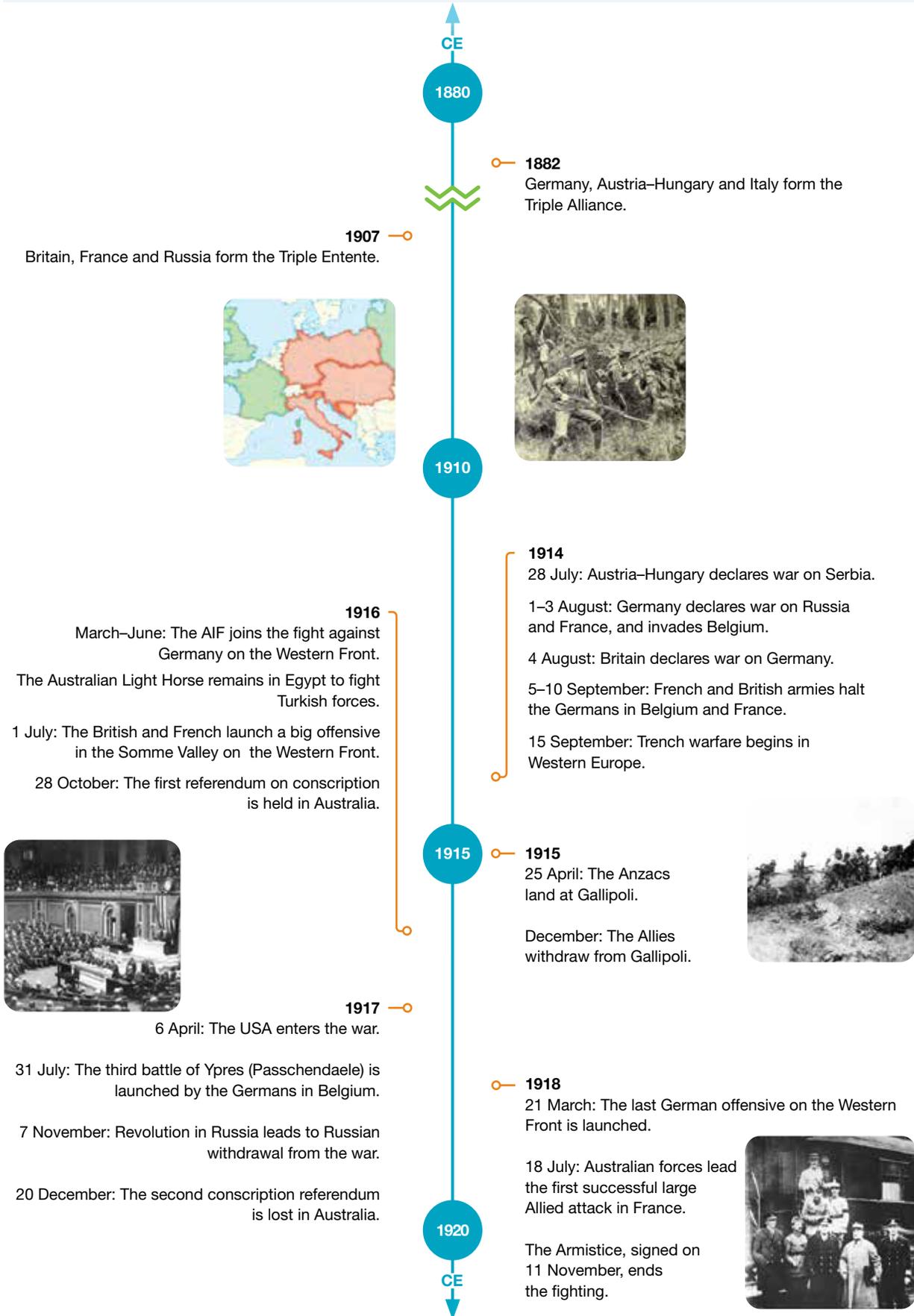
📋 **eWorkbook** Customisable worksheets for this topic (ewbk-10583)

▶ **Video eLesson** World War I (1914–1918) (eles-2398)

CE

1880

1882
Germany, Austria–Hungary and Italy form the Triple Alliance.

1907
Britain, France and Russia form the Triple Entente.

1910

1914
28 July: Austria–Hungary declares war on Serbia.

1–3 August: Germany declares war on Russia and France, and invades Belgium.

4 August: Britain declares war on Germany.

5–10 September: French and British armies halt the Germans in Belgium and France.

15 September: Trench warfare begins in Western Europe.

1916
March–June: The AIF joins the fight against Germany on the Western Front.

The Australian Light Horse remains in Egypt to fight Turkish forces.

1 July: The British and French launch a big offensive in the Somme Valley on the Western Front.

28 October: The first referendum on conscription is held in Australia.

1915

1915
25 April: The Anzacs land at Gallipoli.

December: The Allies withdraw from Gallipoli.

1917
6 April: The USA enters the war.

31 July: The third battle of Ypres (Passchendaele) is launched by the Germans in Belgium.

7 November: Revolution in Russia leads to Russian withdrawal from the war.

20 December: The second conscription referendum is lost in Australia.

1918
21 March: The last German offensive on the Western Front is launched.

18 July: Australian forces lead the first successful large Allied attack in France.

The Armistice, signed on 11 November, ends the fighting.

1920

CE

LESSON
4.2 How do we know about World War I?

LEARNING INTENTION

By the end of this lesson you should be able to analyse a range of visual and written sources about World War I, explain why some gaps in the evidence still exist for this period, and be able to identify some of the contested issues (areas for debate) from this time.

TUNE IN

The monument shown in **SOURCE 1** stands in the Somme Valley in northern France, where more Australian blood was shed than in any other foreign place.

1. Why do you think so many died there?
2. Why do you think Australians were fighting in such a faraway place?

SOURCE 1 Australian 2nd Division monument near the town of Peronne in the Somme Valley, northern France

4.2.1 Sources of information

Because of its global scale and impact, there is an enormous range of sources of evidence about World War I. Australia's population during the war years was under 5 million, yet around 60 000 Australians died in active service. As a result, Australia has among the world's most extensive collections of sources from the war.

Written sources

Thousands of books and articles have been written about World War I over the many years since it ended. There are also vast quantities of written primary sources. These include campaign maps, soldiers' military records, letters, diaries, memoirs and propaganda for and against **conscription** for the war. Many of these sources can now be read on the Australian War Memorial website (see **SOURCES 2** and **3**).

Visual sources

Several countries, including France, Belgium and Britain, have substantial museums dedicated to World War I. Yet none of these surpasses the outstanding collections of the Australian War Memorial. Its holdings include many thousands of photographs and artworks, weapons, equipment and dioramas depicting specific battles. Many documentary films and several excellent websites are dedicated to the subject. **SOURCES 1–4** will give you an idea of the variety of evidence that we have for this conflict.

conscription compulsory enlistment of citizens to serve in the armed forces

SOURCE 2 Part of Second Lieutenant C.C.D. St Pinnock's account of the aftermath of fatal charges against Turkish lines by soldiers of the Australian Light Horse at Gallipoli, Türkiye (formerly known as Turkey), on 7 August 1915. Pinnock himself was killed in action just one year later.

… you can imagine what it was like. Really too awful to write about. All your pals that had been with you for months and months blown and shot out of all recognition. There was no chance whatever of us gaining our point, but the roll call after was the saddest, just fancy only 47 answered their names out of close on 550 men. When I heard what the result was I simply cried like a child.

SOURCE 3 Part of the World War I military service record of Private Elmer Motter of the 33rd Australian Battalion

DID YOU KNOW?

World War I (the First World War), at the time called 'the Great War', was sometimes described as 'the war to end all wars'. However, in the century since World War I there has hardly been a time when war was not taking place somewhere in the world. Increasingly the main victims have come to be civilians. As many as 231 million people died in wars and other conflicts during the twentieth century. Since the beginning of this century, many more have died.

SkillBuilders to support skill development

- 1.5 Analysing photos in WWI

4.2 SKILL ACTIVITY: Using historical sources

Study **SOURCE 4** and read the full caption.
1. **Describe** the scene.
2. **Explain** what you can tell from its details about conditions under which Australians and others on both sides fought on the Western Front in World War I.
3. **Describe** the purpose of the diorama and **explain** how it conveys the horrors of trench warfare.

SOURCE 4 This diorama is one of many depicting conditions on the Western Front in France and Belgium, where Australians fought in trench warfare. In this terrible fighting, soldiers shot, shelled, gassed and bayonetted each other, causing a huge toll of dead and wounded.

4.2 Exercise

4.2 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 8	4, 6, 7	5, 9, 10

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Check your understanding

1. From the following list, **identify** six examples of types of primary sources that are available for studies of World War I.
   A. Campaign maps
   B. Diaries
   C. Weapons
   D. Photographs
   E. Feature films such as *Gallipoli*
   F. Soldiers' military records
   G. WWI-based computer games
   H. Letters to and from soldiers
2. Complete the following sentence:
   _____, Belgium, _____ and Australia all have museums dedicated to World War I.

3. World War I has also been described as 'the war to end all wars' and 'the great war'. True or false?
4. **State** one reason why calling WWI 'the war to end all wars' and 'the great war' would be considered inappropriate today.
5. Locate and cite three reputable sites on the internet that could provide you with primary sources about the experiences of those who fought in World War I.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 1**. It shows a place where many Australians fought.
   a. What does the monument suggest about the French people's attitude to Australian soldiers?
   b. Suggest why the street in the source has been named *Avenue des Australiens* (Avenue of Australians).
7. **Examine SOURCE 2**.
   a. How does St Pinnock describe the consequence of the Australian charges against Turkish lines at Gallipoli?
   b. Calculate what percentage of the 550 Australians survived these charges.
8. Look at **SOURCE 3**. Elmer Motter died of wounds in France on 2 September 1918. **State** how long he was in action before he was first wounded.
9. **Evaluate** what each of the sources in this lesson tells us about the experiences of Australian soldiers in World War I.
10. Using **SOURCE 4**, **reflect** on and **describe** the conditions under which Australians fought on the Western Front.

LESSON
4.3 What caused World War I?

LEARNING INTENTION

By the end of this lesson you should be able to identify and explain the short- and long-term developments that contributed to the outbreak of World War I in August 1914.

TUNE IN

World War I was caused by bad driving! Leopold Lojka, the chauffeur of Archduke Franz Ferdinand, made a wrong turn on that fateful day in June 1914 and in trying to rectify his mistake with a three-point turn, he provided the assassin, Gavrio Princip, with the ideal opportunity to act.

The assassination started a cascade of events that led to the outbreak of the Great War.

1. Do you think wars have simple causes or are the causes usually complicated?
2. Can you think of an example of the kinds of things that might cause a war?
3. What do you think we mean by the difference between short-term and long-term causes?

SOURCE 1 British soldiers in 1918 liberating the town of Lille, France, from the Germans.

4.3.1 Long-term causes of the war

tlvd-10669

The immediate trigger of World War I was the assassination of the heir to the throne of the Austro-Hungarian Empire on 28 June 1914. Five weeks later the great powers of Europe, along with the countries of their empires and some other small nations, were at war. When the war began, most people thought that it would be over within a few months. Instead it raged for four years, causing great destruction and unimaginable suffering. Such conflicts rarely have one simple cause. To understand how and why the Great War happened we need to look well beyond the event that triggered the fighting.

Glorifying war

Today we know that war is terrible, cruel and destructive, and that it often has unforeseen consequences. However, most people did not understand this in early 1914. At school and in popular books, newspapers and magazines, war was often presented as a heroic adventure. Most people thought of wars as short, exciting, noble and glorious. At the same time, there was an arms race in Europe. Between 1870 and 1914 the great powers increased their military spending by 300 per cent and all the continental European powers adopted conscription. Some historians have described Europe in 1914 as a powder keg waiting for a spark to ignite an explosion.
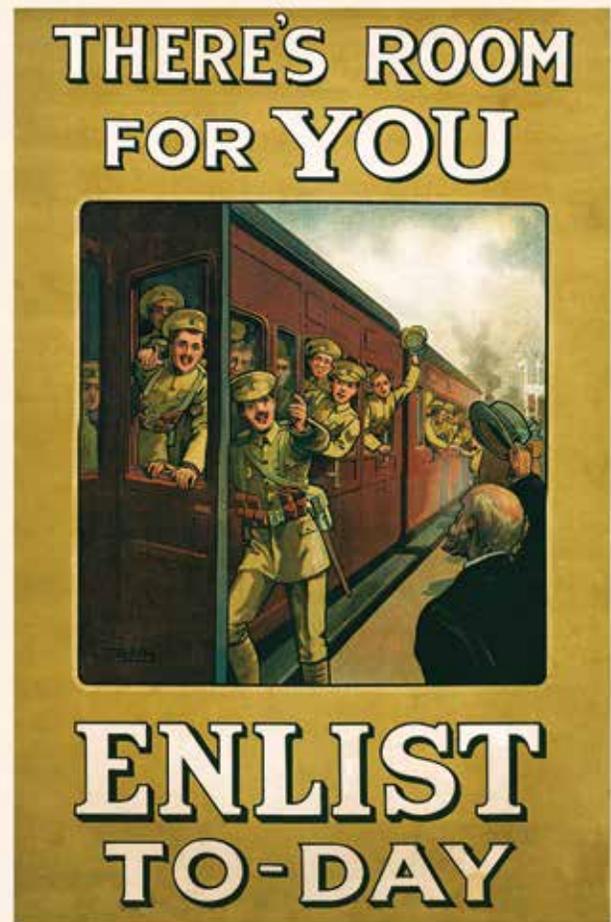
SOURCE 2 *There's Room for You* by W.A. Fry, 1915. Posters such as this one from Britain emphasised the adventure of war.

Growing tensions

Imperialism and **nationalism** had caused international tensions and conflicts long before 1914. Fear and suspicion of their rivals drove nations to seek security through alliances with others. Leaders came to believe that their countries would be safer if they could rely on others to come to their aid if ever they were threatened. But such alliances could also drag countries into conflicts.

Germany's alliances

From the early 1870s Germany sought an alliance with Austria–Hungary and Russia. This was because the German states had taken two provinces — Alsace and Lorraine — from France during war in 1870, and Germany feared that France would want revenge. But such an alliance could not last because Austria–Hungary and Russia had competing interests. In 1879 Germany created the Dual Alliance, under which Germany and Austria–Hungary agreed that each would help the other if either was attacked by Russia. This accord became the Triple Alliance when Italy joined in 1882. At the same time, Germany attempted to remain friendly with Britain and to mend relations with Russia.

imperialism the policy of an empire by which it gains land by conquest and rules other countries, or dominates them as colonies

nationalism feeling of loyalty to a nation

Key
- Triple Entante
- Triple Alliance

Source: Map drawn by Spatial Vision.

France's alliances

From 1888 Germany's foreign policy took a new direction. When Germany failed to renew a treaty with Russia in 1890, France found an ally in Russia. In the 1894 Franco-Russian Alliance, each agreed to help the other if attacked by Germany. The new German ruler, Kaiser Wilhelm II, wanted to create a colonial empire and took steps to build up the German navy. This raised concerns in Britain, whose own empire depended on the Royal Navy's absolute superiority over any rival (see **SOURCES 3** and **4**). Alarmed by Germany's move, Britain signed the Entente Cordiale with France in 1904. When Britain and Russia settled their differences in 1907, Britain, France and Russia linked up in the Triple Entente.

Conflicting French and German interests in North Africa and conflicting Russian and Austrian interests in the Balkans led to increased tensions. However, it was in the Balkans that these tensions would erupt into war.

SOURCE 4 From a statement in 1914 by Sir Edward Grey, Britain's foreign minister from 1905 to 1916

The cause of anxiety now in public opinion here as regards Germany arises entirely from the question of the German naval expenditure … if she had a fleet bigger than the British fleet, obviously she could not only defeat us at sea, but could be in London in a very short time with her army.

4.3.2 The short-term causes of the war

Tensions in the Balkans

int-5643

Nationalism was an especially strong force in Europe's Balkan peninsula, where several national groups had won their independence from the Turkish Ottoman Empire since the 1820s. This current alarmed the military leaders of Austria–Hungary, who feared that the Austro-Hungarian Empire could also be infected by national minorities seeking independence. The main problem was tension between Austria and Serbia, the most powerful of the independent Balkan nations.

Serbia was a **Slavic** nation. Serbian nationalists wanted other Slavic peoples within the Austro-Hungarian Empire to unite with it in a South Slav kingdom. Many Serbs were furious when, in 1908, Austria annexed two Turkish Balkan provinces, Bosnia and Herzegovina, where Serbs made up much of the population. By 1914 Serbia saw Austria as the main obstacle to its expansion. For its part, Austria viewed Serbia as a danger to its empire's

SOURCE 6 The Balkans and the Austro-Hungarian Empire at the end of 1913

Source: Map drawn by Spatial Vision.

Slavic belonging to the Slavs (a language group including Russians, Serbs and other Central and Eastern European peoples)

continued existence. Austria–Hungary was much more powerful than Serbia, but Serbia had the backing of Russia, which portrayed itself as the champion of fellow Orthodox Christian Slavs (see **SOURCE 6**).

The assassination of Archduke Franz Ferdinand

On 28 June 1914, during an official visit to the Bosnian town of Sarajevo, the heir to the Austrian throne, Archduke Franz Ferdinand, and his wife, the Duchess Sophie, were fatally shot. Their killer was Gavrilo Princip, a 19-year-old Bosnian Serb. Princip and his fellow assassins belonged to an extreme Serbian nationalist group, Young Bosnia. Its aim was to see Bosnia united with Serbia. They were armed and assisted by Danilo Ilić, a member of the Black Hand, a secret society directed by the head of Serbian military intelligence.

SOURCE 7 This illustration appeared in a French magazine, 'Le Petit Journal', on 12 July 1914. The caption read: 'The assassination of the Archduke, Austrian heir, and the Duchess, his wife, in Sarajevo'.

The assassins did not know that Archduke Franz Ferdinand was strongly opposed to any war against Serbia and wanted political reform in the Austro-Hungarian Empire with more rights for its subjects.

Events soon spiralled out of control. Austria now had an excuse to crush Serbia but needed to be sure of Germany's backing. Germany gave Austria a guarantee of military support and, on 23 July, Austria presented Serbia with an **ultimatum**.

ultimatum a final set of demands or terms backed by a threat

SOURCE 8 The steps by which countries were drawn into the war in Europe

1914

28 June
Archduke Franz Ferdinand is assassinated.

5 July
Germany pledges support for its ally Austria–Hungary.

23 July
Austria–Hungary presents ultimatum to Serbia.

28 July
Austria–Hungary declares war on Serbia.

30 July
Russia mobilises its troops to support its ally Serbia.

1 August
Germany declares war on Russia.

3 August
Germany declares war on France and invades Belgium.

4 August
Britain declares war on Germany in response to the invasion of neutral Belgium and in support of its ally France. Australia, New Zealand and Canada enter war in support of Britain.

6 August
Austria–Hungary declares war on Russia. Serbia declares war on Germany.

12 August
Britain and France declare war on Austria–Hungary.

Austria knew that Serbia could never accept all the terms of the ultimatum, especially its demand that Austrian troops be allowed to track down Serb terrorists inside Serbia.

SOURCE 9 From a letter written in 1918 by the youngest of the assassins, 17-year-old Vaso Čubrilović, to his sisters. Because he was under 20, Čubrilović was spared the death penalty but sentenced to 16 years' imprisonment.

I shall write as much as I remember about the assassination. I first thought about it in October 1913 in Tuzla, incensed by the fights we had with our teachers, the mistreatment of Serbian students, and the general situation in Bosnia. I thought I'd rather kill the one person who'd really harmed our people than fight in another war for Serbia. All I'd achieve in a war is to kill a couple of innocent soldiers, while these gentlemen who were responsible for it never come anywhere near the war itself …

Ilić … told me that there would be three others, apart from us three, and that Serbian officers were supplying the weapons. I asked if the Serbian government knew about it. He said no …

War begins

Serbia accepted many of the demands and offered to discuss others, but Austria proceeded to declare war on 28 July. Russia began to mobilise its forces to support Serbia on 30 July, so Germany declared war on Russia on 1 August.

After France declared it would stand by its Russian ally, on 3 August Germany declared war on France. As shown in **SOURCE 8**, Russia, Germany, France, Belgium, Britain and their empires were drawn rapidly into a world war.

4.3 SKILL ACTIVITY: Historical perspectives and interpretations

With a partner, **evaluate** the significance of the assassination of Archduke Franz Ferdinand as the trigger for World War I. Use the following questions as a guide:

1. If the Serbian government had really been involved in the assassination, would it have accepted most of the Austro-Hungarian ultimatum?
2. As Serbia did accept most of the ultimatum, why did Austria–Hungary still go to war?
3. Is it likely that Austria–Hungary would have gone to war without German backing?
4. The guarantee of military support that Germany gave to Austria–Hungary is often called 'the blank cheque'. What does this term mean?
5. Why did Germany encourage Austro-Hungarian aggression against Serbia?

4.3 Exercise

learnon

4.3 Exercise

Learning pathways

■ **LEVEL 1**	■ **LEVEL 2**	■ **LEVEL 3**
1, 2, 3, 4, 7	5, 6, 10	8, 9

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Check your understanding

1. **Identify** three long-term causes that contributed to World War I.
   - **A.** Fascism
   - **B.** Alliances
   - **C.** Democracy
   - **D.** Nationalism
   - **E.** Communism
   - **F.** Imperialism
2. **Outline** Germany's motives for wanting alliances.
   Germany needed allies because during war in _____ it had taken two of France's provinces Alsace and _____. Germany feared that _____ would want revenge and thus sought allies to help them if France took action.
3. Leaders of the Austro-Hungarian Empire feared nationalism in the Balkans because of national minorities seeking independence from the Empire. True or false?
4. **State** what Serbian nationalists wanted.
5. **Explain** why a potential war between Austria and Serbia was likely to involve other nations.

Apply your understanding

Using historical sources

6. **Describe SOURCE 2** and **explain** how this image conveys the idea that war is a glorious adventure.
7. Using **SOURCE 3**, **identify** the members of the two rival European alliances at the beginning of 1914.
8. **Examine SOURCES 4** and **5**.
   - **a. Outline** why Britain was fearful of steps taken by Kaiser Wilhelm II to expand the German navy.
   - **b. Explain** how this development led Britain into an alliance with France and then with Russia.
9. **Demonstrate** how **SOURCE 6** can assist in understanding why Austria–Hungary wanted a war with Serbia.
10. Referring to **SOURCES 6, 7** and **8**, **describe** the steps by which a local conflict quickly became a wider war.

LESSON
4.4 Where was the war fought?

LEARNING INTENTION

By the end of this lesson you should be able to identify and describe the significance of the main battlefronts and other theatres of war during World War I.

TUNE IN

The battlefronts of World War I were often harsh, unforgiving environments that were made worse by the activities of so many men, machines and animals.

SOURCE 1 'Bringing up the ammunition, Flanders, Autumn 1917', by H. Septimus Power. This painting, which was completed in 1920, shows Australian soldiers with teams of horses struggling through mud as they pull carts loaded with machine-gun ammunition.

1. Study **SOURCE 1**. Discuss some of the difficulties soldiers would have faced in these kinds of conditions.
2. Do you think this is exaggerated or an accurate depiction? Explain your response.

4.4.1 The main battlefronts

World War I was fought between two groups of countries — the Allies and the Central Powers. At first the Allies consisted of the British, French and Russian empires along with Serbia and Belgium. The Central Powers were Germany, the Austro-Hungarian Empire, Bulgaria and the Turkish Ottoman Empire. Partly because Britain, France, Germany and Türkiye had empires outside Europe, what began as a European war became a global war. It was fought on many fronts: on land, on and under the sea and in the air.

In return for promises of territory, Italy withdrew from the Triple Alliance and joined the Allies in May 1915. As the war progressed, other countries joined the Allies. Among them were Greece, Portugal, Romania, Japan, China, Brazil and the small countries of Central America, although many of them expressed their support without joining the fighting. The United States of America joined the Allies in 1917.

The Western Front

Germany's strategy was based on the fact that it had an enemy to the west (France) and a bigger enemy to the east (Russia), and that it would be impossible to defeat both at the same time. Count Alfred von Schlieffen had developed Germany's basic plan in 1905. Under the Schlieffen Plan, during the six weeks the Germans believed Russia would need to mobilise its army, Germany would launch a quick attack to defeat France. The victorious German forces could then be moved by rail to the east to fight Russia.

Attacking France through neutral Belgium in August 1914 would avoid the much slower task of a direct invasion across the heavily fortified French–German border. The plan failed largely because of strong Belgian resistance, something Germany had not expected. Belgian resistance delayed Germany's advance and helped French and British forces to halt the Germans in northern France in September 1914. Both sides dug trenches to reduce their losses from enemy artillery and machine-gun fire. Over the next four years, millions of lives were lost in huge offensives aimed at breaking the **deadlock** that resulted from trench warfare.

deadlock a stalemate in which neither side can gain an advantage

tlvd-10724

SOURCE 2 How the Schlieffen Plan was meant to work

Source: Map drawn by Spatial Vision.

The Eastern Front

On the Eastern Front, Russian forces had some early successes but they were poorly led and equipped, and the Germans soon gained the advantage. Around 2 million Russian soldiers were killed, wounded or taken prisoner during the war. Despite some victories against Austro-Hungarian forces, Russia's military was collapsing by early 1917 and the Revolution of November 1917 ended Russia's involvement in the war (see lesson 4.12).

4.4.2 Other theatres of war

The war at sea

Germany's naval build-up had been a major reason for Britain's decision to become an ally of France and Russia. Both Britain and Germany believed that navies could determine the outcome of war. However, in 1914 the German fleet was trapped in its ports, so the British navy's main role was maintaining a **blockade** to prevent Germany from importing war materials. Germany retaliated by sending out U-boats to sink allied shipping. In January 1917 **U-boats** began to attack ships of neutral countries trading with the Allies. This led to the United States joining the Allies in April 1917.

blockade sealing off an area so that nothing can get in or out
U-boats German submarines

Other European fronts

When Italy joined the Allies a new front was opened along its mountainous frontier with Austria. Fighting continued there throughout the war. In 1916 Austrian and German troops overran Romania soon after it joined the Allies. After Russian forces captured Armenia from Türkiye in 1915, Turkish soldiers rounded up hundreds of thousands of Armenians living within Turkish territory. They were sent on a death march and massacred. In the same year, the Allies failed in their attempt to invade Türkiye via the Gallipoli Peninsula (see lesson 4.6).

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SOURCE 3 Major battlefields of World War I

Key
- Allies
- Central Powers
- Neutral states
- International boundary in 1914

Major battlefields
- Western Front
- Eastern Front
- Italian Front
- Other battlefronts

Source: Map drawn by Spatial Vision.

War in the colonies

With most of its navy bottled up in port, Germany was unable to defend its colonies. In 1914 South Africa took German South-west Africa, Australia took German New Guinea, and Japan seized Germany's Pacific islands colonies and territory in China. Türkiye's Middle Eastern colonies became a theatre of war from 1915, when Britain encouraged Arab leaders to revolt against the Turks with promises of independent kingdoms. These promises were later dishonoured. Germany, in turn, created colonial problems for Britain by shipping arms to Irish rebels, who staged an unsuccessful revolt against British rule in Ireland in 1916.

4.4 SKILL ACTIVITY: Communicating

1. How would you **describe** the experiences of soldiers fighting in the conditions shown in **SOURCE 4**?
2. Would any of them have still had the enthusiasm they might have had when they enlisted?
3. **Describe** how you think such experiences would have changed their perspectives.

SOURCE 4 An Australian War Memorial diorama depicting Australian troops fighting and dying in the mud on the Western Front in the later years of the war.

4.4 Exercise

4.4 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 4, 5	3, 6, 7	8, 9, 10

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Check your understanding

1. What was the effect of Britain's naval blockade on Germany's ability to import war materials and to defend its colonies?
   A. Germany could not defend its overseas colonies from being annexed by other countries.
   B. Germany was not concerned as they could fight on land.
   C. Germany could not import war materials.
   D. It had no effect on Germany whatsoever.
2. The Allies were joined by other countries as World War I progressed. True or false?
3. **Describe** how the Allies arranged for Italy to change sides.
4. **Explain** why Germany was able to achieve victories on the Eastern Front.
   Germany was able to achieve victories on the Eastern Front during World War I because the _____ forces were poorly led and poorly equipped.
5. At the beginning of the war, **define** who were the Allies and who were the Central Powers.

Using historical sources

6. **Examine SOURCE 2**. In one or two paragraphs, **explain** the following.
   a. Why Germany needed to defeat France quickly
   b. How the Schlieffen Plan was meant to achieve this
   c. Why the attack on France had to be made through neutral Belgium
7. **Analyse SOURCE 2**. **Clarify** why Germany's Schlieffen Plan failed.
8. **Investigate SOURCE 3**. **Identify** the locations of the Western Front, Italian Front and Eastern Front and other theatres of war in Europe and in the Middle East.

Communicating

9. **Decide on** three developments that could be regarded as turning points in the war during 1914 and 1915.
10. **Discuss** what effect each of these turning points had on the Allies and **consider** how important each was at the time and the effect each turning point had on the Allies.
    a. The British blockade of the German fleet
    b. Strong Belgian resistance
    c. Italy joining the Allies

LESSON
4.5 Why did Australians enlist and where did they fight?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Australians responded to the outbreak of World War I, explain why vast numbers enlisted, and summarise where they fought.

TUNE IN

Why were many Australians willing to fight in World War I, and where did they serve? You have already learned about how World War I began and the main developments that shaped the course of the war. Now we will try to understand why Australians took part and the ways in which they contributed. **SOURCE 1** is from a letter written by an Australian soldier.

tlvd-10726

SOURCE 1 Australian soldier Private A.J. McSparrow, in a letter dated 18 March 1915. Private McSparrow died of wounds in August 1916.

I have [enlisted] … and I don't regret it in the very least. I believe it is every young fellow's duty … besides every paper one lifts it has something to say about young fellows being so slow in coming forward … we are the sort of men who should go.

1. Read **SOURCE 1** and discuss this particular man's motivations for joining the war effort.
2. Do you think Australians thought of themselves as Australians or British or both?

4.5.1 Australia's response to the outbreak of war

When Britain declared war on Germany on 4 August 1914, Australia was part of the British Empire and therefore was also at war. The Australian Labor Party leader, Andrew Fisher, expressed a popular view when he pledged that Australia would back Britain 'to the last man and the last shilling'. Australia was the only combatant that did not impose conscription, so individual Australians still had the choice of whether or not they would fight. But enthusiastic volunteers from all over the country rushed to **enlist**.

Why did they do this? Soldiers' letters and diaries reveal that some went for personal reasons such as to escape unemployment, to travel or to seek adventure. Many imagined war as exciting and thought that this one would be over in weeks. But most joined believing that Britain's cause was right. They had been brought up to believe that men should be willing to die for their country and the empire, and that Australia needed to prove to Britain that Australians were heroic and worthy of being regarded as true Britons.

enlist to join voluntarily, usually the military

> **SOURCE 2** Corporal R.E. Antill, in a letter to his parents dated 23 April 1915. Corporal Antill was killed in action in July 1917. ('4/-' means four shillings.)
>
> … things were so [economically] bad in Melbourne … and they are a jolly site worse now … every day that passes 4/- goes down to me and this war is bound to last a good while yet … if I am killed you will get what is due to me just the same, as it goes to the next of kin.
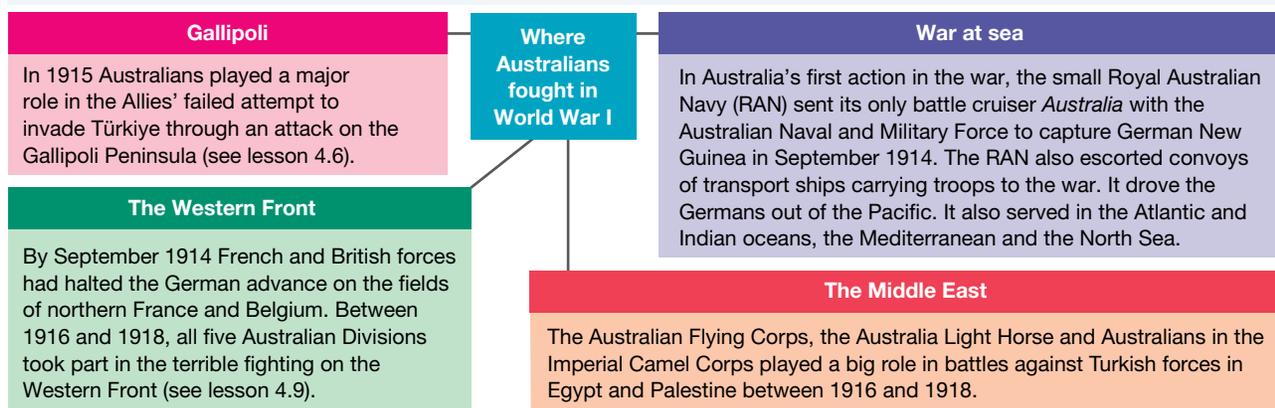
4.5.2 Where did they fight?

Australia quickly recruited a volunteer army it called the Australian Imperial Force (AIF). By September 1914, 20 000 soldiers had been selected and organised into the 1st Infantry Division and a Light Horse (mounted) Brigade. By December they were training in Egypt. There the AIF was joined by 10 000 New Zealand troops to form the Australian and New Zealand Army Corps (ANZAC).

Australians took part in several theatres of the war on land, at sea and in the air.

int-6667

SOURCE 3 Where Australians fought in World War I

Where Australians fought in World War I

Gallipoli

In 1915 Australians played a major role in the Allies' failed attempt to invade Türkiye through an attack on the Gallipoli Peninsula (see lesson 4.6).

The Western Front

By September 1914 French and British forces had halted the German advance on the fields of northern France and Belgium. Between 1916 and 1918, all five Australian Divisions took part in the terrible fighting on the Western Front (see lesson 4.9).

War at sea

In Australia's first action in the war, the small Royal Australian Navy (RAN) sent its only battle cruiser *Australia* with the Australian Naval and Military Force to capture German New Guinea in September 1914. The RAN also escorted convoys of transport ships carrying troops to the war. It drove the Germans out of the Pacific. It also served in the Atlantic and Indian oceans, the Mediterranean and the North Sea.

The Middle East

The Australian Flying Corps, the Australia Light Horse and Australians in the Imperial Camel Corps played a big role in battles against Turkish forces in Egypt and Palestine between 1916 and 1918.

In the days after the Gallipoli landing, Private John Simpson (Kirkpatrick), stretcher-bearer of the 3rd Australian Field Ambulance, calmly led his donkey up and down the gully from the front line to the beach, evacuating many wounded men, until he was killed on 19 May. Simpson was born in England, but enlisted in Perth after working in many different places around Australia. Statues of Simpson and his donkey are located near the Australian War Memorial in Canberra and many other war memorials around Australia.

SOURCE 4 Simpson (in the white shirt fourth from the left) at Blackboy Hill training camp in Perth with members of 3rd Field Ambulance, 1914

Source: Australian War Memorial P04962.001.

4.5 SKILL ACTIVITY: Communicating

On 9 November 1914, the light cruiser HMAS *Sydney* (I) sank the German raider SMS *Emden* near the Cocos-Keeling group of islands in the Indian Ocean, about 2000 km north-west of Exmouth, Western Australia. This was considered a great feat because the *Emden* had already sunk 25 Allied steamers and two warships and raided Allied bases in the Pacific.

Working in small groups, use the website of the Australian War Memorial or the Royal Australian Navy to **research** more about the incident shown in **SOURCE 5**.

Use this information to **create** a newspaper headline and the kind of news article that might have told of the incident in 1914.

SOURCE 5 *Emden beached and done for, 9 November 1914*, painted by Arthur Burgess in 1920

4.5 Exercise

4.5 Exercise

Learning pathways

■ **LEVEL 1**	■ **LEVEL 2**	■ **LEVEL 3**
1, 2, 5	3, 4, 9	6, 7, 8,10

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Check your understanding

1. Andrew Fisher's view that Australia should support Britain 'to the last man and the last shilling' was a popular one. True or false?
2. Referring to **SOURCE** 3, **identify** which of the following places were countries where Australians fought during World War I.
   A. United States
   B. Türkiye
   C. Germany
   D. Egypt
   E. New Zealand
   F. Palestine
3. **Define** the meanings of AIF and ANZAC.
4. When Andrew Fisher stated that Australia would back Britain 'to the last man and last shilling', what did he mean?
5. **Describe** in what way enlistment in Australia was different to enlistment in other combatant countries.

Apply your understanding

Using historical sources

6. **Compare** and **contrast SOURCES 1** and **2**.
   a. **Identify** Private McSparrow's motives for enlisting in **SOURCE 1**.
   b. **Recall** Corporal Antill's motives for enlisting in **SOURCE 2**.
   c. **Explain** how these two sources represent different perspectives.
   d. **Propose** a hypothesis about motives for enlisting that could be supported by these two sources.
7. **Reflect on SOURCE 4**. Write and/or role-play an imaginary conversation between two of the men, in which they discuss their beliefs and feelings that led them to sign up for the war and what they expect the war to be like.

Historical perspectives and interpretations

8. **Elaborate** on the feelings Australians had about the British Empire that encouraged them to enlist.
9. Australians had fought for the British Empire in previous conflicts; **explain** why their involvement in World War I was of much greater historical significance.
10. Write a brief paragraph **describing** the beliefs and values that contributed to enlistment.

LESSON
4.6 Why did Australians fight at Gallipoli?

LEARNING INTENTION

By the end of this lesson you should be able to explain why the Gallipoli campaign was fought, discuss what happened during the landing at Gallipoli, and evaluate the goals of the campaign.

TUNE IN

Every year on 25 April, Australians commemorate Anzac Day. It marks the day in 1915 when Australian troops landed under fire on Türkiye's Gallipoli Peninsula.

SOURCE 1 The Gallipoli Peninsula
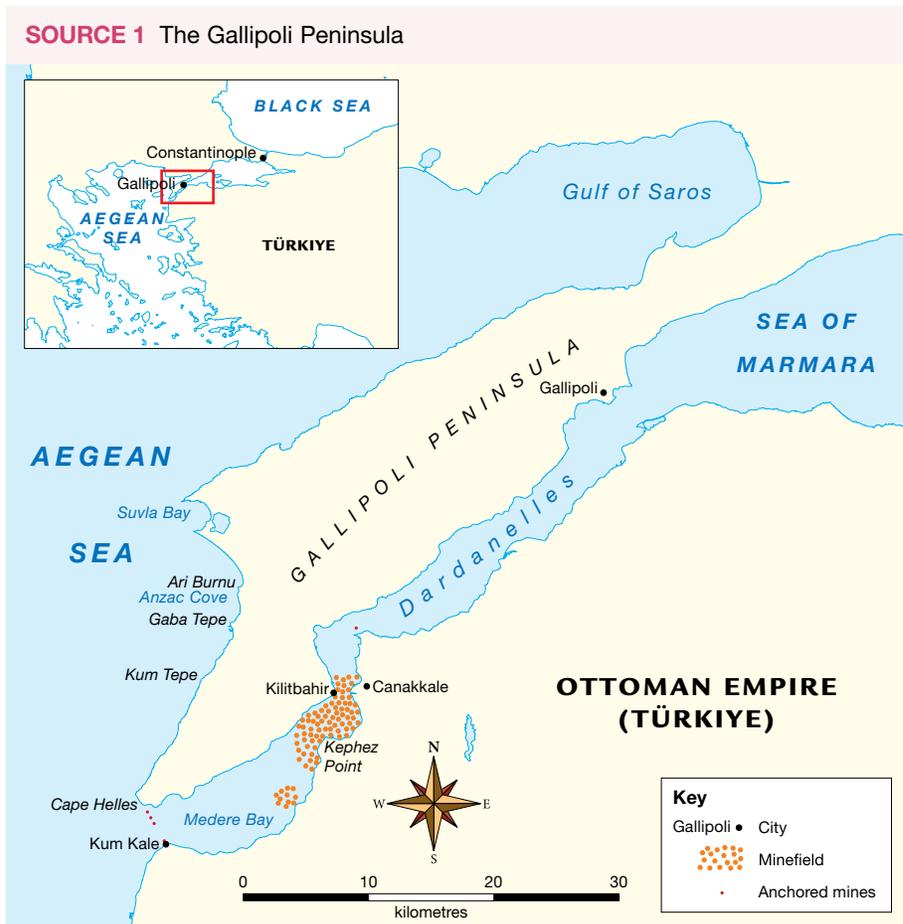
Source: Map drawn by Spatial Vision.

1. Why is that landing regarded as so significant?
2. Why do you think we commemorate Australian sacrifices in wars on that day rather than a different day in World War I or, for example, a significant day in World War II?

4.6.1 Why Gallipoli?

Between 25 April and 18 December 1915 thousands of young Australian and New Zealand soldiers died on the beaches and cliffs and in the gullies of Türkiye's Gallipoli Peninsula during Australia's first land campaign of World War I. Although the expedition was a failure, the courage and endurance of these men created the Anzac legend.

The soldiers of the AIF had expected to sail to England to complete their training and then be shipped off to the Western Front in France and Belgium, where most British troops were fighting the Germans. Instead the Anzacs were trained in Egypt to form a crucial part of a campaign against Germany's ally Türkiye.

The strategy for an Allied attack on Gallipoli was based on the idea of Winston Churchill, who, as First Lord of the Admiralty, controlled Britain's Royal Navy. Churchill thought that an attack on Türkiye would shorten the war because:

- Türkiye could be defeated and Austria–Hungary would be threatened
- Greece, Bulgaria and Romania would be persuaded to join the Allies
- supplies could be shipped through the Dardanelles (a narrow strait between the Aegean Sea and the Black Sea) to Russian troops, who were fighting Germany on the Eastern Front.

The first aim was to capture the Dardanelles (see **SOURCE 1**), opening the heavily fortified strait to Allied shipping. A landing of British, French, Anzac and other British Empire troops was planned after a failed naval attack. The Allied forces were to land on the Gallipoli Peninsula.

4.6.2 The landing at Gallipoli

tlvd-10727

The first landing of soldiers on the beaches of Gallipoli took place on the morning of 25 April 1915. British and French troops landed around Cape Helles. Australians and New Zealanders landed before dawn north of Gaba Tepe. The Anzacs had to reach the shore in landing craft and claw their way up steep cliffs under Turkish fire. Throughout the first day there was confusion and ferocious fighting, much of it hand-to-hand.

The battle ebbed and flowed and at last the Turks, fighting courageously, won back control of the high ridges that had been reached by scattered groups of Anzacs.

SOURCE 2 *Anzac, the landing 1915*, by George Lambert. Completed between 1920 and 1922, the painting shows men of the 3rd Brigade struggling under fire up the slopes of Ari Burnu shortly after 4.30 am on 25 April 1915.

Lambert, George
Anzac, the landing 1915 (1920–1922)
Oil on canvas, 190.5 × 350.5 cm
Australian War Memorial ART02873

As night fell, the Anzacs found themselves holding only a few square kilometres of beach, cliffs and gullies, and they were ordered to dig in.

Through the night the Turks launched waves of fierce counterattacks. Both sides suffered heavy losses but the Anzac lines held. Strategically, the landing had failed, because the Turks still held the high positions. For the Anzacs it was a triumph of courage over inexperience, but they paid a high price. At least 2300 died that day.

SOURCE 3 From the diary of Sergeant W.E. Turnley, who took part in the initial landing at Anzac Cove

There are a couple of lights flashing about — they must have seen us … Crack! Swish! Ping! At last … the suspense is over! … some get ashore safely, some are hit slightly, others are drowned in only a couple of feet of water because in the excitement nobody notices their plight. [One] fellow remains in the boat after all the others have disembarked … he … looks at us dazedly, leaning forward on his rifle … the soldier falls forward into the bottom of the boat, dead.

SOURCE 4 From a description of the landing by British general Sir Ian Hamilton, commander of the 80 000 Allied troops at Gallipoli

Like lightning they leapt ashore … so vigorous was the onslaught that the Turks made no attempt to withstand it and fled from ridge to ridge pursued by Australian infantry.

4.6.3 The long and tragic months on Gallipoli

The Gallipoli campaign was not to be the quick, glorious victory Australians had expected. It was a long, agonising ordeal in which the death toll mounted on both sides. During the first week the fighting hardly stopped. By early May most Anzac officers and about half the men in each battalion had been killed or wounded. Despite such casualties, many wounded men who had been evacuated were anxious to return to the front.

SOURCE 5 The Australian 22nd Battalion, newly arrived from Egypt, going into the line at the southern part of Lone Pine, Gallipoli Peninsula, 6 September 1915.

The Turkish counterattack

On the night of 18–19 May the Anzacs withstood a massive counterattack as 42 000 Turks were ordered to drive them from their positions and back into the sea. In courageous but suicidal charges, the Turks lost 10 000 men, half of whom lay dead or wounded in **no man's land**. Around midday a truce was arranged so both sides could bury their dead before the battle resumed.

Life on Gallipoli

These were weeks of tragic waste, terror and extraordinary courage. With the Turks occupying much of the high ground above them, none of the Anzacs were ever free from danger. Yet they were forced to adapt to life on Gallipoli. Soldiers made grenades from jam tins filled with explosives, nails, stones and shrapnel. Some men learned to catch Turkish grenades and throw them back before they detonated. Mass bayonet charges were frequent but were doomed because, once in open ground, the men were cut down by machine-gun fire. Increasingly they turned to the tactic of mining under enemy trenches and blowing them up from below.

The heat of summer and the many rotting corpses in no man's land brought such incessant swarms of flies that soldiers wrote of their mouths filling with flies when they tried to eat a biscuit with jam. With the flies came diseases such as typhoid and dysentery.

Despite the fact that both sides often killed men rather than take prisoners, the Anzacs and the Turks came to respect each other's courage. The Australians affectionately called their adversaries 'Jacko', 'Abdul' or 'Johnnie Turk'. In between the bombs and bullets, gifts, jokes and greetings were exchanged.

no man's land unoccupied ground between the front lines of opposing armies

Lone Pine

In August, operations aimed at breaking the deadlock and seizing the high ground began. Australian troops had the task of diverting Turkish forces while another force of Anzac, British and Indian troops landed at Suvla Bay and advanced to capture the high ridges. The Lone Pine diversion was among the most savage battles of the Gallipoli campaign. The Australians charged the Turkish positions and more than 2300 were killed or wounded in four days and nights of hand-to-hand fighting. The Turks lost about 6000 men. New Zealand troops also suffered very heavy casualties in the August operations. As part of the main offensive, they had the task of clearing the foothills to the left of Anzac Cove and taking the high ridges at Chunuk Bair. They succeeded in holding Chunuk Bair for just a few hours on 8–9 August before the Turks won it back.

The Nek

On 7 August, in another attack whose aim was to divert the Turks, troops of the Australian Light Horse were ordered to make bayonet charges up a narrow strip of open ground called the Nek. The attacks proceeded even though the plan to capture the ridges had failed. The naval bombardment of the Turkish trenches stopped several minutes too soon. This allowed the Turks to return to their firing positions. Four successive lines of Light Horsemen, each of about 150 men, charged from their trenches towards the Turkish lines. Cut down by machine-gun fire, nearly all fell dead or wounded within a few metres of their own trenches. Their bravery was extraordinary but their deaths achieved nothing.

4.6.4 Withdrawal from Gallipoli

After seven months, the British command finally accepted that victory would not be possible. Ironically, the best-managed part of the entire campaign proved to be the withdrawal of all Allied soldiers during December. The soldiers and war materials were evacuated secretly at night. Throughout the operation every effort was made to convince the Turks that nothing out of the ordinary was going on. Cricket matches were played on the beach, and empty crates were brought ashore each day. When the Turks charged down from the hills on 20 December they found that the enemy had vanished.

SOURCE 6 During the evacuation, the Allied troops needed to make the Turks think they were still in their trenches. One trick was to rig rifles to fire automatically. Once enough water had dripped from the top tin into the bottom tin, its weight pulled the trigger. These were often called 'drip rifles'. This photo of a drip rifle was taken by Australian war correspondent and historian C.E.W. Bean on 17 December 1915.

Source: AWM G01291.

4.6 SKILL ACTIVITY: Questioning and researching

Visit the Australian War Memorial website and find at least three more photographs of events of the Gallipoli campaign. Use them to present a data show on Gallipoli. **Explain** why you chose each photograph and what each tells us about soldiers' experiences.

1. In pairs or small groups, **evaluate** the significance of the Gallipoli campaign for Australia. In your evaluation, **consider**:
   a. how important it was to people living at the time
   b. how many people were affected directly and indirectly
   c. whose lives were changed and how they were changed
   d. how long-lasting the consequences were
   e. what has been the legacy of Gallipoli
   f. why Gallipoli was considered a triumph as well as a tragedy.

4.6 Exercise

learn on

4.6 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 6, 7	8, 9, 10

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Check your understanding

1. **Identify** the strategic advantages that Winston Churchill thought would be gained by capturing the Dardanelles.
   A. Supplies could be shipped through the Dardanelles from the Eastern Front to help the Allies on the Western Front.
   B. Supplies could be shipped through the Dardanelles to the Eastern Front to help the Russians against Germany.
   C. Türkiye could be persuaded to join the Allies.
   D. The defeat of Türkiye would weaken Austria–Hungary.
   E. Greece, Bulgaria and Romania would be persuaded to join the Allies.
2. The day after the landing it was clear that the Anzacs had the strategic advantage. True or false?
3. At least _____ Anzacs died on the _____ day. By the _____ of May _____ Anzac officers and about _____ men in each battalion had _____. On the night of 18–19 May _____ Turkish forces counterattacked; in courageous but suicidal charges the Turks lost _____ men.
4. **List** some of the hardships faced by the Anzacs during the Gallipoli campaign and **describe** ways in which they adapted and coped.
5. **Describe** the aims and consequences of the attacks at Lone Pine and the Nek.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 1**.
   a. **Explain** why it was never likely that Allied ships would get past the Turkish minefields.
   b. **Explain** why it might have been assumed that Allied troops would have more success than ships in trying to get through the Dardanelles.

7. **Describe** the main features that the artist wants us to notice in **SOURCE 2**.
8. **Compare SOURCES 3** and **4**.
   a. **Clarify** the differences in their perspectives.
   b. **Explain** which Source you believe to be more reliable and give the reasons for your choice.
9. **Investigate SOURCE 5** and **identify** reasons why it would have been very difficult for these men to attack the Turkish trenches at Lone Pine without suffering high casualties.
10. **Reflect on SOURCE 6**. Describe how this device worked and how it contributed to the successful withdrawal from Gallipoli.

LESSON
4.7 Why have aspects of the Gallipoli campaign been contested?

LEARNING INTENTION

By the end of this lesson you should be able to comment on how and why some aspects of the Gallipoli campaign have been the subject of historical debate.

TUNE IN

tlvd-10728

SOURCE 1, painted by war artist Frank Crozier in 1919, shows the terrain at Ari Burnu, where the Anzacs landed and established their hold on a small piece of the Gallipoli Peninsula.

Some Australians have objected to the idea that aspects of the Anzac legend could be contested.

1. Why would someone want to avoid discussion of contested issues in history?
2. Should anything be regarded as uncontestable?

SOURCE 1 *The beach at Anzac*

Crozier, Frank
The beach at Anzac (1919)
Oil on canvas, 123.4 × 184.6 cm
Australian War Memorial ART02161

4.7.1 What is a historical debate?

One of the most important concepts in history is **contestability**. It means that interpretations of the past are open to debate. Sometimes this is because of a lack of evidence or the discovery of new evidence. It can also be because historians bring different perspectives to an investigation. Very often one interpretation of an event comes to be popularly accepted as the truth, and is thought to be the only possible interpretation. But then it is challenged and a new debate begins.

contestability the idea that people's understanding of the past can differ depending on their perspective or their access to, and understanding of, evidence

4.7.2 Contestability: the Anzac landing

For much of the twentieth century, most Australians believed that the terrible losses Australian troops suffered during the landing at Gallipoli and, to an extent, the failure of the entire Gallipoli campaign, resulted from the troops being landed at Ari Burnu, north of their intended landing place below Gaba Tepe.

Charles Bean, Australia's official war historian during World War I, stated that the Anzacs were put ashore at the wrong place. He wrote, 'The carefully laid plans had been torn to shreds by the current that had carried the tows [landing craft] too far northward …' Other historians and most people in general accepted this view, believing that the soldiers failed to gain the territory needed for the campaign's success at least partly because of the landing error.

Challenging the accepted interpretation

More recently, several historians have challenged that view. This is common in historical work, partly because historians writing soon after events do not always have all the evidence they need. For example, Bean could not have used the military intelligence that went into planning the Gallipoli campaign because it was kept secret for 50 years.

How to understand the historical debate

To understand this debate or any historical debate, we need to recognise how a new interpretation can challenge an earlier argument. To do this we:
- identify the main argument of the earlier interpretation
- identify the main argument of the later interpretation and how it differs from the earlier interpretation
- analyse the detailed evidence used to support the argument of the later interpretation.

SOURCE 2 From Denis Winter, 'The Anzac landing: the great gamble?' in *Journal of the Australian War Memorial*, April 1984, pp. 15, 18

The problem to be resolved is whether the landing at Anzac was a simple piece of bad luck or whether it was part of Birdwood's plan … An unsuspected sea current provides the strongest point in favour of failure being due to factors beyond human control … But the case against the current is a strong one. Earlier work around the peninsula with submarines meant that the navy was well aware of swift currents around the landing point … the possibility of an unsuspected or unmeasurable current may be discounted …

Colonel W. R. McNicol … gave an address … on the anniversary of the landing, saying that the position attacked was identical with orders …

Source: *AWM 02161.*

SOURCE 3 From Chris Roberts, 'The Landing at Anzac: a reassessment', in *Journal of the Australian War Memorial*, April 1993, pp. 27–29

Birdwood's aim of taking the Turkish defenders by surprise was achieved. A landing north of Gaba Tepe had not been expected and the small garrison defending Anzac Cove put up a brief resistance before fleeing inland … By about 5.00 a.m. the high ground overlooking Anzac Cove had been captured …

Therefore, there is little ground for claiming, as Bean concludes, that the misplaced landing was a major reason for the failure of the ANZAC assault to achieve its intended objective.

Indeed, there is strong evidence that the error was fortunate. Birdwood himself believed so. The strongest Turkish defences were at Gaba Tepe and these covered the original landing beach and its seaward approaches … Birdwood and others believed that heavy casualties would have been experienced had the landing gone as planned.

4.7 Exercise

learn on

4.7 Exercise

Learning pathways

■ **LEVEL 1**	■ **LEVEL 2**	■ **LEVEL 3**
1, 2, 3, 4, 5	6, 7, 9	8, 10

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Check your understanding

1. Use the words provided to complete the following paragraph about historical debate to practise using historical terminology.

only possible	discovery	perspectives	contestability	new
challenged	interpretations	the truth	debate	lack

   One of the most important concepts in history is _____. It means that _____ of the past are open to debate. Sometimes this is because of a _____ of evidence or the _____ of _____ evidence. It can also be because historians bring different _____ to an investigation. Very often one interpretation of an event comes to be popularly accepted as _____, and is thought to be the _____ interpretation. But then it is _____ and a new _____ begins.

2. What, according to Bean's long-accepted interpretation of the Gallipoli landing, was the consequence of landing 'too far northward'?
   A. The Anzacs won the Gallipoli campaign.
   B. The British won the Gallipoli campaign.
   C. The Gallipoli campaign failed because the Anzacs could not gain the territory needed to win.
   D. The Gallipoli campaign failed because they gained more territory than they had planned for.
3. According to Bean, the Anzacs landed in the wrong place in Gallipoli because of strong currents. True or false?
4. **Identify** where, according to Charles Bean, the Anzacs were meant to have landed.
5. **Outline** the steps in understanding a historical debate.

Apply your understanding

Using historical sources

6. **Examine SOURCE 1** and state what you think are the advantages and disadvantages for the Anzacs of landing at Ari Burnu instead of at Gaba Tepe.
7. In **SOURCE 2**, Denis Winter argues that Bean's interpretation is wrong because the Anzacs were landed where they were intended to be landed, at Ari Burnu. **Explain** what evidence Winter gives to support his interpretation.
8. Read **SOURCE 3**. **Identify** Roberts' main argument and the evidence used to support his interpretation.

Communicating

9. **State** the significant differences between the interpretations of Winter and Roberts.
10. Write and **develop** a paragraph explaining your interpretation of the Gallipoli landing, based on the evidence presented in the sources in this lesson.

LESSON

4.8 What were the hardships of trench warfare?

LEARNING INTENTION

By the end of this lesson you should be able to describe the features of trench warfare and the conditions experienced in the trenches of the Western Front.

TUNE IN

Trench warfare was commonplace in World War I.

Can you imagine what trench warfare must have been like? Millions of men fought in all kinds of weather in trenches on the Western Front during most of World War I.

SOURCE 1 A battlefield trench in World War I containing injured British soldiers

1. Have you seen any movies depicting conditions of trench warfare? If so, what impression did those movies give of what it was like?
2. Why do you think trench warfare was the main kind of warfare in World War I but not in earlier and later wars?

4.8.1 The trenches of the Western Front

The main fighting of World War I took place in and around the trenches of the Western Front. By 1915 these stretched over 500 kilometres, from the Belgian coast through to the Swiss Alps, and were home to millions of troops. Trench warfare produced no winners; rather, it was a defensive tactic that led to continual **stalemate**. Over four years the armies of both sides lived and died in them. When the fighting was at its heaviest, tens of thousands of men could be killed or wounded in a single day. On 1 July 1916, the British forces suffered 57 470 casualties, including 19 240 fatalities. They gained just three square miles of territory.

Most battlefield trenche contained many defensive structures. The most commonly used arrangement was the three-line trench system. This allowed front-line trenches for firing at the enemy, support trenches where troops could be rested, and reserve trenches to hold reinforcements and supplies. Communication trenches linked all three trench lines, allowing for easier movement of troops and information. Some German trenches extended up to ten metres underground.

> **stalemate** (from chess) a situation in which neither side can gain a winning advantage

A Trenches were generally designed in a zigzag pattern; this helped to protect the trench against enemy attack. Each bend could be defended separately if necessary and explosions could be contained.

B Trench toilets were called latrines. They were usually pits 1.5 metres deep, dug at the end of a short gangway. Each company had two sanitary personnel whose job it was to keep the latrines in good condition. Officers gave out sanitary duty as a punishment for breaking army regulations.

C The British army employed 300 000 field workers to cook and supply the food for the troops. However, in many instances there was not enough food for the workers to cook. Rations were regularly cut and of a poor standard. The bulk of the diet in the trenches was bully beef (canned corned beef), bread and biscuits.

D Sandbags filled with earth were used to shore up the edges of the trenches; they also helped to absorb bullets and shell fragments. The men packing and then stacking the filled bags worked in pairs and were expected to move 60 bags an hour.

E Machine guns were one of the most deadly weapons. They were able to fire 400–500 bullets every minute.

F Fire steps and scaling ladders were needed to enable the troops to go 'over the top' of the trenches. Going 'over the top' refers to the orders given to troops to leave the trenches and head out into no man's land in an attempt to attack the enemy trenches.

G Each soldier was issued with a kit containing 30 kilograms of equipment. This included a rifle, two grenades, 220 rounds of ammunition, a steel helmet, wire cutters, field dressing, entrenching tool (a spade), a heavy coat, two sandbags, rolled ground sheet, water bottle, haversack, mess tin, towel, shaving kit, extra socks and preserved food rations. The weight made it very difficult to move quickly, and many men chose to share gear to minimise their load.

H Barbed wire was used extensively throughout the trench system. While it helped to protect the trenches, it made it very difficult to attack the opposing trench. In the dark of night, soldiers were sent out to cut sections of wire to make it easier for the attacking soldiers in morning raids. Minor cuts and grazes caused by the barbed wire often became infected in the unsanitary conditions of the trenches.

I No man's land was the space between the two opposing trenches; it was protected by rows of barbed wire. It could be anywhere from 50 metres to one kilometre wide.

J Duckboards were wooden planks placed across the bottom of trenches and other areas of muddy ground. They enabled soldiers to stand out of the mud. The trench system was constantly waterlogged, particularly during the winter months. Duckboards protected the men from contracting the dreaded **trench foot** and from sinking deep into the mud.

K The use of mustard gas and other chemical weapons meant that all soldiers needed to have gas masks near at hand. Until all troops could be issued with masks, many soldiers used urine-soaked material to help keep out the deadly gas. Mustard gas was almost odourless and took 12 hours to take effect. It was so powerful that small amounts, added to high-explosive shells, were effective. Once in the soil, mustard gas remained active for several weeks.

SOURCE 2 Modern artist's interpretation of a trench system

trench foot a painful, swollen condition caused by feet remaining wet for too long; if gangrene set in, the feet would have to be amputated
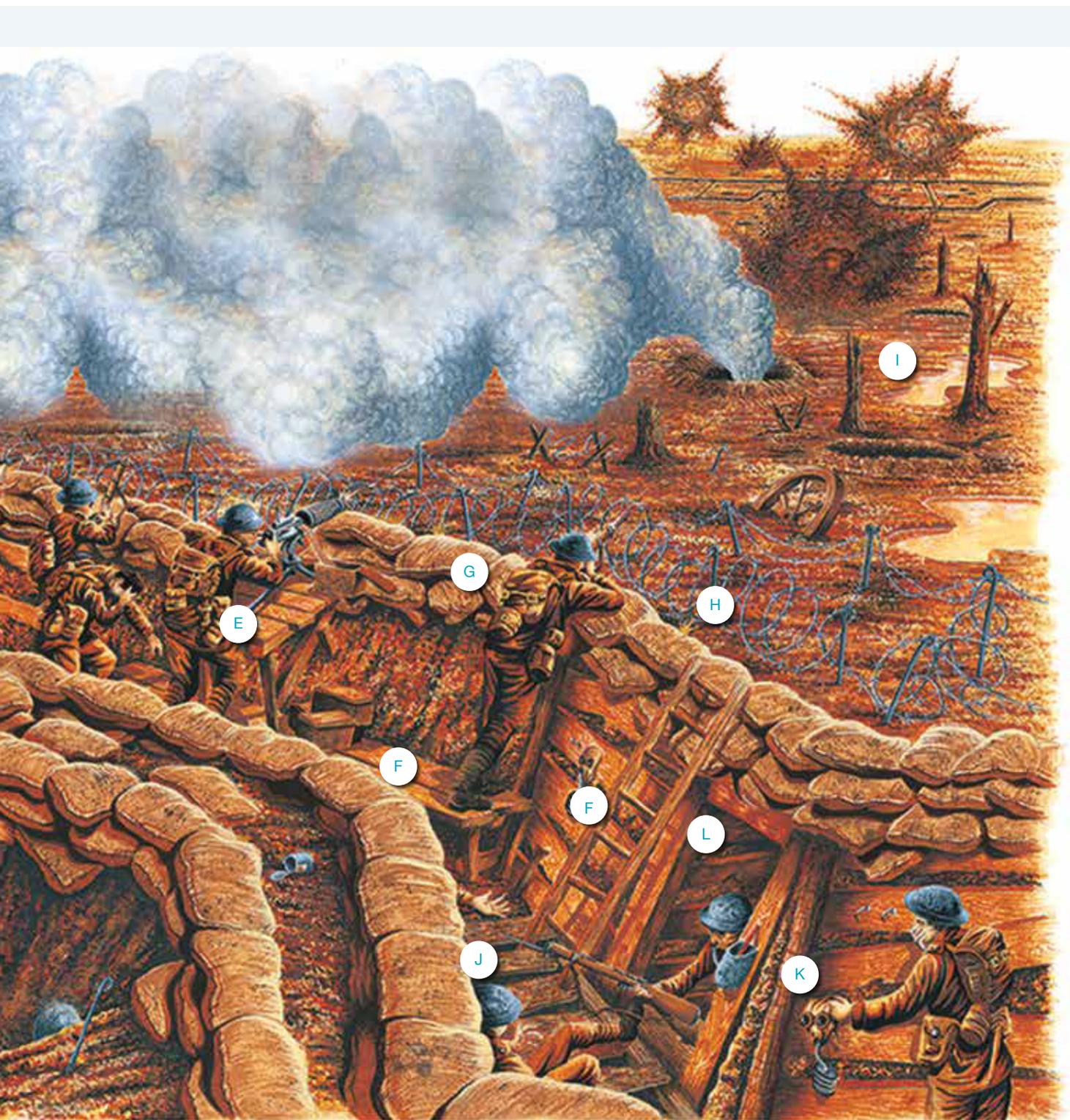
L Long, cold, wet winters and hot, dry summers would have made life in the trenches horrendous. Snow, rain and freezing temperatures drastically slowed combat during the winter months. Lack of fresh water, scorching sun with limited coverage, and the stench of dead bodies and rubbish would have made the hotter months unbearable.

The Australian War Memorial (AWM) has a huge collection of photographs of actual scenes of trench warfare during World War I.

1. Use the AWM website to locate some of these photographs and use them to corroborate the details of **SOURCE 2**.
2. Find photographs that show at least three of the following:
   a. trenches filled with mud from heavy rain
   b. trenches in freezing winter conditions
   c. trench warfare landscapes that have been bombarded by artillery
   d. shell craters
   e. dugouts
   f. the effects of gas attacks
   g. the effects of trench foot.
3. **Annotate** your three photos **explaining** what they show. Or write a report on what each of your selected three photographs shows and present your report to the class accompanied by the images.

4.8 Exercise

learn on

4.8 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 7, 8	6, 9, 10

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Check your understanding

1. No _____ land was the space between the two opposing _____; it was protected by rows of _____ wire. It could be anywhere from _____ metres to one kilometre wide.
2. The British Army employed 300 000 field workers to cook and supply food for the troops during World War I. This meant that the soldiers were well fed and well nourished on a varied diet. True or false?
3. **Explain** why many soldiers chose to share their gear with a fellow soldier.
   A. Because their officers ordered them to do so.
   B. Because they were being generous.
   C. Because their kit was too heavy.
4. **Describe** the features of the three-line trench system and the purpose of each element.
5. Using **SOURCE 2** as your evidence, **explain** if you think trench warfare saved more lives than would have been lost in open warfare.

Apply your understanding

Communicating

6. **Evaluate** the effectiveness of duckboards in trench warfare.
7. Imagine you are a soldier who has been blinded in the trenches. **Describe** what you might experience. Think about your senses, particularly what you might hear, feel and smell.
8. **Explain** the features of trench systems that made attacks on them so difficult for the attacking forces.
9. Referring to **SOURCES 1** and **2**, **explain** how the hazards of trench warfare went beyond the physical impact.
10. **Determine** how, until they were given gas masks, soldiers would have tried to protect themselves from mustard gas.

LESSON
4.9 What were the experiences of Anzac troops on the Western Front?

LEARNING INTENTION

By the end of this lesson you should be able to explain and evaluate the roles played by Anzac troops in the fighting along the Western Front.

TUNE IN

On any visit to northern France and Belgium, the most memorable sights are the numbers of World War I cemeteries and memorials and the visible signs of gratitude to Australians for their service and sacrifices on the Western Front.

Perrone is in the Somme region of France. In French, *Rue* means street, and *de* means 'of'. Why do you think the French have named this street 'Roo de Kanga'?

SOURCE 1 A street sign in Perrone in northern France

Roo de Kanga
1918–1998
We do not Forget Australia

4.9.1 From Gallipoli to Fromelles and Pozières

After Gallipoli, the Anzacs returned to Egypt to be joined by fresh troops. The Light Horse remained in the Middle East along with Australians serving in the Imperial Camel Corps and the Australian Flying Corps. For the remainder of the war, these soldiers took part in desert warfare against Turkish forces.

The desert war

The task of the Australians who remained in the Middle East was to defend Egypt against Turkish attack. Their war was vastly different from the war on the Western Front. The desert war was one of long treks, ambushes and brilliant charges. From 1916 to 1918, these mounted troops played an often decisive role in battles across northern Sinai and Palestine. In the battle of Romani, Anzac troops defeated the advancing Turks. This was the turning point in the Middle East war.

In the battle of Beersheba, the Anzacs successfully carried out the last cavalry charge in modern warfare. In September 1918, the final offensive of the desert war began and the Turkish forces collapsed and surrendered in their thousands. On 30 October, the Turkish government signed an armistice and the war in the Middle East was over.

Fromelles and Pozières

Apart from those who fought in the Middle East, most Australian troops left for France in 1916, where for three years they experienced the horrors and savagery of the war on the Western Front.

On 1 July 1916, the First Battle of the Somme began. The British and French attack on the Somme was intended to draw German troops away from their massive attack on French positions at Verdun. On that first day of the Somme offensive, the British army suffered the worst day in its history with 57 470 casualties (troops killed or wounded).

The Australian 5th Division suffered over 5000 casualties on 19 July in a **feint** at Fromelles, north of the Somme, which was meant to divert German reserve troops. On the Somme, the AIF suffered almost 23 000 casualties taking and holding the town of Pozières in a battle that began on 23 July. For seven weeks Australian soldiers were blown apart or buried alive as they fought to hold the captured town under a German **artillery** bombardment that pounded Pozières into a wasteland of rubble.

When the Battle of the Somme ended as the autumn rains filled the trenches, neither side had been able to break the stalemate. Nothing had been gained, but Germany had lost 450 000 men, France 200 000 and Britain 420 000.

> **feint** a dummy attack meant to deceive the enemy into moving troops from where the main attack will take place
>
> **artillery** large-calibre guns
>
> **Hindenburg line** a heavily fortified (German) position on the Western Front

aud-0499

SOURCE 2 Major W.G.M. Claridge, writing from hospital after the Battle of Pozières, quoted in Bill Gammage, *The Broken Years*, 1975, p. 164

God knows what we went through, was Hell itself. We just had to grit our teeth and go ahead and do our job. I am not going to tell a lie and say I wasn't afraid because I was and who wouldn't be with Death grinning at you from all round and hellish 5.9 shells shrieking through the air and shrapnel dealing death all round. I don't know how I stood it for so long without breaking.

4.9.2 From Bullecourt to the Armistice

Bullecourt and Ypres

The spring offensive of 1917 followed the coldest winter in 40 years. In April the United States of America joined the war on the Allied side, although it would be many months before its troops would be ready to play a role. The Germans had pulled back to the strongly fortified **Hindenburg line** and most soldiers on both sides were war-weary with little enthusiasm left for fighting.

In April, Australians were sent to attack the German trenches near Bullecourt but the tanks that were meant to spearhead the attack broke down. The Australians were then struck by a misdirected British artillery barrage as well as German counterattacks, and the attacking force suffered 80 per cent casualties.

Despite this, in May the Australians captured and held Bullecourt. In Belgium in September and October, the AIF suffered 38 000 casualties in the terrible Third Battle of Ypres, in which each side lost about half a million men.

SOURCE 3 Trench warfare on the Western Front

Source: © Robert Darlington. Map redrawn by Spatial Vision.

Victory in 1918

In 1918 the end of fighting on the Eastern Front (see lesson 4.12) enabled Germany to move many more troops to the Western Front. In March, the Germans threw everything they had into a last offensive aimed at gaining victory before US troops could arrive in sufficient numbers to make a German victory impossible. Australians played a key role in turning back this offensive through their fierce resistance at the French village of Villers-Bretonneux. Then, in July, Australians made the first large Allied attack of 1918. The AIF fought its last battles in October and when the fighting was ended with the Armistice of 11 November 1918 it was recognised that they had achieved more than any other British Empire troops and had suffered more casualties in proportion to their numbers.

The human cost

Of the 417 000 men who enlisted in the AIF, about 324 000 served overseas and approximately 295 000 on the Western Front. Nearly 65 per cent became casualties and around 60 000 Australians died on active service. It was a terrible sacrifice for the nation.

SOURCE 4 This painting depicts an attack, during the Third Battle of Ypres, in which Australian troops were trying to capture a German pillbox, a fortified concrete blockhouse with machine guns firing from loopholes. Pillboxes could be taken only by infantry attacking closely behind their own artillery barrage.

Leist, Fred
Australian infantry attack in Polygon Wood (1919)
Oil on canvas, 122.5 × 245 cm
Australian War Memorial ART02927

4.9 SKILL ACTIVITY: Questioning and researching

Every year on Anzac Day, memorial ceremonies are held at Gallipoli in Türkiye and at Villers-Bretonneux in northern France.
1. Use the website of the Australian War Memorial to **research** what the Australians achieved at Villers-Bretonneux on 4–5 April 1918, and on 25 April, Anzac Day, 1918.
2. **Determine** why this was significant for the course of the war.
3. How have the people of Villers-Bretonneux remembered it?
4. **Create** a **list** of three or four things that a speaker at the Villers-Bretonneux Anzac Day service should be sure to mention.

4.9 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 6, 7	8, 9, 10

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Check your understanding

1. **Describe** the consequences for the British army of their first offensive on 1 July 1916 in the Battle of the Somme.
   A. Disastrous, with 5470 British casualties
   B. Successful, with 57 470 German casualties
   C. Successful, with 5470 German casualties
   D. Disastrous, with 57 470 British casualties

2. **Determine** whether the following statements are true or false.
   a. The aim of the Australian attack at Fromelles was to divert German reserve troops.
   b. The result of the Australian attack at Fromelles was over 5000 Australian casualties.

3. **Explain** why Australian casualties were so high at Pozieres.
   The AIF suffered almost _____ casualties taking and holding the town of Pozières in a battle that began on _____ July. For _____ Australian soldiers were blown apart or buried alive as they fought to hold the captured town under a German _____ that pounded Pozières into a wasteland of rubble.

4. **Explain** the overall consequences of the Battle of the Somme for both sides.

5. **Identify** what casualties Australians suffered at Bullecourt and in the Third Battle of Ypres.

Apply your understanding

Communicating

6. **Recall** the date of the Armistice that ended fighting in World War I and how it was achieved.

Using historical sources

7. **Examine SOURCE 2**, how does Major Claridge describe what it was like to experience the Battle of Pozieres?

8. **Analyse SOURCE 3**, and **identify** the purpose of the Allied offensives at Bullecourt and Ypres.

9. **Investigate SOURCE 4**. Imagine you are one of the survivors of this attack on a German pillbox. Write a letter to your family **describing** the conditions, difficulties and dangers and your own feelings during the attack.

10. Using what you have learned about individual battles from 1916 to 1918, **elaborate** why Australians suffered such heavy casualties on the Western Front.

LESSON

4.10 How did the war impact the Australian home front?

LEARNING INTENTION

By the end of this lesson you should be able to explain why and how attitudes to the war changed over time in Australia and analyse the different perspectives.

TUNE IN

In any crisis, people are more likely to be united and willing to make sacrifices if they can believe that everyone is sharing equally in the hardships.

tlvd-10670

SOURCE 1 'The Greater Patriot', by Claude Marquet, in *The Worker*, 1916

1. Study **SOURCE 1**. What do you think the artist is saying?
2. Why do you think opposition to the war grew significantly by 1916?

4.10.1 The war divides Australia

During the first years of fighting most Australians believed that the war was just and was worth the sacrifice that was being made. Australians proudly hailed the achievements of the Anzacs as proof of their country's standing among nations. However, as the conflict dragged on, and demanded ever greater sacrifices, Australian society became increasingly divided.

Growing government controls

The Commonwealth Government gained new powers to manage Australia's war effort. The war was expensive, in both money and lives, and from 1915 a federal income tax and other taxes were introduced to help pay the interest on growing war debts. The government also took away many democratic rights. Many of the 33 000 people of German descent in Australia were interned in prison camps. If they had become Australian citizens, they could remain free; however, they were often bullied and humiliated.

The War Precautions Act of 1915 and other Acts of Parliament allowed the government to restrict freedom of speech, freedom of association and freedom of the press. It became a crime to say anything that might discourage people from enlisting or to show disloyalty to the British Empire.

According to the government, **censorship** was needed to keep morale high and to keep information from the enemy. However, it was also used to silence people who criticised the war. Tom Barker was sentenced to 12 months in prison for publishing a cartoon that the government considered might harm recruiting. Barker was the editor of *Direct Action*, the newspaper of a revolutionary group called the Industrial Workers of the World (IWW). The IWW argued that the war was wrong because the workers' only real enemies were the wealthy capitalists who profited from the conflict.

Growing opposition

Most Australians believed wartime **propaganda** that portrayed German soldiers as monsters who raped nuns, murdered civilians and impaled babies on bayonets. Through newspapers and public meetings, people were continually told that the war was a simple struggle between good and evil, between British civilisation and German barbarism.

At first, opponents of the war were a tiny minority. **Pacifists** opposed it, as did some Irish Australians who resented British rule in Ireland. Some socialists saw it as a clash between capitalist empires for the right to exploit the workers of the world.

Gradually opposition to the war became more widespread. Increased inequality played a part. While prices rose by almost 50 per cent, wages were frozen. At the same time, big profits were made by owners of woollen mills and others who supplied war materials. Growing inequality caused serious strikes in 1916 and a general strike in 1917 involving waterside workers, seamen, transport workers and miners. The use of strikebreakers to defeat the strikes caused great bitterness and deepened divisions.

Patriotic rallies and funds

Many people, possibly a majority, continued to support the war. At patriotic gatherings such as Empire Day, Allies Day and Anzac Day rallies, speakers encouraged Australians to stay loyal to Britain, to hate Germany and to make still greater sacrifices. Governments, churches and citizens organised and supported patriotic funds to help the war effort. They included the National Belgian Relief Fund, the Travelling Kitchen Fund and the Blind Heroes Fund. Local 'win-the-war' leagues donated food and labour to help soldiers' families.

censorship   restriction or control of what people can say, hear, see or read

propaganda   distortion of the truth to persuade people to support an action or point of view

pacifist   person who holds a religious or other conscientious belief that it is immoral to take part in war

The children's war effort

Schools and community organisations involved children in patriotic activities including raising money and making clothes and equipment for war victims and troops. In particular, schools were used to inspire patriotism in children. At the age of 12, schoolboys became junior cadets. Girls made clothes for the troops and war victims. Children grew vegetables for soldiers' families, read stories of heroes of the British and Australian forces and recited loyalty pledges. School rolls of honour listed the names of former pupils and teachers who had gone to the war. Children were taught that all Allied countries were good while the Central Powers were evil.

SOURCE 2 Students at Woy Woy Public School during a patriotic pageant in 1916 gather around a roll of honour erected by residents of the district.

4.10.2 Recruiting campaigns

In 1914 there were many more volunteers than the army could accommodate. But as the casualty lists grew, fewer men volunteered than were needed. As Britain requested ever more Australian troops, recruiting campaigns were used to encourage or shame men into enlisting. In some of these campaigns, people marched long distances, calling on others to join them and to enlist. By mid 1916 the campaigns were failing to attract the numbers the government wanted. In 1918 recruiting officers even visited schools in order to urge children to encourage their family members to enlist.

SOURCE 3 6 Tunneling Company marching through Perth, June 1916. Many miners from Kalgoorlie goldfields became part of companies tasked with digging tunnels on the Western Front.

The racial barrier to recruiting

When World War I broke out, First Nations Australians were an oppressed minority whose numbers over the previous century had been reduced by possibly 75 per cent through massacres, disease and dispossession. They had no reason to feel any loyalty to Australia or to the British Empire. The Australian government required recruits for the AIF to be 'substantially of European origin or descent'. Despite this, many First Nations Australians enlisted. Recent estimates put the total at over 1000 but the actual figure may have been higher. One reason they might have enlisted was that First Nations Australian recruits were generally treated in the same way as other soldiers, receiving the same pay and conditions. For most, this would have been the first time in their lives that they had experienced such equality.

half-caste of mixed race (a term widely used in the mid 1900s, but now considered offensive)

SOURCE 4 From 'Instructions for the Guidance of Enlisting Officers at Approved Military Recruiting Depots', Brisbane, April 1916

Aboriginals, **half-castes**, or men with Asiatic blood are not to be enlisted. This applies to all coloured men.

SOURCE 5 From 'Instructions to Enlisting and Recruiting Officers', December 1916

Half-castes may be enlisted when, in the opinion of the District Commandant, they are suitable … As a guide in this matter it is to be borne in mind that these men will be required to live with white men and share their accommodation, and their selection is to be judged from this standpoint …

SOURCE 6 Produced by the State Parliamentary Recruiting Committee in Victoria, this was the first recruiting poster used in Australia.
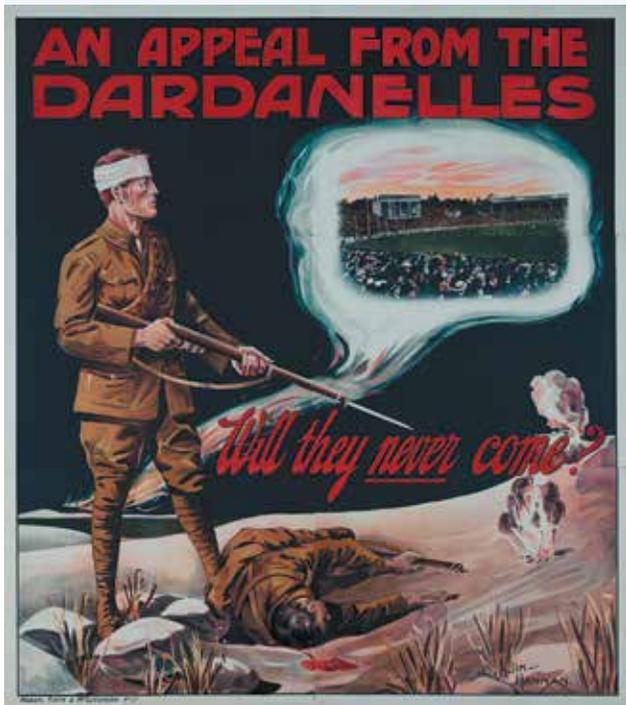
Hannan, Jim
An appeal from the Dardanelles: Will they never come? (1915)
Offset lithograph on paper, 225 × 200 cm
Australian War Memorial ARTV07583

SOURCE 7 Australian artist Norman Lindsay produced this poster for the Australian government in 1918.
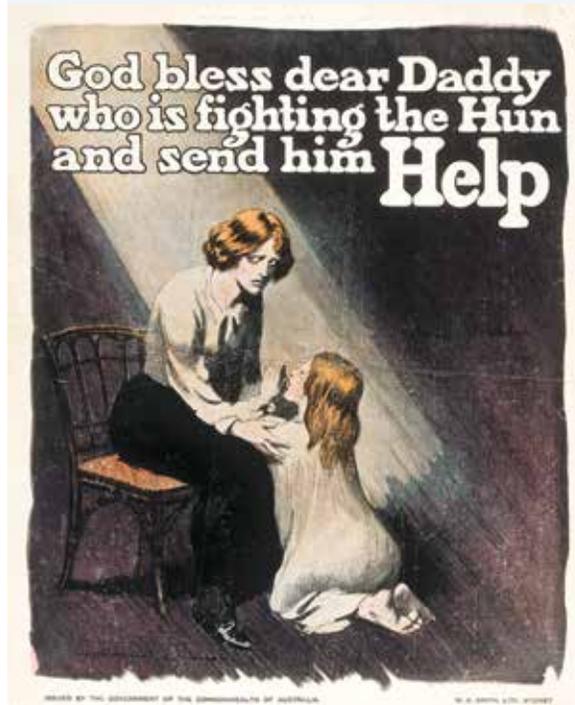
Lindsay, Norman
God bless dear Daddy (1918)
Chromolithograph on paper, 46.8 × 38.4 cm
Australian War Memorial ART00040

4.10.3 Women's contribution to the war effort

Some 3000 Australian women travelled overseas with the Australian Army Nursing Service. They served in all theatres of the war and on transport and hospital ships. These nurses worked under extreme conditions tending the wounded after battles. Several nurses were wounded and 13 were killed. However, the Australian government refused to allow women to serve in any direct roles in the armed forces. As the men went off to war, many women entered the paid workforce. Thousands more helped with recruiting campaigns, fundraising and charity work. A few women were able to replace enlisted men in fields such as banking, bookkeeping and typing. For many women, this was not enough. Recognising that the government and military were hostile to the idea of women taking on 'men's roles', women applied for clerical and cooking jobs in the military. However, they were not accepted and this greatly disappointed many who were aware of how different the situation was in Britain. There, women were employed as munitions workers, drivers, and in factories and on farms. Some British women actually gained military roles as drivers and radio operators when the Women's Army Auxiliary Corps was founded in Britain in 1917.

Voluntary work

Thousands of women helped troops by providing extra clothing, tobacco, medicines and other comforts the army failed to provide. They also made clothes for Allied refugees. Many other women cared for returning soldiers through the Red Cross, including in the Australian Red Cross Voluntary Aid Detachment (see **SOURCE 8**). They met returning hospital ships and provided kitchens and rest homes. The Red Cross raised 12 million pounds during the war to pay for this work.

SOURCE 8 Four members of the Australian Red Cross packing comforts to be sent to servicemen overseas

Women for and against the war

Some of the war's fiercest supporters were women. They helped in recruiting campaigns, issuing posters and pamphlets and speaking at rallies. Some women shamed men into enlisting by handing out white feathers — a symbol of cowardice — to those who had not volunteered. The Australian Women's National League campaigned for conscription. Women were also among the war's strongest critics. Vida Goldstein was among those who formed peace organisations and campaigned against conscription.

The greatest contribution of women, however, would hardly ever be spoken of. It was the lifelong care thousands gave to their fathers, husbands, sons and brothers who returned with terrible physical, emotional and mental wounds from the horrors of war.

SOURCE 9 The arrival of the first Australian wounded from Gallipoli at the Third London General Hospital, by George Coates, 1915

4.10 SKILL ACTIVITY: Questioning and researching

1. Use the internet to locate a World War I propaganda poster portraying German soldiers as monsters.
   a. **Describe** the poster.
   b. **Analyse** the poster to **explain** how it achieves that effect.
   c. **Explain** the purpose of such posters.
2. In small groups, using the sources and other information in this lesson, **discuss** and **compile** a **summary** of things that remained the same and those that had changed in Australia during World War I in:
   a. attitudes to the war
   b. racial attitudes
   c. roles of women.

4.10 Exercise

learn **on**

4.10 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 6, 7	8, 9, 10

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Check your understanding

1. How did most Australians regard the war during its first two years and why did opposition from men and women grow by 1916?
   A. It was just but not worth the sacrifice being made.
   B. It was unjust but worth the sacrifice being made.
   C. It was just and worth the sacrifice being made.
   D. It was unjust and not worth the sacrifice being made.
2. Recruiting campaigns were needed by 1915 because as the war progressed and the numbers of dead and wounded grew, fewer men volunteered to join the fighting. True or false?
3. Approximately _____ First Nations Australians enlisted to fight in World War I.
4. **Identify** democratic rights that the Australian government restricted during the war.
5. **Describe** how Australians of German descent were treated.

Apply your understanding

Using historical sources

6. **Investigate SOURCE 2.**
   a. **Explain** how the schoolchildren in this source are contributing to the war effort.
   b. **Summarise** why governments would have involved children in activities such as those depicted in **SOURCE 2**.
7. **Analyse SOURCE 3**. Troops were often marched through the streets on their way to depart for the war.
   a. **Discuss** how this might have made the troops feel.
   b. **Clarify** how the scene was intended to make spectators feel.
8. **Examine SOURCES 4** and **5**.
   a. Use evidence from these sources to **describe** discrimination against First Nations Australian men and Asian men wishing to enlist for World War I.
   b. **Elaborate** on the extent to which this policy changed in 1916 and the probable reasons for this change.
9. **Compare SOURCES 6** and **7**. For each of these two sources, **identify**:
   a. the aim of the propaganda poster
   b. the beliefs and emotions to which it appeals
   c. its probable effectiveness at the time.
10. Look closely at **SOURCES 8** and **9**. Use these sources and other information in this lesson to **elaborate** on the contribution of Australian women to the war effort.

LESSON
4.11 How did the conscription issue divide Australians?

LEARNING INTENTION

By the end of this lesson you should be able to explain why the Australian government tried to gain public support for conscription for military service and discuss why this issue divided Australians.

TUNE IN

Did you know that during World War I, Australia was the only combatant nation that did not have conscription for overseas service?

tlvd-10731

SOURCE 1 *The Anti's Creed*, a leaflet supporting conscription in the 1917 referendum

THE ANTI'S CREED

I believe the men at the Front should be sacrificed.
I believe we should turn dog on them.
I believe that our women should betray the men who are fighting for them.
I believe in the sanctity of my own life.
I believe in taking all the benefit and none of the risks.
I believe it was right to sink the *Lusitania*.
I believe in murder on the high seas.
I believe in the I.W.W.
I believe in Sinn Fein.
I believe that Britain should be crushed and humiliated.
I believe in the massacre of Belgian priests.
I believe in the murder of women, and baby-killing.
I believe that Nurse Cavell got her deserts.
I believe that treachery is a virtue.
I believe that disloyalty is true citizenship.
I believe that desertion is ennobling.
I believe in Considine, Fihelly, Ryan, Blackburn, Brookfield, Mannix, and all their works.
I believe in egg power rather than man power.
I believe in holding up transports and hospital ships.
I believe in general strikes.
I believe in burning Australian haystacks.
I believe in mine-laying in Australian waters.
I believe in handing Australia over to Germany.
I believe I'm worm enough to vote No.

Those who DON'T Believe in the above Creed

will VOTE YES

Authorised by the Reinforcements Referendum Council. Claude McKay, Publicity Secretary.
308 Collins Street, Melbourne.
No. 27.   D. W. Paterson Co. Pty. Ltd., Printers, 495 Collins Street, Melbourne.

1. Why do you think many Australians would want to have conscription to force men to enlist?
2. Why do you think many other Australians would be strongly opposed to conscription?

4.11.1 Support for conscription

Of all the armies fighting in World War I, only the AIF was formed entirely from volunteers. But by mid 1916 recruiting campaigns were no longer convincing enough men to enlist. When Labor prime minister William Morris ('Billy') Hughes decided that Australia should follow Britain's example by introducing conscription, divisions in Australian society became very bitter. The Australian Labor Party (ALP) was against conscription, but Hughes went against party policy and tried to win public support for conscription through two bitterly fought **referendum** campaigns in 1916 and 1917.

A divisive issue

Conscription was among the most divisive issues in Australia's history. Divisions between social classes and between those holding different religious and political beliefs became more intense. Supporters of conscription argued that Britain was in peril and many Australians were already fighting and dying, so others who had not stepped forward should be forced to do their duty. They called those who had not volunteered traitors and cowards or accused them of being supporters of **Sinn Fein** or the IWW, or even of Germany.

4.11.2 Opposing conscription

Opponents argued that there should there be no conscription of working men when there was no conscription of the wealth of the privileged classes. Many feared that conscription would be used by employers to destroy rights won by Australian workers. In May 1916, conscription was used in Germany to destroy German workers' rights when striking munitions workers were conscripted and sent to the battlefront. Australian unions believed that conscription could be used for the same purpose here. They described supporters of conscription as destroyers of democracy, murderers and war profiteers. Most Australian Catholics were of Irish descent, and many became bitterly resentful when Britain executed several Irish rebel leaders after crushing the Irish uprising of Easter 1916. Melbourne's Catholic Archbishop, Daniel Mannix, quickly became the most outspoken leader of the anti-conscription movement.

referendum ballot in which voters decide on a political question

Sinn Fein organisation formed in Ireland in 1905 to campaign for Irish independence from Britain

TABLE 1 Conscription — for and against

Conscription supporters	Conscription opponents
• Representatives of every political party except the Labor Party • Business organisations • Major newspapers such as *The Argus*, *The Age* and *The Bulletin* • Protestant churches • Some returned soldiers	• Trade unions • Most of the Labor Party • The Catholic Church (Melbourne's Archbishop, Daniel Mannix, led the fight against conscription) — Britain had suppressed the Irish uprising of Easter 1916 and executed its leaders; most Australian Catholics were of Irish descent and many resented Britain's treatment of Ireland • The Women's Peace Army • Most working-class people • Some returned soldiers
Pro-conscription arguments	**Anti-conscription arguments**
• It was Australia's duty to support Great Britain. • Conscription meant 'equality of sacrifice'. • Voluntary recruitment had failed. • Australia had a good reputation that had to be protected. • Other Allied countries, such as Great Britain, New Zealand and Canada, had already introduced conscription.	• No person had the right to send another to be killed or wounded. • There would not be enough hands to farm if men were conscripted. • The working class would unfairly bear the burden of the fight. • Too many Australian men had already died or been wounded. • Conscription would harm and divide Australia.

The people decide

Conscription was defeated in the referendum of October 1916 (1 087 557 Australians voted in favour of conscription but 1 160 033 voted against it). 'Patriots' blamed Catholics and Australian Germans and demanded that Mannix be deported. The Labor Party was split. Hughes and his supporters left the party in November 1916, before it could expel them, and merged with the Liberal Party to form the Nationalist Party. Led by Hughes, the Nationalists won the federal election of May 1917. However, at a second referendum of December 1917, conscription was again defeated, this time by 1 181 747 against to 1 015 159 in favour.

SOURCE 2 Billy Hughes addresses troops in the field.

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DID YOU KNOW?

Prime Minister Billy Hughes' supporters, including many AIF soldiers, called him the 'Little Digger'. From November 1916 the labour movement, on the other hand, called him 'the Rat' and 'Judas' (in the Bible, Judas was said to have betrayed Christ).

aud-0502

SOURCE 3 From speeches by Archbishop Daniel Mannix, reported in the *Advocate*: (1) 3 February 1917 and (2) 8 December 1917

1. The war was like most wars — just an ordinary trade war … Even now, people were arranging how the vanquished nations — when they are vanquished — are to be crippled in their future trade.
2. [In] the daily papers of Australia … there is no opening in their columns for those who want the answer on December 20 to be an emphatic NO … [The] papers give plenty of space to any sort of silly twaddle on the other side … The wealthy classes would be very glad to send the last man, but they have no notion of sending the last shilling, nor even the first … the burden in the end will be borne by the toiling masses in Australia.

SOURCE 4 *The Blood Vote*, an anti-conscription leaflet

Source: AWM RC00337.

4.11 Exercise

learn on

4.11 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 5, 9	4, 6, 7	8, 10

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Check your understanding

1. What was unique about Australia's army in World War I?
   A. It was the only army formed entirely from volunteers.
   B. It was the only army formed entirely from conscripted men.
   C. It was the only army that allowed women to enlist.
2. Australian Prime Minister _____ decided in mid 1916 that Australia should introduce conscription.
3. Conscription was defeated in both referenda held to decide the issue, first in 1916 and then again in 1917. True or false?
4. **Explain** why many Australian workers and Irish Catholics opposed conscription.
5. **Describe** the impact of these referendums on the Labor Party.

Apply your understanding

Communicating

6. **Examine TABLE 1** and complete the following.
   a. List the main supporters of conscription
   b. Outline the main arguments for conscription
   c. List the main opponents of conscription
   d. Outline the main arguments against conscription
7. **Reflect on SOURCE 1**. The Industrial Workers of the World (IWW) campaigned against war and the exploitation of workers. Sinn Fein was a movement fighting for Irish independence from British rule. Nurse Cavell was shot by the Germans as a British spy. **Explain** why a pro-conscription leaflet would refer to these people.

Historical perspectives and interpretations

8. **Investigate SOURCE 2**, noting the poses and faces of the troops, the landscape and the stance of Billy Hughes.
   a. **Communicate** how people in favour of Hughes' push for conscription might describe what is happening in this image.
   b. **Clarify** how people opposed to conscription might describe what is happening in the image.
9. **Summarise** what arguments Catholic Archbishop Daniel Mannix made against conscription in **SOURCE 3**.
10. **Analyse** the technique used in **SOURCE 4** to argue against conscription.

LESSON

4.12 Why did the war on the Eastern Front lead to revolution and Russian withdrawal from the war?

LEARNING INTENTION

By the end of this lesson you should be able to explain why Tsarist Russia collapsed in 1917, outline how Russia's Bolshevik party seized power and determine what impacts these events had on Russia's involvement in the war.

TUNE IN

As **SOURCE 1** describes, Russia's involvement in the war was crucial for the Allies, despite leading to drastic consequences for Russia.

SOURCE 1 From a letter sent home by a Russian general in 1915

Contrary to popular belief, the fighting that took place on the Eastern Front was very different from the Western Front.

Because of the failure of the Schlieffen Plan, Germany had ended up having to fight their major battles on two fronts at the same time. They were having to fight Russia on the Eastern Front and the French and British Empires on the Western Front.

1. What problems do you think this situation posed for Germany?
2. How could the course of the war change if Germany had to fight on just one front?

4.12.1 Tsarist Russia collapses

By 1917 the war weariness, social divisions and disillusionment that led to a general strike and bitter opposition to conscription in Australia were also being experienced in other combatant nations. Between April and June there were mutinies in the French army involving 27 000 men. Forty-nine mutineers were executed. In Germany in 1916 there had been huge strikes. The government broke them by conscripting strikers, but even bigger strikes took place in 1917. In Britain half a million people had joined anti-war organisations by 1917. Nowhere, however, was war weariness more widespread than in Russia. What happened there would change the world.

At the beginning of World War I the Russian army was referred to as 'the Russian Steamroller', because it was so big that many people thought it could defeat the Germans and Austrians through sheer weight of numbers. However, most Russian soldiers were conscripted peasants who were poorly trained and so poorly equipped that some did not even have boots or guns. Some Russian officers refused to lead their troops into battle, fearing that they would be shot by their own men.

When Russia entered the war it was ruled by Tsar Nicholas II, who held enormous power. Russia was ruled in the interests of its aristocratic landowners and wealthy industrialists, and there was great discontent among the peasants and workers who made up more than 90 per cent of the population. At first, many Russians supported the war, but they suffered heavy losses against the Germans in 1914–15. In 1916 they launched attacks to prevent the Germans shifting troops to the Western Front. By 1917, after a series of crippling defeats, Russian soldiers and sailors were becoming mutinous, while at home starving workers were demanding bread and peasants were demanding land.

SOURCE 2 A description of support for the war in Russia in August 1914, from R.H. Bruce Lockhart, *Memoirs of a British Agent*, 1932

I recall the enthusiasm of those early days … those moving scenes at the station; the troops, grey with dust and closely packed in cattle trucks; the vast crowd on the platform to wish them God-speed … Revolution was not even a distant probability.

… by 1916 the country began to experience a critical food shortage … By directing all industrial production into war channels, the government policy deprived the villages of their supplies of goods …

SOURCE 4 A Russian woman preparing a meal at her war-ruined home, with her baby in a cradle at right, c.1915

SOURCE 5 Looking towards the ceiling from the grand staircase at the Winter Palace

Revolution

Revolution broke out in March 1917 in the Russian capital, Petrograd (now St Petersburg) after soldiers refused orders to shoot striking workers. When he lost the support of his generals, the Tsar **abdicated** in favour of his brother Michael. But Michael refused to be Tsar and instead handed power to a provisional government, formed by members of the **Duma**. The Provisional Government kept Russia in the war, but its authority was weakened by the rise of an alternative centre of power — the Petrograd **Soviet**. This council was made up of elected delegates from soviets of workers, soldiers, sailors and peasants from throughout Russia.

The Provisional Government lacked support from any part of Russian society. The old ruling classes wanted to restore the rule of the Tsar. Peasants wanted the aristocrats' land to be redistributed to them. Many soldiers, sailors and workers wanted Russia to withdraw from the war. The government could hold power only so long as the Petrograd Soviet gave it support.

4.12.2 The second revolution

Russia's small but disciplined Bolshevik Party was led by Vladimir Ilyich Ulyanov, known as Lenin. The party's ideology was based on Marxism, the revolutionary socialist set of ideas developed by Karl Marx in the nineteenth century. Lenin was a Marxist but he departed from Marx's belief that socialist revolution could take place only in advanced capitalist societies in which industrial workers were the majority. Lenin came to believe that in Russia, an overwhelmingly agricultural country, a socialist revolution could be achieved through an alliance of workers and peasants.

Lenin, and his associate Leon Trotsky, believed that socialist revolution could succeed in backward Russia but only if it received support from socialist revolutions in the more advanced industrial countries. They thought a revolution in Russia would trigger similar revolutions in those countries. In April 1917 Lenin put these views to the other Bolsheviks. At first they totally opposed him. However, he soon won majority support and the Bolsheviks prepared to seize power.

The Bolsheviks seize power

To gain popular support, the Bolsheviks adopted the slogans 'Peace, Bread and Land' and 'All Power to the Soviets' while they worked to build up their influence in the Petrograd Soviet. The Provisional Government tried unsuccessfully to suppress the Bolsheviks. But when the right-wing General Kornilov attempted to seize power in August 1917, it was the Bolsheviks who sabotaged his transport and persuaded his troops to desert. This earned them widespread support. The Bolsheviks had saved the Provisional Government, but now they set out to destroy it.

abdicate to step down from the throne or from other high office

Duma the Russian parliament

Soviet a council representing workers, peasants, soldiers and sailors

Trotsky had been elected Chairman of the Petrograd Soviet's Military Revolutionary Committee. Once the Bolsheviks had a majority of delegates in the Soviet, he planned the seizure of power. In November 1917, on Trotsky's orders, the Red Guards of Petrograd workers, soldiers of the Petrograd garrison and sailors of the Kronstadt naval base stormed the Provisional Government's headquarters in the Tsar's Winter Palace. They seized power in the name of the Soviet. The new communist government promised to create a state ruled by workers and peasants.

tlvd-10733

SOURCE 7 A Bolshevik painting depicting Lenin organising revolutionary workers, sailors and soldiers. The red armbands show that they are Bolsheviks. Red came to symbolise revolution.

SOURCE 8 This Bolshevik banner of 1918 represents the alliance of workers and peasants. In the right corner, the hammer represents industrial workers while the sickle represents peasants.

4.12 SKILL ACTIVITY: Communicating

Several leading Marxists in Russia and other countries opposed Lenin's view that revolution could achieve its aims in Russia. They warned that revolution in such a backward country could not create socialism and democracy but would lead instead to oppression and dictatorship.

However, although the Bolsheviks failed to live up to their ideals, they would inspire many discontented workers in other countries.

For the Allies, the revolution had an immediate effect. The Bolshevik Revolution ended Russia's involvement in World War I. In March 1918, the Bolshevik government signed a separate treaty, the Treaty of Brest-Litovsk, that enabled Germany to direct all of its resources to the war on the Western Front.

1. Conduct **research** and **explain** the significance of the Bolshevik Revolution for:
   a. the Allies' chances of winning the war
   b. future world peace.

4.12 Exercise

learnon

4.12 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
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Check your understanding

1. The Russian army was a strong army because of its size, its well-equipped and well-trained peasant soldiers and because of the trust between the officers and their men. True or false?
2. What were the two key symbols on the Bolshevik banner and what did they represent?
   A. The flag
   B. The hammer
   C. The colour
   D. The sickle
3. Vladimir Ilyich Ulyanov, known as _____, was the leader of the Bolsheviks.
4. **Describe** the reasons for widespread discontent among Russian workers, peasants and soldiers.
5. **Create** a timeline of events from 1915 to 1918 to show how Russia's involvement in World War I led to a communist revolution.

Apply your understanding

Using historical sources

6. **Explain** what **SOURCE 2** shows about initial enthusiasm in Russia for the war.
7. **Examine SOURCES 1** to **6** and **explain** how these sources provide evidence for reasons why there was growing opposition to the Russian Tsarist regime from 1915 to 1917.
8. **Compare SOURCES 7** and **8**. **Clarify** how these sources provide evidence that the Bolsheviks wanted the second revolution to be seen as an uprising of Russian workers, soldiers and sailors rather than a seizure of power by a small party of dedicated revolutionaries.

Historical perspectives and interpretations

9. Most historians agree that the Bolshevik Revolution would not have succeeded without the conditions created by World War I. **Determine** whether you agree or disagree with this view.
10. **Discuss** why the Bolshevik Revolution could be regarded as a major turning point in World War I.

LESSON
4.13 What was the war's aftermath and how has it been commemorated?

LEARNING INTENTION

By the end of this lesson you should be able to explain and analyse the consequences World War I had for the world and for Australia. You should also be able to describe how the war has been commemorated and evaluate the impact of the Anzac legend on Australian nationalism.

TUNE IN

The war had a profound effect not only on the soldiers fighting but also on family members waiting at home.

Today, there are very few Australians living who have ever experienced a time when our country was involved in a world war. It is difficult to imagine how traumatic World War I was for those who fought in it and for their families, especially the many families that lost loved ones or whose returned family members were forever physically or emotionally scarred by their experiences.

SOURCE 1 Crowds fill the Esplanade, Perth on Armistice Day, 11 November 1918.

Source: State Library of Western Australia 304298PD (image 6 of 8).

1 How would Australians adjust to the aftermath of World War I? How would the sacrifices be remembered?
2 Look at **SOURCE 1**. Scenes like this were happening all over Australia at the end of the fighting. What do you think would have been the mood of the crowd and the emotions of those who had lost close friends and family members?

4.13.1 Repatriation and memorials

War's full consequences are rarely foreseen. The Armistice of 11 November 1918 ended the fighting in World War I, but nothing could ever be quite the same again. The survivors of the great armies that had killed and maimed each other for four years with bullets, bayonets, grenades, artillery and gas emerged from their trenches to a world in ruins. The German, Austro-Hungarian, Turkish and Russian empires had been shattered. Revolutions and civil wars broke out in the defeated empires, and even the victor nations and colonies experienced widespread social unrest. In Australia, as we have seen, the war had brought deep divisions and there was scarcely a family that had not lost a brother, son, father or uncle on the battlefields.

Repatriation

In 1918, 260 000 Australians had to be **repatriated**. Some had been fighting for four years and few people at home understood how deeply the experience had affected them. A shortage of shipping meant some soldiers had to wait more than 18 months to get home. The returning troops brought with them the 'Spanish' influenza, a deadly **pandemic** that swept the world in 1918–19. It caused almost 12 000 deaths in Australia, and many men had to be quarantined before being reunited with their families. Australians agreed that the nation should try to repay returned servicemen for their sacrifices. Some were provided with training in skilled trades while others were settled on the land with the help of low-interest loans. However, these measures could not help all ex-servicemen to readjust after four years of the horrors of war.

First Nations Anzacs and lack of recognition

The Australian War Memorial lists over 1000 First Nations Australians who fought in World War I. This was despite restrictions and discrimination against their enlistment. Only in very recent times has their service been officially recognised.

> **repatriated** returned to home country
>
> **pandemic** disease epidemic affecting many different countries

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aud-0504

SOURCE 2 Treatment of First Nations Australian soldiers during and after World War I, from 'Indigenous defence service', Australian War Memorial

They came from a section of society with few rights, low wages, and poor living conditions. Most Indigenous Australians could not vote and none were counted in the census. But once in the AIF, they were treated as equals … Indigenous Australians in the First World War served on equal terms but after the war, in areas such as education, employment, and civil liberties, Aboriginal ex-servicemen and women found that discrimination remained or, indeed, had worsened during the war period … Only one Indigenous Australian is known to have received land in New South Wales under a 'soldier settlement' scheme, despite the fact that much of the best farming land in Aboriginal reserves was confiscated for soldier settlement blocks.

We do not know why so many First Nations Australians fought in World War I. However, after the war, many who did must have questioned their decision when they saw that nothing improved for their people. In the north and west of Australia, approximately half of the First Nations Australian population were confined to reserves, where their lives were controlled by white superintendents who had the power to search and confiscate their property, to separate families, to prohibit activities such as traditional dancing, to force them to work without pay and to punish them for any resistance. By the late 1920s, in the Northern Territory the majority of First Nations Australians were employed in the cattle industry for wages that were a fraction of white workers' pay. During the 1920s, two massacres of First Nations Australians by police took place in Central Australia and Western Australia. Many people in the cities were outraged by these events, especially because these atrocities went unpunished.

Many First Nations Australians volunteered for World War II. However, some who had served in World War I objected, pointing out that after fighting for Australia their hopes had been betrayed. William Cooper led the Australian Aborigines League and had a son, Daniel, who died fighting on the Western Front in 1917. He possibly spoke for many First Nations Australians when he argued that Aboriginal people had no reason to enlist for World War II because they had no country and no rights.

Memorials

Australians were determined that their soldiers' sacrifices would not be forgotten. Across the nation, local committees built memorials in towns, cities and suburbs to display the names of the fallen. In the lands in which Australians fell, memorials and vast war cemeteries were established. Most are in northern France and Belgium, where they are maintained with great care by the Commonwealth War Graves Commission.

tlvd-10734

SOURCE 3 Australian artillery units parade past Buckingham Palace (London) on Anzac Day, 25 April 1919.

SOURCE 4 French children at Villers-Bretonneux, in the Somme Valley, tend graves of Australians killed on the Western Front.

Source: AWM E05925.

4.13.2 Anzac Day and the Anzac legend

In 1914, many Australians had seen World War I as a chance to prove that they deserved a place in Britain's great military tradition. The mateship, bravery and achievements of the Anzacs during the Gallipoli campaign were seen to represent Australian ideals and give Australia the legendary identity it sought.

Anzac Day was first observed in 1916 to commemorate the landings at Gallipoli and the legend they created. Many people considered that Australia had only really become a nation at Gallipoli on 25 April 1915. Each year, Anzac Day has continued to be commemorated across Australia and New Zealand. For many people, it became Australia's unofficial national day. Traditionally it has been observed through dawn services, marches of veterans and gatherings of wartime comrades. It has also been observed in schools and churches.

SOURCE 5 Bronze statue of Simpson and his donkey at the Australian War Memorial, Canberra

SOURCE 6 Message from King George V to the Australian government, in *The Age*, May 1915

I heartily congratulate you upon the splendid conduct and bravery displayed by the Australian troops in the operations at the Dardanelles, who have indeed proved themselves worthy sons of the Empire.

SOURCE 7 From C.E.W. Bean, *The Story of Anzac*, 1924

What motive sustained them? … It lay in the mettle of the men themselves … life was very dear, but life was not worth living unless they could be true to their idea of Australian Manhood.

At first the message of Anzac Day was similar to that of Empire Day — pride in their British heritage, loyalty to the empire, hatred of Germany, the need for greater sacrifice, and pride that Australia had earned an honourable place in the British military tradition. From 1920 Anzac Day became a public holiday.

What was the meaning of the Anzac legend, and has it changed over time? The legend was based on real characteristics of Anzac troops at Gallipoli and throughout the war. Many risked their lives for their mates. Some were decorated for bravery while others died unrecognised. Qualities like courage and mateship were not uniquely Australian — they were undoubtedly shared by many other soldiers. However, what the Anzacs did was remarkable. They made up less than 10 per cent of British Empire forces but on the Western Front no military force achieved more in proportion to their numbers. Anzac troops believed that they had proven themselves equal to or even better than the British.

Did the Anzac legend change Australian nationalism?

Did the Anzac legend strengthen or weaken the spirit of national independence? In Australia of the late nineteenth and early twentieth century, radical nationalists saw Britain as the home of social inequalities. They wanted a fairer and more equal Australia that was independent of Britain. The military historian Bill Gammage has argued that the Anzac legend weakened the influence of radical nationalism because the Anzacs had fought and died for Britain, proving the strength of Australia's ties with the 'Old Country'.

SOURCE 8 From Bill Gammage, *The Broken Years*, 1975, p. 278

But the Anzac tradition also introduced a deep division into Australian life… roughly half those eligible had joined the AIF during the war … A great rift had opened, a rift between those who had fought in the war and those who had not.

In significant ways, this was disastrous. Before the war radical nationalists had led the drive for a social paradise in Australia, but ultimately they were least at ease with the Imperial and martial implications of the Anzac tradition, and during the war they divided over the proper conduct of Australia's war effort …

For their part the conservatives, who before 1914 had exerted a **tenuous** influence on Australian politics and society, were united and given purpose by the war … Naturally enough that dedication and the motives behind it appealed to the men in the trenches …

In short, that general majority which in 1914 had sought to create a social paradise in Australia was both split and made leaderless by the war, and by 1918 no longer existed, while the conservatives had joined with those who had fought in the war to take firm possession of the spirit of Anzac …

So the Anzac legend fitted in well with the views of Australian conservatives who wanted Australia to stay loyal to the British monarchy and the empire. Conservatives dominated celebrations of Anzac Day in the 1920s and 1930s. To them, it was a celebration of loyalty to the empire as much as an expression of national pride. To many who had fought in the war, Anzac Day was a reminder of their sacrifice and a chance to be reunited with the only people who could really understand what they had suffered.

tenuous weak, thin

World War II and subsequent conflicts would bring new generations into the Anzac tradition. However, Anzac Day would continue to reflect divisions in Australia as much as it expressed national pride. Some Australians resented what they saw as its use by conservatives to glorify war.

Perhaps today the meaning we give to Anzac Day can be shared by all Australians — pride in the courage and endurance of the Anzacs, sorrow for the terrible losses suffered by their generation and determination that such tragic waste of human lives should never be repeated.

SOURCE 9 The graves of World War I soldiers in the Australian National Memorial at Villers-Bretonneux, France

4.13 SKILL ACTIVITY: Communicating

1. **Explain** what you believe to be the meaning of Anzac Day in modern Australia, based on:
   a. what you have learned about how the Anzac legend changed Australian nationalism and divided Australians in the decades following the war
   b. your own experiences of Anzac Day commemorations.
2. Share your views with a partner to see what similarities and differences there are between your views.

4.13 Exercise

learnon

4.13 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 6, 7, 8	9, 10

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Check your understanding

1. The Anzacs were thought to have given the legendary identity Australia sought. True or false?
2. Many Australian troops had to endure a very long wait before they were repatriated because of a shortage of _____.
3. **Describe** the effect of the 'Spanish' influenza epidemic in Australia.
   A. Quarantining of returning soldiers
   B. 120 000 deaths
   C. Little or no effect
   D. 12 000 deaths
4. **Explain** why many World War I soldiers would have found it difficult to settle back into civilian life.
5. **Describe** how the victor nations and defeated nations were changed by World War I.

Apply your understanding

Using historical sources

6. **Examine SOURCE 2** and explain the following.
   a. What could have motivated so many First Nations Australians to enlist?
   b. Why, following the war, many First Nations Australian veterans would have had good reasons to regret fighting for Australia.
7. **Reflect on SOURCE 6** and describe what King George V believed the Anzacs had proven.
8. **Analyse SOURCE 7**. How does C. E. W. Bean's view of the Anzac spirit differ from **SOURCE 6**?
9. **Investigate SOURCE 8**. According to Bill Gammage:
   a. Why did the Anzac tradition introduce 'a deep division into Australian life'?
   b. Who were 'least at ease with the imperial and martial implications of the Anzac tradition' (that is, with the idea that it was noble to fight for the British monarch and empire)?
   c. How did the Anzac tradition strengthen the influence of conservatives in Australia?
10. **Evaluate** how **SOURCES 4, 5** and **9** can be used as evidence of an ongoing commitment to commemorate the sacrifices of Australians in World War I.

LESSON
4.14 How did the war affect Australia's international relations?

LEARNING INTENTION

By the end of this lesson you should be able to describe and evaluate the consequences of World War I for Australia's international relations, especially with Britain, the United States and within the Asia–Pacific region.

TUNE IN

The central aim of the Paris Peace Conference was to set the peace terms for the defeated Central Powers.

In present times, Australia generally enjoys good relations with the United States and with Japan but it has not always been that way. Australia, the United States and Japan were allies during World War I. However, Japan did not play any role in the major theatres of the war and was motivated only by the opportunity to seize German territory in the Pacific. The United States had only entered the war in 1917 in response to Germany's U-boat attacks on neutral shipping.

What do you think Australia's attitude to the United States and Japan would have been at the Paris Peace Conference?

SOURCE 1 Delegates at the Paris Peace Conference

4.14.1 Australia, Britain and the United States

World War I was not the first occasion on which Australians had fought for the British Empire. They had also fought in the Sudan Campaign in 1885, the Boer War in 1899–1902 and the suppression of the Boxer Rebellion in China in 1900. Australians had fought for Britain largely because they feared being invaded and felt that fighting for the empire would assure the British that Australia was worth defending. As you have discovered in this topic, most Australians had responded to the outbreak of World War I with unswerving loyalty to the British Empire, believing that Britain's cause was a just one. After Gallipoli, the Anzacs were believed to have given Australia the identity it sought within the British military tradition. So, after the enormous sacrifices made in the Great War, would Australia seek to broaden its international relations?

The chances of lasting peace would be strongly influenced by the terms of treaties negotiated at the Paris Peace Conference in 1919. At this conference, Australia was represented by Prime Minister W.M. 'Billy' Hughes. Australia was a dominion of the British Empire so it did not have an independent foreign policy. Nor did it seek independence. However, after the Armistice ended hostilities on 11 November 1918, Hughes and the other dominion leaders demanded the right to be represented at the conference. This demand was accepted and the representatives of the dominions, as part of the British Empire delegation, became delegates to the conference. There they were recognised as the representatives of separate nations.

Billy Hughes at the Paris Peace Conference

What would Australia's position be at the conference? Australia had fought as part of the British Empire but her troops had been kept distinct from the British Army and their performance had been a source of national pride. Over 60 000 Australians had died. Tens of thousands were permanently disabled and many ended their lives in hospitals as a result of mustard gas and other horrors. So, although Hughes had acted during the war as a British imperialist, at the peace conference he also adopted the role of an Australian nationalist, willing to fight for what he saw as Australia's interests even if this brought him into conflict with Britain and the other great powers.

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SOURCE 2 From the diary of Corporal D. Morgan, 2nd Bn., on Armistice Day, 11/11/1918

The very flower of our manhood have paid the greatest price, not willingly, for not one of them but longed to live, return home and forget, yes just forget the horrors of the past. Most of us enlisted for … Patriotism or Love of Adventure but not one … had the slightest conception of the terrible price required … Please God … the sacrifices have not been in vain.

Hughes clashes with the United States

Hughes quickly found himself aligned with those who demanded the harshest terms against the defeated powers. He was concerned with three main issues: reparations, German New Guinea and the White Australia Policy. On the reparations issue Hughes shared the view of the French government that Germany should be made to pay for the full cost of the war, and this brought him into conflict with the US President, Woodrow Wilson.

The peace conference produced the Treaty of Versailles (1919) with Germany, the Treaty of Neuilly (1919) with Bulgaria, the Treaty of St Germain (1920) with Austria, the Treaty of Trianon (1920) with Hungary and the Treaty of Sevres (1920) with Türkiye. Under the treaties, all of the defeated powers lost territory. Germany lost land on its frontiers and all of its colonies. The Austro-Hungarian Empire disappeared, leaving the small states of Austria and Hungary without the nationalities they had ruled over. Bulgaria lost some lands to Greece and Yugoslavia while Türkiye lost all its Middle Eastern provinces. Germany, along with its allies, had to accept responsibility for all losses suffered by the Allies. Germany was forced to agree that, over time, it would pay 6.6 billion pounds in reparations (compensation) for these losses. It also had to agree to give up its navy and most of its merchant ships, limit its army to 100 000 men, and provide free coal and livestock to France and Belgium.

Billy Hughes and a vengeful treaty

The US president wanted a much less vengeful treaty that would strengthen democracy in Germany and create conditions for lasting peace. Kaiser Wilhelm II had abdicated following a revolution in Germany in November 1918, and by the time the treaty was signed Germany had become a democratic republic. But the overwhelming desire of France and, to a lesser extent, Britain was to weaken Germany and make her pay. Australia's leaders shared that desire.

The aggressive independence shown by Hughes at the conference did not mean any move towards independence from the British Empire. From 1923, the dominions gained the right to make their own foreign policies. But while Canada, South Africa and Ireland took up this independence, Australia remained content to follow British foreign policy.

4.14.2 Australia and the Asia–Pacific region

Hughes also clashed with Woodrow Wilson on the issue of German New Guinea and with Japan on the issue of racial equality. To understand these disagreements, we need to look back at attitudes to Asia and the Pacific that took shape in Australia during the late nineteenth century.

The widely held belief in a white Australia was based on shared ideas of white superiority, fears of being engulfed by Asian nations to Australia's north, and fears that Asian and Pacific migration posed a threat to Australian living standards. The White Australia Policy had been expressed in two of the first laws passed by the new Commonwealth Government in 1901. These were the Immigration Restriction Act, which was used to prevent non-white migrants from coming to Australia, and the Pacific Island Labourers Act, under which most Pacific Islanders in Australia were deported.

SOURCE 3 President Woodrow Wilson

Australia clashes with the US president

US President Woodrow Wilson believed that former German colonies should not become spoils for the victors of war. Instead they should become **League of Nations** mandates, administered by countries that were on the winning side, but supervised by the League in accordance with humanitarian principles.

In contrast, Hughes' view was that New Guinea and the Pacific Islands should be controlled by Britain or Australia to prevent any foreign power gaining a foothold in the region. Following pressure from Queensland, Britain had made Papua a possession of the British Empire in 1888 and the Australian government administered it from 1910. Hughes wanted the same arrangement for the former German New Guinea. Hughes' concerns were based on fears for Australia's security and were linked to the White Australia Policy. Hughes did not want New Guinea to be at risk at falling into the hands of any power that might permit the entry of Asian immigrants. He wanted the right to annex New Guinea but had to settle for a compromise. The territory became a League of Nations 'class C' mandate. This meant that in theory the League had some overall supervising authority but in practice Australia had virtually complete control of its administration, including the right to prevent Asian immigration.

> **League of Nations** the world body set up at the Paris Peace Conference to solve disputes between nations peacefully

Australia clashes with Japan

Hughes also successfully opposed Japan's demands for a racial equality clause in the Covenant of the League of Nations. He believed that the principle of racial equality would amount to a threat to Australia's right to maintain the White Australia Policy. The majority of delegates voted for Japan's proposal, but it was overruled on the grounds that a major change to the Covenant required a unanimous vote.

Thus, when Hughes returned to Australia, he could claim success on all three issues. Australia had, for the first time in history, played a significant role in world affairs in her own right. Significantly, Australia's stance on all three issues had been a reactionary one that was quite out of harmony with the idealistic hopes Wilson held for the League of Nations.

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4.14 SKILL ACTIVITY: Using historical sources

Analyse **SOURCE 4** using the following questions.

SOURCE 4 *Too busy to listen*, a cartoon published in Aussie magazine in November 1920

1. How would you **describe** the figure in the top left of this cartoon?
2. What nationality is represented by this figure?
3. What three conflicting interests are represented by the six smaller figures in the cartoon?
4. What is the message of the cartoon?
5. How is the message related to the White Australia Policy?
6. In what way does the cartoon support the position taken by Hughes at the Paris Peace Conference on the issues of racial equality and the Asia–Pacific region?
7. Why would a cartoon like this now be regarded as racist?

4.14 Exercise

4.14 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 6	4, 5, 7, 8	9, 10

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Check your understanding

1. On what issue did Australia clash with Japan?
   A. A racial inequality clause in the Covenant of the League of Nations
   B. A racial equality clause in the Covenant of the League of Nations
   C. A racial inequality clause in the Covenant of the United Nations
   D. A racial equality clause in the Covenant of the United Nations
2. Australia agreed with the United States that Germany should be treated fairly after the war. True or false?
3. Australia was able to represent itself at the Paris _____ Conference for the following reasons. The dominions of the _____ Empire demanded the right to be represented at the Paris _____ Conference and their demand was accepted. Consequently, although they were part of the British Empire delegation, they were recognised as separate _____ at the conference.
4. Was Australia an independent nation and what powers did it decline to take up?
5. **Explain** why the chances of lasting peace would be strongly influenced by the terms of the treaties negotiated at the Paris Peace Conference.

Apply your understanding

Using historical sources

6. **Describe** what **SOURCE 2** suggests about the legacies of World War I for Australia.

Communicating

7. **Explain** how these legacies help us to understand why Australia's perceived interests were pursued so strongly at the Paris Peace Conference.
8. **Explain** how at the Peace Conference, Australia's stance on racial equality, Asia and the Pacific represented a continuation of policies based on racial discrimination.
9. **Elaborate** the ways in which Australia's conduct at the conference represented a change in its level of independence in international relations.
10. **Determine** why Australia's stance on the terms of the Peace Conference were so significant for the chances of lasting peace.

LESSON
4.15 INQUIRY: Other battles of World War I

LEARNING INTENTION

By the end of this lesson you should be able to understand the role of the Royal Australian Navy, the Australian Flying Corps, and the Australian Light Horse in World War I.

Background

Much of the attention given to World War I in Australia has been focused on Gallipoli and the Western Front but that is not the full story. Australia also had a navy, which in 1914 consisted of one battle cruiser, a small cruiser, three light cruisers, three destroyers, two submarines, two gunboats and two torpedo boats. The navy served in the Pacific, the North Sea, the Mediterranean, the Indian Ocean and the Atlantic. Australia also had the Australian Flying Corps, which was part of the AIF, and which served mainly in the Middle East and in France. After the Gallipoli campaign, the Australian Light Horse served fighting Turkish forces in the Middle East.

SOURCE 1 One of the boats from the landing at Gallipoli

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

Your task is to **research** one of these Australian forces, focusing on one issue or one campaign that had an influence on the outcome of the war.

Write your inquiry question. It could be based on one or more of the following:
- What was achieved by the RAN during World War I?
- What losses were suffered by the ships of the RAN?
- How did Australia lose both its submarines?
- What battles fought by the Australian Light Horse were decisive?
- How effective were the planes of the Australian Flying Corps in France and the Middle East?

Step 1: Questioning and researching

1. **Research** your question. Begin by visiting the website of the Australian War Memorial.

Step 2: Using historical sources

2. **Analyse** your sources.

Step 3: Historical perspectives and interpretations

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

Step 4: Communicating

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

Complete your self-assessment using the **Inquiry rubric** or access the 4.15 exercise set to complete it online.

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on Resources

➤ **Digital document** Inquiry rubric (doc-39692)

LESSON
4.16 Review

4.16.1 Key knowledge summary

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

4.2 How do we know about World War I?

- Australia has the world's most extensive collection of sources for the war.
- These include a vast number of written sources and visual sources.
- Britain, France and Belgium also have extensive collections.

4.3 What caused World War I?

- Long-term causes include imperialism, nationalism, the glorification of war and development of rival alliances.
- The short-term trigger was the conflict between Austria–Hungary and Serbia, especially following the assassination of the Austrian Archduke Franz Ferdinand.

4.4 Where was the war fought?

- The war was fought between the Allies and the Central Powers, but the Allies quickly gained support from several other countries.
- The Germans failed in their plan to quickly defeat France in the west in order to then move east and defeat Russia.
- The war was fought on several fronts but the main fighting was in Europe on the Western and Eastern fronts.

4.5 Why did Australians enlist and where did they fight?

- Most Australians greeted the outbreak of war with enthusiasm.
- Volunteers rushed to enlist in the AIF. Loyalty to Britain was a motive for many of them.
- The AIF was combined with New Zealand troops to form the Australian and New Zealand Army Corps (ANZAC).
- The main theatres of war for Australian troops were Gallipoli, the Western Front and the Middle East.

4.6 Why did Australians fight at Gallipoli?

- The attack at Gallipoli was intended to defeat Türkiye.
- The Anzacs landed successfully on 25 April 1915 but were unable to hold the high ridges, which were essential for success.
- Both sides suffered heavy losses.
- In August 1915, operations to break the deadlock were unsuccessful.
- A successful withdrawal ended the Gallipoli campaign in December 1915.

4.7 Why have aspects of the Gallipoli campaign been contested?

- The long-accepted interpretation of the reason for high casualties suffered by the Anzacs during the landing and, to an extent, the failure of the entire campaign was that the troops were landed in the wrong place.
- This interpretation has been challenged in more recent times.

4.8 What were the hardships of trench warfare?

- Trench warfare led to an almost continual stalemate.
- Trenches were complex systems in which soldiers on both sides lived and died.
- Attempts to attack enemy trenches produced enormous casualties.

4.9 What were the experiences of ANZAC troops on the Western front?

- Anzac troops joined the fighting on the Western Front in 1916. Meanwhile, the Light Horse fought the Turks in the Middle East.
- They suffered high casualties in battles, including Fromelles and Pozières during the Somme offensive.
- Australian soldiers played a prominent role at Bullecourt and Ypres in 1917.
- They also played a key role in stopping the German offensive in March–April 1918 and in the first big Allied attack in July 1918.

4.10 How did the war impact the Australian home front?

- The war increasingly divided Australians on the home front, especially as it caused increased inequality.
- Patriotic rallies encouraged continued support for the war, patriotic funds were organised to aid the war effort and schools were used to instil patriotism.
- Except for nurses, women were denied any direct role in the armed services. Many other women contributed through voluntary work.
- Women were also among the war's leading critics.
- Recruiting campaigns failed to raise the numbers of new recruits that the government wanted. Despite this the government discriminated against First Nations Australians in recruiting.

4.11 How did the conscription issue divide Australians?

- Australia was the only combatant nation that had a fully volunteer military.
- Prime Minister Hughes split the Labor Party when he tried to introduce conscription.
- The conscription issue was bitterly divisive.
- Referendums in 1916 and 1917 failed to win majority support for conscription.

4.12 Why did the war on the Eastern Front lead to revolution and Russian withdrawal from the war?

- War weariness in Russia led to the revolution of March 1917 and the abdication of Tsar Nicholas II.
- A second revolution in November 1917 saw the Bolsheviks seize power.
- The Bolshevik Revolution ended Russia's involvement in the war, leading to a separate peace treaty in March 1918 that freed German forces for a last offensive on the Western Front.

4.13 What was the war's aftermath and how has it been commemorated?

- After the Armistice ended fighting on 11 November 1918, lack of shipping caused long delays in repatriating Anzac troops.
- Australians were determined that their soldiers' sacrifices would be remembered, so memorials were built across the nation. Despite this, the service of First Nations Australians was not recognised until much later.
- Anzac Day became a national day of remembrance.
- The Anzac legend changed Australian nationalism and the meaning of the legend has changed over time.

4.14 How did the war affect Australia's international relations?

- Australia attended the Paris Peace Conference in its own right, not just as part of the British Empire delegation.
- Prime Minister Hughes was concerned with three issues at the conference. He wanted harsh reparations imposed on the defeated powers, Australian or British control of the former German New Guinea and the right to maintain the racist White Australia Policy.
- Hughes gained all of his objectives at the conference but he clashed with both the United States and Japan on these issues.
- Despite the independence shown at the peace conference, Australia did not seek independence from Britain in foreign relations.

4.15 INQUIRY: Other battles of World War I

- Australia was involved in the war in other ways, particularly through the navy, which served in the Pacific, the North Sea, the Mediterranean, the Indian Ocean and the Atlantic.
- The Australian Flying Corps served mainly in the Middle East and in France.

4.16.2 Key terms

abdicate to step down from the throne or from other high office

artillery large-calibre guns

blockade sealing off an area so that nothing can get in or out

censorship restriction or control of what people can say, hear, see or read

conscription compulsory enlistment of citizens to serve in the armed forces

contestability the idea that people's understanding of the past can differ depending on their perspective or their access to, and understanding of, evidence

deadlock a stalemate in which neither side can gain an advantage

Duma the Russian parliament

enlist to join voluntarily, usually the military

feint a dummy attack meant to deceive the enemy into moving troops from where the main attack will take place

half-caste of mixed race (a term widely used in the mid 1900s, but now considered offensive)

Hindenburg line a heavily fortified (German) position on the Western Front

imperialism the policy of an empire by which it gains land by conquest and rules other countries, or dominates them as colonies

League of Nations the world body set up at the Paris Peace Conference to solve disputes between nations peacefully

nationalism feeling of loyalty to a nation

no man's land unoccupied ground between the front lines of opposing armies

pacifist person who holds a religious or other conscientious belief that it is immoral to take part in war

pandemic disease epidemic affecting many different countries

propaganda distortion of the truth to persuade people to support an action or point of view

referendum ballot in which voters decide on a political question

repatriated returned to home country

Sinn Fein organisation formed in Ireland in 1905 to campaign for Irish independence from Britain

Slavic belonging to the Slavs (a language group including Russians, Serbs and other Central and Eastern European peoples)

Soviet a council representing workers, peasants, soldiers and sailors

stalemate (from chess) a situation in which neither side can gain a winning advantage

tenuous weak, thin

trench foot a painful, swollen condition caused by feet remaining wet for too long; if gangrene set in, the feet would have to be amputated

U-boats German submarines

ultimatum a final set of demands or terms backed by a threat

4.16.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Inquiry:

What were the causes and the significance of World War I, the perspectives of people at the time, the contested debates and reasons for differing historical interpretations?

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.

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eWorkbook Customisable worksheets for this topic (ewbk-10583)

Reflection (ewbk-11466)

Crossword (ewbk-10590)

Interactivity World War I (1914–1918) crossword (int-7642)

4.16 Review exercise

Multiple choice

1. Which of these were members of the Triple Entente?
   A. Australia, New Zealand and Britain
   B. Japan, German and Italy
   C. Britain, France and Russia
   D. Austria–Hungary, Türkiye and Bulgaria
2. Who was the Archduke Franz Ferdinand?
   A. Heir to the throne of Austria
   B. President of France
   C. Heir to the throne of Germany
   D. Heir to the throne of Serbia
3. Approximately when did trench warfare begin on the Western Front?
   A. August 1914
   B. September 1914
   C. April 1915
   D. July 1916
4. Reasons for the Gallipoli campaign included which of the following?
   A. To make Germany send all of its troops to help Türkiye
   B. To force Türkiye to change sides
   C. To lure Austria–Hungary away from the Eastern Front
   D. To defeat Türkiye and threaten Austria–Hungary
5. It is generally agreed that the best-managed part of the Gallipoli campaign was which of these?
   A. The landing at Anzac Cove
   B. The landing at Cape Helles
   C. The withdrawal from Gallipoli
   D. The Battle of Lone Pine
6. What name was given to the exposed land between opposing lines of trenches on the Western Front?
   A. Duckboards
   B. Fire steps
   C. Communication trenches
   D. No man's land
7. Villers-Bretonneux was the village where which of these events took place?
   A. The Armistice was signed in November 1918.
   B. Australians fought during the Battle of the Somme.
   C. Australians played a key role in stopping the German offensive of March–April 1918.
   D. The first large Allied offensive of 1918 began.
8. In Australia, groups opposed to the war from the beginning included which of these?
   A. Some socialists, Irish Catholics and pacifists
   B. All socialists, Irish Catholics and pacifists
   C. Protestants, politicians and war profiteers
   D. Farmers and factory workers

9. The only Australian women who were allowed to serve overseas were in which of these organisations?
   A. The Red Cross
   B. The Australian Army Nursing Service
   C. The Australian Women's National League
   D. The Industrial Workers of the World
10. Approximately what percentage of Australian troops serving overseas became casualties?
    A. 15 per cent
    B. 90 per cent
    C. 35 per cent
    D. 65 per cent

Short answer

Communicating

11. With which countries did Australia have major differences at the 1919 Paris Peace Conference? **Outline** what each of the main differences were.
12. From your perspective, what do you think were the two most significant long-term causes of World War I? Give evidence to **justify** your response.
13. Some young men were so eager to enlist to fight in World War I that they lied about their age.
    a. **Identify** one of the reasons that Australian men enlisted to fight in World War I.
    b. **Analyse** the reason for enlisting that you identified in part a. Who might have presented a counter argument at that time, and what justifications would they have given for their perspective?
14. Using examples related to the Gallipoli campaign, **explain** why historians sometimes disagree about interpretations of historical events.
15. In recent years, the numbers of people attending Anzac Day commemorations have grown. **Suggest** why Anzac Day might still be a historically significant event for many Australians.

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5 The Industrial Revolution: Technology and progress

LESSON SEQUENCE

LESSON
5.1 Overview

What were the social, agricultural and technological developments that caused the industrialisation of Britain?

5.1.1 Introduction

Throughout history there have been many important revolutions with wide ranging repercussions, but they were political revolutions. They changed the way a country was managed or which group of people held power. However, they did not fundamentally change the way people generated power or earned an income, or made goods or transported those goods. For those things to change more would be required than a change of leader. It would require the perfect combination of new technologies, access to fuel, access to raw materials and a growing population. It needed supply and demand. It needed a different sort of revolution, one that would impact people at all levels of society. It needed an *industrial* revolution.

SOURCE 1 *Iron and coal*, painted by William Bell Scott in 1861. Very little of the technology shown in the image existed a century before the painting. It gives an indication of just how much the world was changing because of the Industrial Revolution.

on Resources

📋 **eWorkbook** Customisable worksheets for this topic (ewbk-10593)

▶ **Video eLesson** The Industrial Revolution: Technology and progress (eles-2392)

SOURCE 2 A timeline of technology in the Industrial Revolution

CE

1680

1694
The Bank of England is established.

1700 onwards
Improvements in agricultural technology contribute to the agricultural revolution.

1700

1707
The first turnpike trusts are established.

1709
Abraham Darby develops a blast furnace capable of producing high-quality iron.

1712
Thomas Newcomen develops the 'atmospheric engine', the first practical steam engine.

1720

1740

1730s–1780s
The invention of new and larger spinning and weaving machines shifts textile industry into factories.

1757
The Sankey Canal is opened.

1761
The Bridgewater Canal is opened.

1760

1763
Victory in the Seven Years' War gives Britain increased trade access to colonies in India and North America.

1769
James Watt invents a steam engine capable of providing continuous power.

1780

1785
The Boulton and Watt steam engine is first used in a textiles factory.

1783
Henry Cort's 'puddling' process further improves the quality of iron products.

1801
The first official population census is held in Britain.

1800

1813
The first working steam locomotive, known as *Puffing Billy*, is built.

1820

1825
The first English public steam railway (from Stockton to Darlington) is opened.

1830
Stephenson's *Rocket* hauls the first train on the Manchester to Liverpool railway line.

1830s
Railway building begins in France and Germany.

1840

1842
Samuel Morse develops the single wire telegraph.

1851
The Great Exhibition is held in London.

1860

1876
Alexander Graham Bell patents the first telephone.

1880

CE

LESSON
5.2 How do we know about the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to describe the variety of sources that can be used by historians to understand this period in history.

TUNE IN

The great technological changes that took place in Britain during the eighteenth and nineteenth centuries completely reshaped the way in which food, clothing and other necessities were produced. New materials and sources of power, along with new forms of transport, transformed a society that had not changed dramatically since the Middle Ages. This transformation is the source of many of the features of our way of life today.

Contemporary writers and artists used their talents to comment on the changes they observed around them.

Look at **SOURCE 1**. What evidence of the sorts of changes brought by the Industrial Revolution can you identify?

SOURCE 1 Contemporary writers commented on life in the rapidly growing cities, and artists used their talents to depict the growth of factory production located in large towns.
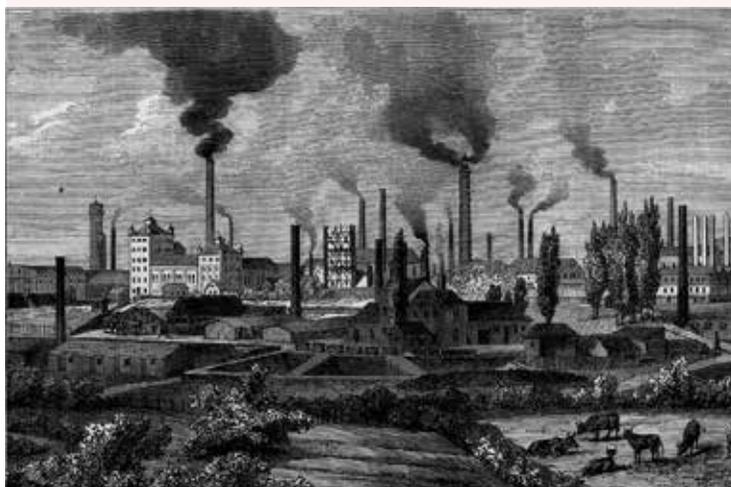
5.2.1 Why industrial 'revolution'?

The term *Industrial Revolution* was first popularised by the English historian Arnold Toynbee in the late 1870s and early 1880s. Historians such as Toynbee looked at the society in which they lived and compared it with what they knew of English society a little over a hundred years earlier. To these observers the nature and speed of the changes they documented were 'revolutionary' because they radically affected the way many people lived. Historians use a range of sources to study and understand the revolutionary changes that took place.

Inventions and patents

In the early eighteenth century, farming in Britain was carried out largely as it had been for hundreds of years. The processing and manufacture of goods took place on a small scale in local villages and small towns. By the middle of the nineteenth century, new methods of crop management, **animal husbandry** and new inventions had completely transformed the agricultural landscape. Clothing and other goods were no longer made by hand in homes or small workshops but in factories using large machines. We know about these changes because the creators took out **patents** on their new inventions. Patents could be issued only when the inventor submitted a full written description of their invention, and many of these descriptions survive today. By the mid nineteenth century, steam was driving machinery of all types. We can trace the development of steam power by examining the models of early steam engines that still exist, and the diagrams and descriptions submitted by their inventors in patent applications.

> **animal husbandry** breeding and caring for livestock, usually in a farm environment
>
> **patent** a legally enforceable right to make or sell an invention, usually granted by government, to protect an inventor's idea from being copied

Contemporary writers

Many of the creators of new farming methods wrote books and pamphlets publicising their methods. Other writers of the time wrote first-hand accounts of the improvements in agriculture they had observed. By the mid-nineteenth century, writers were also commenting on working conditions in newly built factories and life in the rapidly growing cities. Clearly, some very dramatic changes had occurred within people's lifetimes, and writers of the time were keen to document these changes.

SOURCE 2 An excerpt from Charles Dickens' novel *Hard Times,* in which he describes an industrial town. Dickens' novels often reflected the circumstances of the Industrial Revolution, which he saw happening around him. They are well known for portraying the negative side of that period. In fact, the term 'Dickensian' has come to refer to the poor social conditions of the time.

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black ... It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness.

Census figures

When the first complete population census of England and Wales was taken in 1801, the population was measured at 8.8 million. By 1881 the population had almost tripled to 25.9 million. Never before in history had population growth on this scale been recorded over such a relatively short period of time. These same census figures show a change from a predominantly **rural population**, engaged mainly in farming, to an **urban population**, employed mainly in manufacturing.

rural population people living in the countryside, rather than in towns or cities

urban population people living in cities or large towns

Paintings and drawings

In the eighteenth century, British artists were famous for producing paintings of country landscapes. By the early nineteenth century, artists began to record scenes of the new industrial towns that accompanied the Industrial Revolution. These often contrasted dramatically with the peaceful calm of the country scenes, showing billowing smoke from factory chimneys and the busy activity of the industrial towns. Changes in transport, such as the development of railways, also attracted the attention of artists. Many paintings and drawings were produced to celebrate these new developments.

SOURCE 3 A drawing of the opening of the first British railway line in 1825

5.2 SKILL ACTIVITY: Using historical sources

Compare the impressions of the Industrial Revolution expressed in the sources in this lesson.
1. For each source, **describe** whether you think it gives a positive or a negative view of the time using a four-point scale: very negative, somewhat negative, somewhat positive, very positive. What criteria have you used to determine 'positive' or 'negative'?
2. **Outline** the changes brought by the Industrial Revolution that are expressed in each source.

3. Then, for each source, you should think about WHY that source was created. Was it to entertain? Perhaps it was to inform, or persuade. **Explain** how that might affect how valuable the source can be for students or historians studying this time period.
4. From what you know so far, **decide** which of the three sources in this lesson you think is the most reliable and valuable for historians. Which do you think we should be most careful of at face value? **Justify** your answer.
5. How useful is the work of artists and writers to learn about this period?

5.2 Exercise

5.2 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 6	5, 7

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Check your understanding

1. Use the words provided in the following table to fill the gaps and complete the paragraph below.

Middle	New	Britain	transformation
reshaped	clothing	transformed	sources
features	not	transport	technological

Great _____ changes took place in _____ during the eighteenth and nineteenth centuries. These changes completely _____ the way in which food, _____ and other necessities were produced. _____ materials and _____ of power, along with new forms of _____, _____ a society that had _____ changed dramatically since the _____ Ages. This _____ is the source of many of the _____ of our way of life today.

2. English historian Arnold Toynbee coined the term 'Industrial Revolution' because
   A. the British people had risen up against the monarchy in revolution.
   B. of the French Revolution.
   C. these new technologies had changed British society dramatically in just 100 years.
   D. of the American Revolution.
3. **Select** two reasons why the registration of patents provides us with useful information about the period of the Industrial Revolution.
   A. Because so many of these inventions were really interesting
   B. Because the inventors had to include a full written description of their inventions
   C. Because the submissions became official secret documents
   D. Because many of these patent submissions have survived
4. **Describe** any significant changes that are evident in population census figures for nineteenth-century Britain.

Apply your understanding

Using historical sources

5. **Explain** what evidence in **SOURCE 3** suggests that a completely new form of transport was being celebrated.

Communicating

6. Using examples from the information provided in this lesson, **explain** why late nineteenth-century historians believed the changes of the previous hundred years were a major 'revolution'.
7. 'The Industrial Revolution created the modern world in which we live.' Based on the material provided in this lesson, **explain** why you agree or disagree with this statement.

LESSON
5.3 Why did the Industrial Revolution begin in Britain?

LEARNING INTENTION

By the end of this lesson you should be able to explain how a combination of factors led to the beginning of the Industrial Revolution in Britain.

TUNE IN

The Industrial Revolution marked the beginning of the technological revolution that continues to affect our lives. Before the Industrial Revolution, people produced things they needed in ways that had not changed in centuries. The Industrial Revolution saw new ideas being applied to producing goods. It began in Britain in the mid eighteenth century. By the mid nineteenth century it had brought about enormous changes to the ways people worked and lived, and these changes had begun to spread around the world. Why did it happen when it did? And why did it begin in Britain?

SOURCE 1 Farmers in developing countries still use methods that have been used for centuries, while industrialised countries have long since mechanised agriculture.

Look at **SOURCE 1**. A scene like this would not be out of place some hundreds of years ago, but it is clearly a modern scene. Discuss the following:

1. What does this suggest about the effects of the Industrial Revolution?
2. Does the entire world benefit equally from the technologies that were developed?
3. What do you think the future holds for people like those pictured in **SOURCE 1**?

5.3.1 The importance of cause and effect in history

One of the aims of studying history is to identify and understand cause and effect. If we understand the factors that caused something bad to occur in the past, we may be better able as a society to avoid it happening again. If we can recognise the causes of something beneficial, we may be able to repeat it in a different location, or different time. The process of **industrialisation** has raised the **standard of living** of the vast majority of people living in countries that have experienced industrialisation. It is currently raising the standard of living in countries such as China and India. Nevertheless, many countries in the world have not experienced industrialisation, and their inhabitants live in relative poverty. If the citizens and governments of those countries can recognise the factors that have contributed to industrialisation, they may be able to encourage the process and raise their own standard of living.

industrialisation the process by which a country transforms itself from mainly agricultural production to the manufacturing of goods in factories and similar premises

standard of living how well off a country or community is, often measured by the level of wealth per head of population

5.3.2 Underlying causes and immediate causes

When we plant a seed in the garden, we expect a plant to grow from that seed. The immediate cause of the plant growing is the placing of the seed in the soil. However, if the soil is of poor quality with low levels of nutrients and the seed is never watered, the plant may not grow. Good-quality fertile soil is an underlying cause of plant growth. We can examine the causes of the Industrial Revolution in a similar manner. The following are often identified as causes of the Industrial Revolution that began in Britain in the mid eighteenth century. Some can be considered as underlying causes or long-term trends — the 'fertile soil' in which industrialisation flourished. Some can be considered immediate causes — the short-term triggers or 'seeds' that were planted that led to the changes we identify as the Industrial Revolution.

Technology

int-6682

tlvd-10671

The Industrial Revolution first took off as a result of two developments in technology. The first was the invention of new machines designed to process raw cotton into cloth. These machines were too large to be located in an average house or cottage, so special buildings were erected in which to manufacture cloth. These were the first factories. The second development was the invention of steam engines capable of powering the cotton-processing machines. The use of steam power allowed factories to become larger and produce huge quantities of cotton cloth. The textile industry set the pattern for other industries, and large-scale factory production soon became the norm across a range of different manufacturing activities.

Agricultural revolution

Prior to the eighteenth century, most of the population of Europe was engaged in food production. In Britain, two broad changes were occurring by the middle of the eighteenth century:

1. New methods of farming were gaining popularity, improving the quantity and quality of food and the output of fibres such as wool for clothing.
2. Changes in land ownership had been underway for over 100 years. Common land that had been shared by villagers was enclosed by wealthy landowners, creating larger farms on which the new farming methods could be applied more efficiently.

SOURCE 2 Major sites of industrialisation in Britain

Key

- Leeds • City
- Lace Major industry
- Coalfields
- Areas of greatest population

Source: Map drawn by Spatial Vision.

These changes contributed to an increase in population, but did not require those extra people to work on farms. They would eventually become the factory workers of the Industrial Revolution.

Access to raw materials

Steam engine operation depended heavily on good-quality coal to provide strong reliable heat. Britain had large deposits of coal, most of which were readily accessible, so mining developed alongside the growth in factory production. As **SOURCE 2** shows, the location of coalfields strongly influenced the location of industry during the period of the Industrial Revolution. Britain also had plentiful deposits of iron ore, which could be processed into steel and used for building factory machinery and other useful equipment.

Wealthy middle class

In medieval Europe and Britain, the vast majority of the population consisted of lower-class peasants who worked the land owned by the upper-class aristocracy. The middle class were the specialised craftsmen and merchants who, relying on trade and commerce, usually lived in the towns; they were a small minority throughout the Middle Ages. As Britain grew to become a major trading nation, many members of the middle class became very wealthy and used their savings to invest in business ventures. It was this investment that funded the growth of factories during the Industrial Revolution.

Transport

Britain is a relatively compact nation geographically, with easy access to the sea through large ports. The transportation of raw materials to factories and of finished products to customers, both local and overseas, was relatively simple. River transport was very efficient and canals could be built to connect many of these rivers. The development of steam as a means of locomotion eventually transformed transport networks across Britain and later the world.

Expanding empire

Since the great age of exploration in the sixteenth century, European ships and merchants had sailed to all parts of the world and had discovered a wide variety of new products that could be imported into Europe. The Spanish and Portuguese had conquered most of South America, and the Dutch had colonised the islands that now make up Indonesia. The British had established colonies in North America, the Caribbean, the Indian subcontinent and West Africa. The British were quick to realise the possibilities of importing raw materials from their colonies and transforming them into finished products to sell to the increasing population. Improving the methods of producing finished cotton products to meet this growing market became very important in the latter half of the eighteenth century. So, in eighteenth-century Britain there was a confluence of factors that allowed the Industrial Revolution to initially develop there.

5.3 SKILL ACTIVITY: Communicating

Develop a short comic strip that outlines the improvement in standard of living caused by industrialisation.
1. **Discuss,** using the 'think, pair, share' routine, what happens between the development of industrialisation and the improving of standard of living. What is the role of larger markets for goods? What happens to the affordability of goods when they are produced more efficiently? What does the presence of a more reliable food supply mean for food security?
2. Visualise the key steps in the process, beginning with 'industrialisation begins' and ending with 'improved standard of living'. You might have several steps, or you might only have four or five.
3. Draw and **annotate** a scene for each of the steps to reveal your **understanding**.

5.3 Exercise

5.3 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
2, 3	1, 4, 5, 6, 10	7, 8, 9

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Check your understanding

1. **Identify** two benefits of an understanding of the causes of a historical event to future generations.
   A. To repeat the mistakes of the past
   B. To avoid making the mistakes of the past
   C. To avoid the successes of the past
   D. To repeat the successes of the past
2. **Identify** the two key technological advances that allowed industrialisation to take off in Britain in the latter part of the eighteenth century.
   A. The invention of the steam engine
   B. Machinery to process cloth into cotton
   C. Machinery to process cotton into cloth
   D. The invention of factories
3. **Identify** the impact of the following changes in agriculture during the eighteenth century in Britain.
   a. Decrease in population
   b. More farm workers required
   c. Fewer farm workers required
   d. Increase in population
4. **Describe** why the existence of a wealthy middle class was important to the development of the Industrial Revolution.
5. **Explain** why an efficient transport system was useful in the process of industrialisation.
6. What contribution did an expanding empire make to the Industrial Revolution in Britain?

Apply your understanding

Using historical sources

7. **Examine SOURCE 1. Explain** how you think the farming techniques shown could be made more efficient by the use of mechanical equipment.
8. **Explain** what **SOURCE 2** tells us about the importance of access to raw materials and transport during this period.

Historical perspectives and interpretations

9. Of the causes identified in this lesson, which do you believe to be underlying causes of the Industrial Revolution and which do you think were immediate causes? **Justify** your answers.

Communicating

10. **Explain** how developing countries could benefit from the example of the Industrial Revolution in Britain.

LESSON
5.4 How did changes in agriculture result in changes in society?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact that key agricultural developments had on society.

TUNE IN

Have you or your family ever tried growing your own veggies? Even in a small garden it can be very time consuming and tiring to plant a few rows of seeds. Imagine if entire fields had to be sowed that way. Now imagine how much quicker it would be if you had some automation with the planting of the seeds and some fertiliser to help them grow. You could sow more seeds more efficiently. More plants would germinate, grow and ripen, and could support a growing population.

SOURCE 1 shows traditional open-field farming. One field out of three was left 'fallow' each year so it could replenish its nutrients. Discuss the following:

1. What does that mean to the yield of the overall farm?
2. What if all three fields could grow crops each year?

SOURCE 1 Three-field rotation meant that one-third of the land would lie idle each year.

Wheat or rye

Fallow

Barley
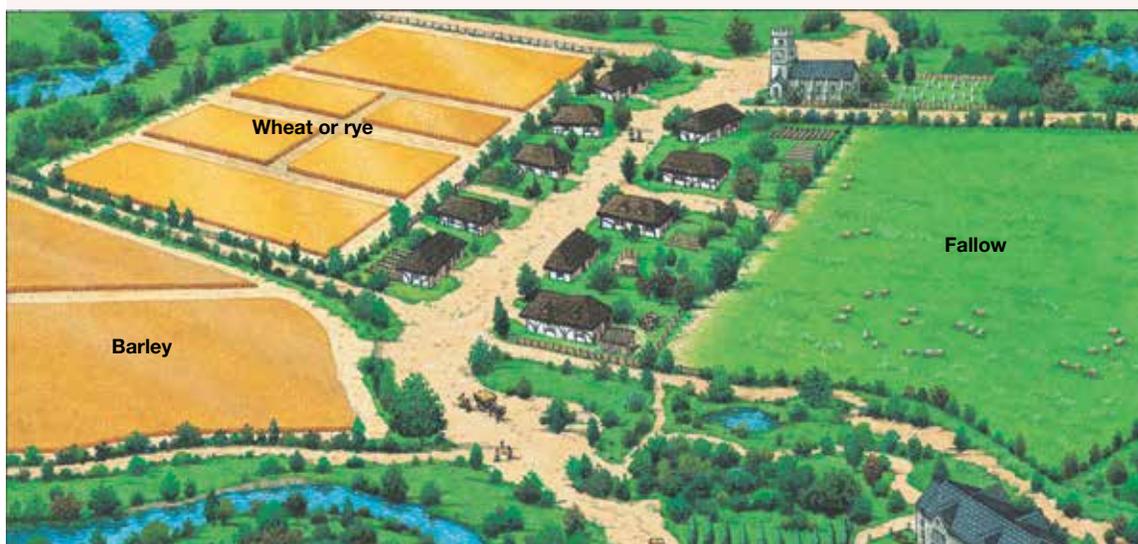
5.4.1 Traditional open-field farming

At the time of the Industrial Revolution, major changes in farming practices were already occurring throughout Britain. These changes completely revolutionised agriculture. Increases in farm production provided food for the growing population, particularly the expanding urban workforce.

The traditional open-field village was based on **subsistence farming**, producing only enough food for its inhabitants, who were peasants or tenants of the landowner. It usually involved the rotation of different activities across three large fields. One field would carry a crop of wheat or rye and one a crop of barley, while one would be allowed to lie **fallow**. Each year the crops would be rotated, so each field would lie

subsistence farming farming that provides only enough to satisfy the basic needs of the farmer or community

fallow land left unplanted

fallow for one year in every three. Each village household was allotted a number of strips in each field. These would usually be spread out so that everyone had equal access to the best land. There was also an open area of common land where everyone had the right to graze livestock and collect firewood. Grazing also took place in the fallow field, helping to fertilise it, making it ready for planting the following year.

Disadvantages of the open-field system

The open-field system had worked well for centuries, and in 1750 about half of all farming in England still relied on this approach. However, the system had a number of disadvantages.
- It was very inefficient because:
  - one-third of the land was left unplanted each year
  - pathways separating the strips of land were not used for crops
  - time was wasted because each farmer had to look after a number of strips scattered across the different fields.
- Weeds and animal diseases could spread easily as everyone was sharing so much of the available land.
- There was very little opportunity to try new crops or new methods because everyone had to grow the same crops and work together.

5.4.2 Enclosure

The agricultural revolution involved three main developments:
1. Enclosure: enclosure of the open fields
2. Technology: the adoption of new techniques of farming
3. Business: the change to a more business-oriented approach to farming.

Enclosure involved the consolidation of open fields into single farms, owned by one farmer and separated from neighbouring farms by hedges or low stone walls. This process had begun as early as the sixteenth century, when some wealthy landowners began to enclose their land, voiding the rights of peasant farmers to pursue their traditional strip farming. If the newly enclosed farm was large enough, it could be subdivided and smaller farms leased out to these same peasants. The peasants were forced either to become paid employees on the enclosed farm or to seek work in nearby towns. Enclosure gave the farmer/landowner greater control over the total area of the farm; less productive land was wasted and animals were kept separate from neighbours' livestock.

SOURCE 2 Stone walls were often used to enclose farms during the eighteenth century.

5.4.3 Adoption of new techniques of farming

Increased control over their farms and stock allowed farmers to adopt new, more efficient methods of farming, and developments in farming equipment further increased efficiencies.

Jethro Tull's seed drill

Traditionally seed was scattered by hand into ploughed furrows. This often meant a lot of wastage as the wind could blow much of the seed away or birds could eat it.

> **enclosure** consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

In 1700, agricultural inventor Jethro Tull developed a horse-drawn seed drill that could plant three rows of seed at a time (**SOURCE 3**). A hole would be drilled for seeds to be dropped in, the hole covered and the drill moved forward to the next planting position. It is estimated that this invention produced a crop five times larger than had been achieved on the same area of land using the old methods.

The Rotherham plough

In 1730 Joseph Foljambe patented the Rotherham triangular plough. This plough had an iron blade and was lighter and easier to handle than the rectangular wooden ploughs that had been used previously. Instead of being drawn by a team of four oxen, and requiring both a ploughman and an ox driver, the Rotherham plough could be drawn by two horses and handled by one person. The Rotherham plough proved to be quicker and more efficient, and significantly reduced costs for farmers.

SOURCE 3 Jethro Tull's seed drill, as depicted in this nineteenth-century illustration, revolutionised the planting of crops in England.
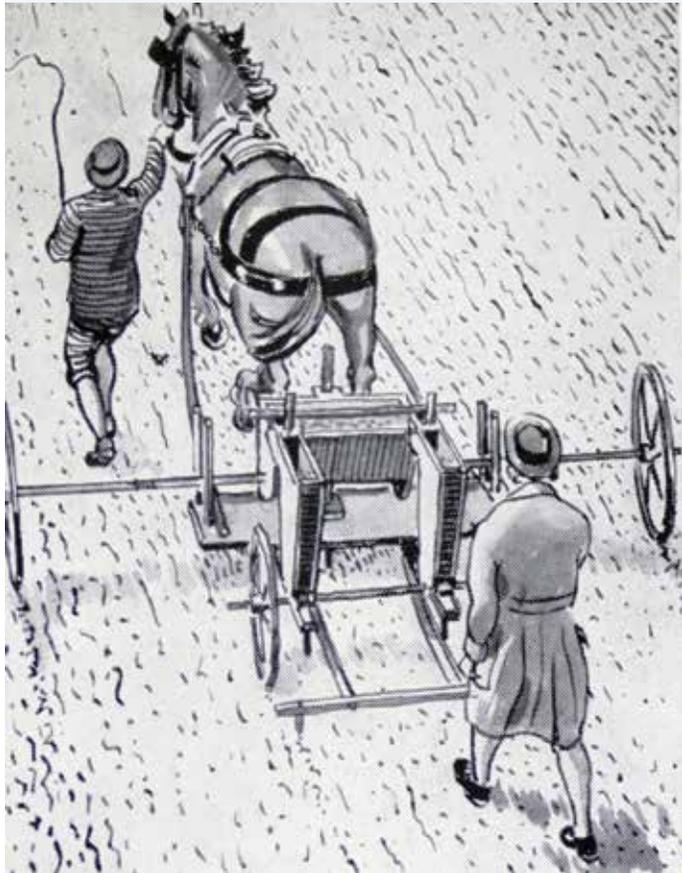
SOURCE 4 Traditional ploughing required a team of four or more oxen, an ox driver and a ploughman to operate the heavy rectangular wooden plough, as shown in this artwork based on fourteenth-century illustrations.

SOURCE 5 The Rotherham plough, which was developed in 1730, could be operated by one ploughman and two horses, as shown in this artwork.

Changes in crop rotation methods

As the open fields were enclosed, new systems of crop rotation were introduced. The most successful of these was the four-crop rotation system introduced by Lord Charles Townshend (or 'Turnip' Townshend, as he became known) on his own estates. His farm was divided into four fields, with wheat in the first, turnips in the second, barley in the third and clover in the fourth. Each year, the crops would be rotated by one field, so that in the second year, the first field would contain clover, the second wheat, the third turnips and the fourth barley. This rotation continued over a four-year cycle. The planting of clover and turnips following the crops of wheat and barley helped replace nutrients in the soil, and therefore helped produce better crops the following year. The clover was used as a nutritious summer food for livestock, while turnips could be fed to animals in winter. This meant that livestock no longer needed to be slaughtered before each winter, as had traditionally been the case.

int-5620

SOURCE 6 Four-crop rotation in one field

YEAR 1

Use of field

Wheat

Product of field

Bread

YEAR 2

Use of field

Turnips
(root crops allowed hoeing
between rows)

Product of field

Turnips —
winter fodder for animals

YEAR 4

Use of field

Clover roots enrich soils

Animals grazing manure
the soil

Product of field

Milk/meat/wool

Clover as pasture for animals

YEAR 3

Use of field

Barley

Product of field

Beer/flour/animal fodder
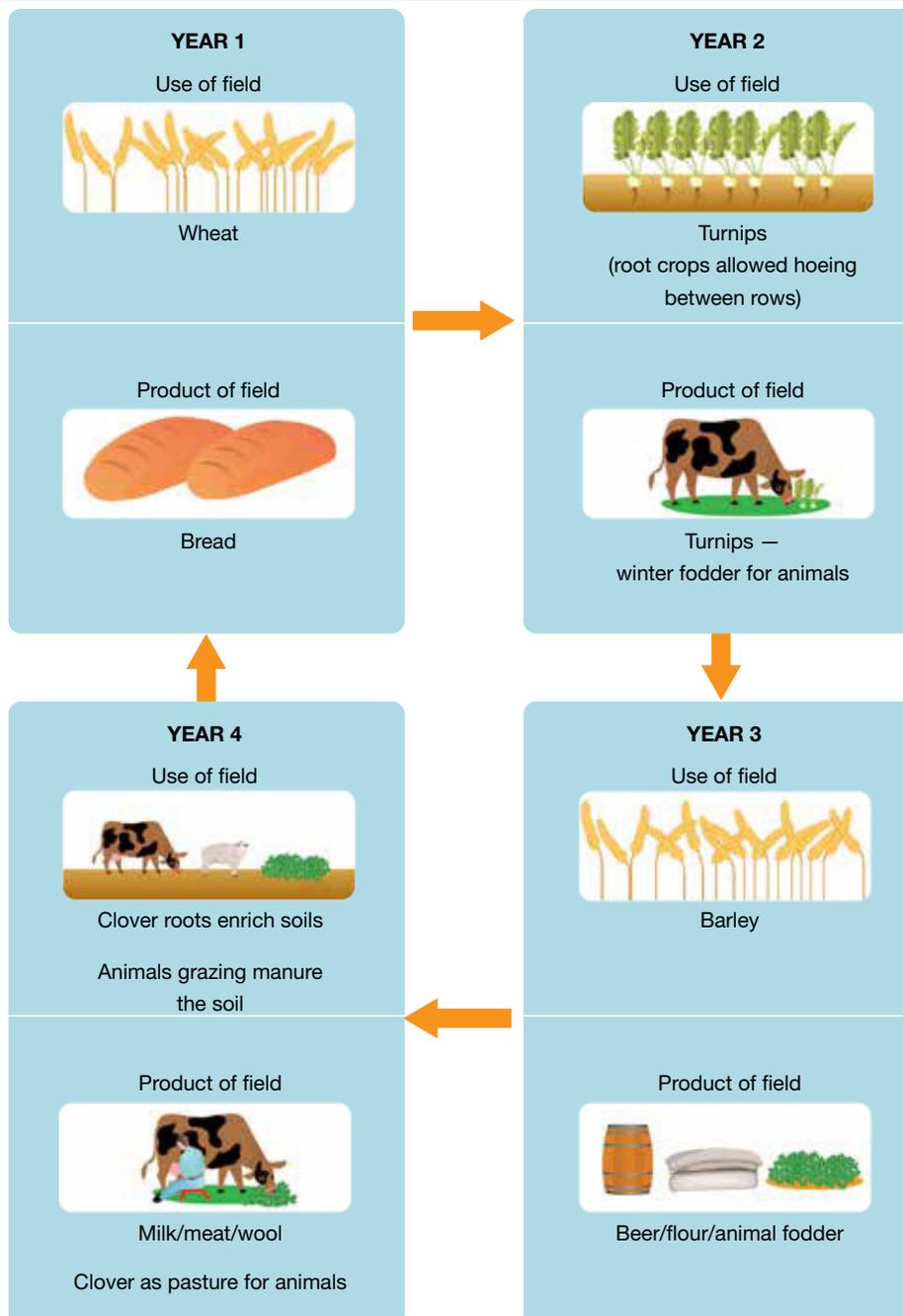
Improved stock-breeding methods

Farmers such as Robert Bakewell began selective breeding of sheep and cattle. Only the largest and strongest animals were mated, and this produced offspring with the best characteristics. Bakewell also cross-bred different types of sheep to produce the best breeds for both wool and meat production. His New Leicester breed, introduced in 1755, proved to be a great success.

5.4.4 A business approach to farming

Before the eighteenth century, farming activity was mainly directed towards satisfying local food and clothing needs. Any produce left over could be sold or traded at markets, but this would entail only a small proportion of farming output. The great improvements of the agricultural revolution not only increased the amount of food available to the farmers and their workers, but also provided increasing surpluses that could be sold to feed the growing urban population. The rural population grew very slowly, but the output per person employed in agriculture rose dramatically. Exporting grain to other countries also brought profits to farmers who were prepared to innovate and embrace new methods of production.

So, ultimately, when all these new developments came together it resulted in massively increased agricultural yield which would ultimately help sustain and encourage a growing population.

SOURCE 7 New Leicester sheep were bred by Robert Bakewell. Can you see why they were successful for both wool and meat production?

aud-0508

SOURCE 8 Improvements in farming output

The agricultural revolution produced great improvements in the quantity and quality of both crops and livestock. In 1705 England exported 150 million kilograms of wheat, but by 1765 this had risen to 1235 million kilograms. In 1710 sheep sold at market weighed an average 13 kilograms, while cattle weighed an average 167 kilograms. By 1795 this had risen to 36 kilograms for sheep and 360 kilograms for cattle.

5.4 SKILL ACTIVITY: Historical perspectives and interpretations

Identifying contributions of individuals

You have been approached by a well-known confectionary company who makes caramel chocolates sold in wrappers with movie trivia. They want to update their celebrities to include famous historical figures. It's your job to write the information for one of the following historical figures: Joseph Foljambe, Jethro Tull, Robert Bakewell or 'Turnip' Townshend.

The text must be **exactly** 60 words. That is the maximum room for the wrapper. If your initial draft is longer, then you need to look back carefully and condense your work. If it is shorter, then there are probably some more details you could include.

The information on the wrappers tends to start with the broad, big ideas and then move towards more specific and obvious information. The wrappers are commonly used as a fun trivia activity, so you do not want to give away too much obvious information too early.

Use the internet to find a suitable template for your writing and print your work to share with the class.

5.4 Exercise

5.4 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 5	4, 6, 9	7, 8, 10

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Check your understanding

1. 'Enclosure' of farming lands means enclosing animals in large barns to keep them warm in winter. True or false?
2. Enclosure could allow a farmer to maintain good health and breeding within his livestock. True or false?
3. In **SOURCE 1**, **identify** the areas that would have been common land.
   A. Fields A and B
   B. Field C and the land behind the church
   C. Fields A, B, C
   D. Field B and the land behind the church
4. **Explain** how the four-field rotation system was an improvement over the three-field rotation system.
5. **Identify** how the business approach to farming differed from the subsistence approach that had operated previously.

Apply your understanding

Using historical sources

6. Examine **SOURCE 2**. **Explain** why enclosure made the continuation of communal strip farming impossible.
7. **Compare** the different methods of ploughing depicted in **SOURCES 4** and **5**. Explain two ways by which the use of the Rotherham plough could have reduced costs for the farmer.
8. By comparing **SOURCES 1** and **6**, **explain** how enclosure and the use of the four-field system might have overcome the disadvantages of the three-field rotation system.
9. Read **SOURCE 8** and answer the following.
   a. By what percentage did wheat exports rise between 1705 and 1765?
   b. How might we explain the increase in weight of livestock sold for slaughter between 1710 and 1795?

Historical perspectives and interpretations

10. **Explain** why each of the following innovations could only have occurred after the enclosure of farms.
    a. The four-field crop rotation system
    b. Selective breeding of animals

LESSON
5.5 How did Empire fuel the revolution?

LEARNING INTENTION

By the end of this lesson you should be able to describe why Britain's empire provided it with an advantage over other countries during the early years of the Industrial Revolution.

TUNE IN

The British Empire extended across every inhabited continent on the planet. From Gambia and Sierra Leone in west Africa to Van Diemen's land on the southern tip of Australia. From the eastern provinces of Canada to the Malay Peninsula. At its height almost a quarter of the world's population lived within it. It was said that 'the sun never sets on the British Empire' because it was always daytime in some part of it. Within that empire lay the opportunity for access to raw materials and to trade, with all the positive and negative impacts that came with it.

SOURCE 1 shows officers of the British East India Company in India. The East India Company was central to imperial trade and many of its officers became incredibly wealthy, often at the expense of others. Discuss the following:

1. What do you think the meeting could be addressing in **SOURCE 1**?
2. How would you describe the relationship between the groups in the image?

SOURCE 1 The officers of the British East India Company became very wealthy and powerful as they brought more and more of India under their control.
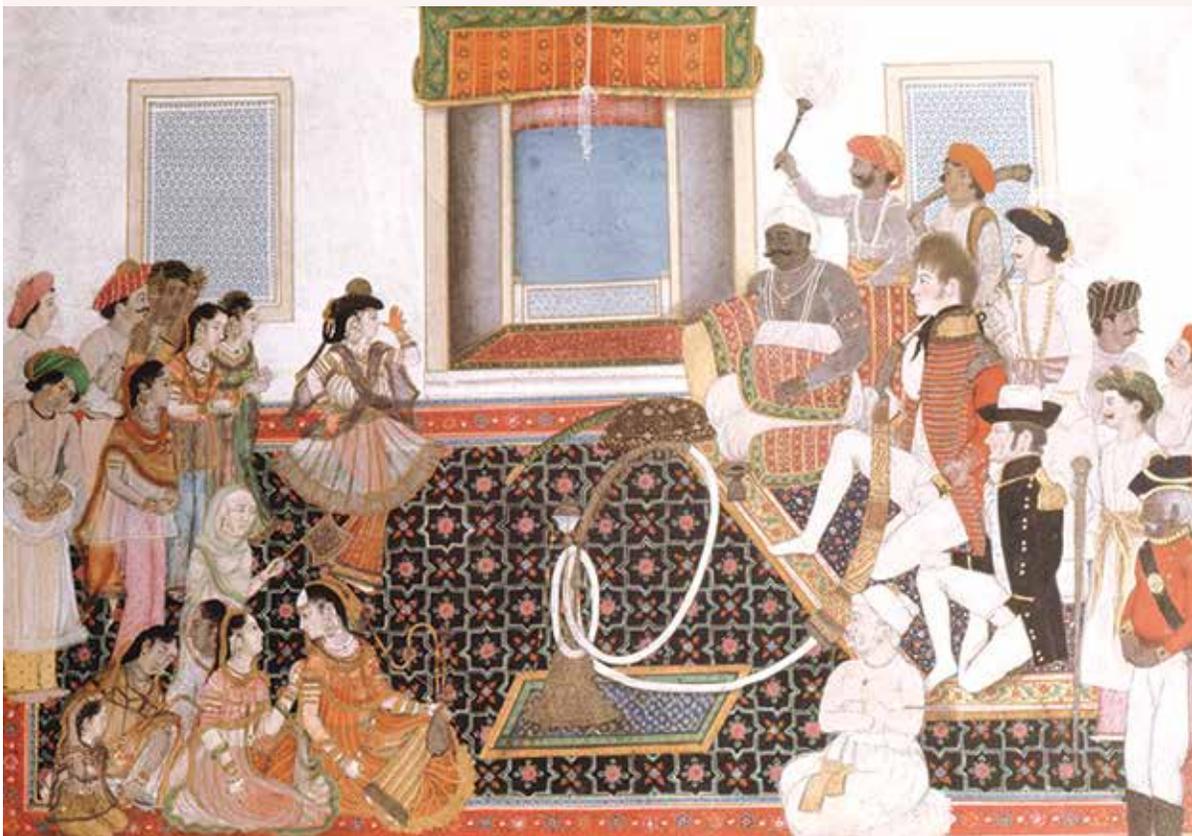
5.5.1 The British East India Company

In the fifteenth century, European countries such as Portugal and Spain set out to explore the lands around the Atlantic Ocean to expand their trading links. This led to the establishment of **trading posts** on the western coast of Africa, and to the discovery of the Americas. In the early sixteenth century, Vasco da Gama found a sea route to India, and the Dutch, French and English soon joined in the race to establish **colonies** and trading posts in these newly discovered lands. As British **maritime power** grew during the sixteenth and seventeenth centuries, Britain began to lay the foundations of what was to become the most extensive of the European **empires**.

In December 1600, Queen Elizabeth I granted a **charter** to a group of merchants, giving them exclusive rights to control trade between England and all areas of Asia east of the Cape of Good Hope at the southern tip of Africa. This became the East India Company, and it sent ships to the Indian Ocean to establish trade links with India and other parts of eastern and south-eastern Asia. The company expanded its influence throughout the sixteenth century, establishing trading links in China, Japan and the Malay Peninsula. Its major area of influence was the Indian subcontinent, and it gradually came to control large areas of the region. The company employed its own private armies and used them to conquer areas of India previously controlled by the French, Portuguese and Dutch. The company engaged in trade in silk, cotton, spices and tea, shipping these in large quantities back to Britain.

trading post a store or settlement established by a foreign trader or trading company to obtain local products in exchange for supplies, clothing, other goods or cash

colony an area of land settled by people from another country. This can involve military conquest if the original inhabitants resist that settlement.

maritime power having strong naval forces

empire a number of different countries or colonies controlled by the government of one country

charter a written grant from a sovereign, providing certain rights or privileges to the holder

5.5.2 The British in North America

The Spanish, Portuguese and French were quick to establish colonies in North and South America during the sixteenth century. The first successful British colony in North America was established in Virginia in 1607, and over the next hundred years, the British set up a string of colonies along the east coast of North America.

The Caribbean was also a target of British colonisation, with islands such as Trinidad and Tobago, the Bahamas and Jamaica coming under British control.

During this time, the French were also expanding into North America. They had established colonies in what is now Canada, and in 1681 had sailed up the Mississippi River and claimed a huge area that they called Louisiana.

This would bring the French into direct conflict with the British, as Louisiana was directly to the west of Britain's 13 coastal colonies, and the French presence there would prevent the British from spreading inland.

SOURCE 2 French and British settlements in North America before 1756

Source: Map drawn by Spatial Vision.

5.5.3 The Seven Years' War (1756–63) and the American Revolution

In 1754 Britain and France both claimed control of the Ohio country, located to the west of Pennsylvania. The dispute soon led to skirmishes between British and French troops in this area, and in other parts of North America. France was successful in maintaining control of the Ohio country, but lacked the military power to attack the established British colonies. Between 1756 and 1760 the British waged a campaign in the Canadian territories, eventually defeating the French and taking control of eastern Canada. During this same period, French troops clashed with the private armies of the East India Company on the Indian subcontinent. The British side ultimately proved victorious and extended British influence over most of India. By the end of the Seven Years' War in 1763, Britain controlled an extensive empire, spreading from North America, through parts of Africa, to India and East Asia.

In 1775 the British colonists in the coastal colonies of North America rebelled against British rule, and a war began which would see Britain lose control of those colonies. In 1783 the Treaty of Paris was signed between Britain and the representatives of the former colonies, which subsequently became the modern-day United States of America. While this war saw the British lose their wealthiest colonies in America, their expansion in India and ongoing rule of Canada and many of the Caribbean islands still left Britain with an extensive empire by the end of the eighteenth century. In 1788 the British also took control of the eastern coast of modern-day Australia with the establishment of the colony of New South Wales.

5.5.4 The British Empire and the Industrial Revolution

Access to the empire was an essential factor in the industrialisation of Britain. Raw materials would be imported by ship and processed in British factories, and then the finished products exported, often to the same colonies that had provided the raw materials. By 1800, Britain had the beginnings of a worldwide empire, which provided valuable sources of raw materials to feed industrial growth. Initially the cotton industry was a major source of industrial growth, but British industry was soon able to process raw materials imported from almost every continent. To protect its trading routes, Britain also established the most powerful navy in the world, along with a very prosperous shipbuilding industry.

SOURCE 3 Main sources of raw materials from different parts of the British Empire

British colony	Raw materials provided
Canada	Furs, timber, fish
Jamaica	Sugar, coffee
British Guiana	Sugar, tobacco
Gambia	Cocoa
Bermuda	Salt, whale oil, baleen
India	Cotton, tea, timber, sugar
Penang and Malacca	Spices, timber
Ceylon (now Sri Lanka)	Tea, timber, cocoa
New South Wales	Whale oil, **baleen**, wool

baleen a keratin substance in the mouth of the baleen whale to filter sea water and collect plankton and small fish to feed. When dried it is flexible but strong, used in clothing and other products.
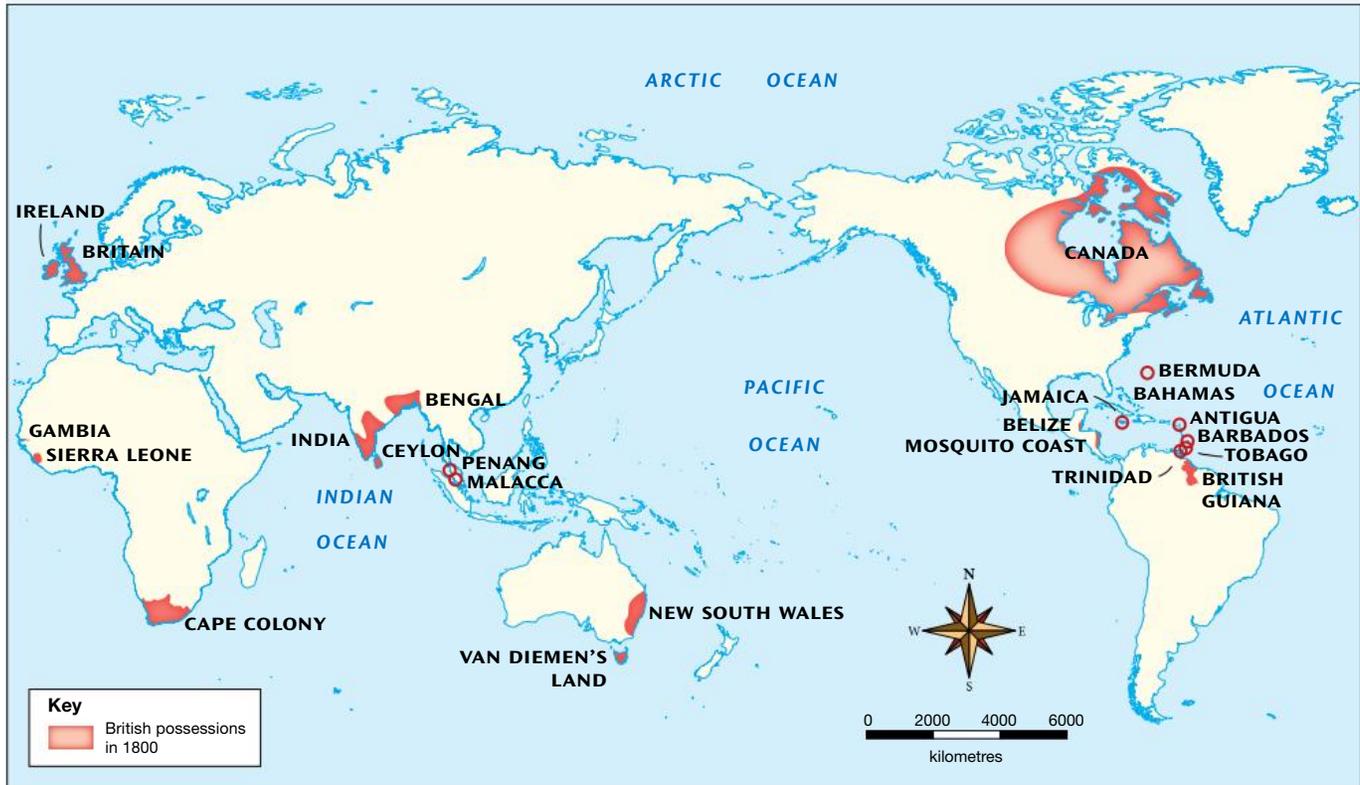
Source: Map drawn by Spatial Vision.

5.5 SKILL ACTIVITY: Communicating

With a partner, **discuss** whether you think it was fair for Britain to expect the colonies to import British manufactured goods rather than encourage them to produce their own.

Consider the following questions during your discussion.
- What are the benefits to Britain?
- What are the benefits to the colony/colonies?
- **Consider** the perspective of the British and of the colonies. How does your opinion change when you look at the question from different viewpoints?
- Is it important to consider 'fairness' when thinking about a historical issue?

When you have **discussed** your thoughts around the questions, **summarise** your conclusions in a paragraph response.

Learning pathways

■ **LEVEL 1**	■ **LEVEL 2**	■ **LEVEL 3**
2, 4, 5	1, 6, 7	3, 8, 9, 10

Check your understanding

1. What special rights did the charter of 1600 grant to the East India Company?
   A. Exclusive rights to control trade between England and all areas of Asia west of the Cape of Good Hope
   B. Exclusive rights to control trade between England and all areas of Asia east of the Cape of Good Hope
   C. Exclusive rights to control trade between England and Australia
2. Where were the main British and French colonies in North America?
   A. Louisiana and Trinidad
   B. Canada and the Caribbean
   C. Louisiana and Jamaica
   D. Canada and Louisiana
3. **Identify** and **explain** the importance of the events that occurred in North America in 1754 and 1763.
4. Fill in the gaps in the following passage. The development of an empire was an important factor in the industrialisation of Britain. _____ materials were imported from the _____ and _____ products were _____ to the colonies.
5. It was important for Britain to have a powerful navy during the eighteenth and nineteenth centuries. True or false?

Apply your understanding

Using historical sources

6. **Explain** how **SOURCE 2** helps you to understand why Britain and France were likely to come into conflict in North America.
7. **Examine SOURCE 4**. **Outline** why it would have been important to control Cape Colony in southern Africa at this time.

Historical perspectives and interpretations

8. Many of the raw materials imported from the colonies were not naturally grown in Britain, but their importation made significant changes to British life. **Identify** three such raw materials, **identify** where they were grown and **explain** how they might have had an impact on the lives of ordinary British people.
9. At the beginning of the nineteenth century, most of Africa had not yet been colonised by European powers; by the end of that century, most of Africa was under the control of various European empires. From what you know so far about industrialisation and the importance of empire, **propose** possible reasons for this huge change during that century.
10. The British Empire continued to grow even more strongly during the nineteenth century. **Determine** why the Industrial Revolution may itself have been a cause of this further growth.

LESSON

5.6 What did investment have to do with the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to explain the role of capital, investment and banking in supporting the emerging Industrial Revolution.

TUNE IN

You have probably heard of the stock exchange. That's where people go to invest money in companies in the hope of gaining a profit. When they invest in 'shares' they are buying a small (or large!) part, or share, of that company. If the company succeeds in whatever it does, then some of that success is passed back to the shareholders in the form of a profit called a dividend.

SOURCE 1 The New York Stock Exchange in the 1980s.

During the Industrial Revolution this process was vital to the establishment of factories, railways and other companies. An individual or small group of people with a good idea usually did not have enough money, or 'capital', to fund an entire operation so they sold portions of their company to others to build up enough to get things off the ground. Share investment grew immensely as the Industrial Revolution continued.

Many of the innovations of the Industrial Revolution could not have occurred without this process and the support it received from the politicians of the day.

What does **SOURCE 1** suggest about the importance of shares and investing?

5.6.1 Entrepreneurship and the middle class

In medieval Europe, the most powerful class was the land-owning aristocracy, while the most numerous group was the peasant class who worked the land. The middle class consisted of the tradesmen, craftsmen and merchants, most of whom lived in the towns. The sixteenth century in Britain saw an increase in trade and commerce, and a growth in the wealth of many of the middle class, including many who bought land from aristocrats and established farming on a commercial basis. Many of these middle-class businesspeople entered parliament and sought to have laws passed that would favour trade and commerce.

From 1642, the English Civil War broke out in Britain between the middle-class parliamentarians and their supporters on the one side, and the king and the aristocracy on the other. King Charles I was deposed and executed in 1649, and parliament ruled without a king for 11 years. When the monarchy was restored in 1660, the new King Charles II had to negotiate with a much more powerful parliament. The victory in the civil war had given a powerful place to the middle class in Britain, and the English Parliament came to strongly represent the interests of the merchants, traders and others involved in running businesses.

Government support for business

Between 1650 and 1673 Parliament passed the Navigation Acts, which required all goods traded between Britain and its colonies to be carried in British ships. There was also stronger enforcement of the Statute of Monopolies of 1623, which protected the rights of inventors to profit from patents on their inventions. By the eighteenth century, an environment that favoured **entrepreneurship** had developed in Britain.

> **entrepreneurship** the act of being an entrepreneur

Scottish philosopher Adam Smith recognised the value of having a government supportive of trade and commerce in his 1776 book *The Wealth of Nations* (see **SOURCE 2**).

SOURCE 2 Adam Smith, *The Wealth of Nations*, 1776

To found a great empire for the sole purpose of raising up a people of customers may at first sight appear a project fit only for a nation of shopkeepers. It is, however, a project altogether unfit for a nation of shopkeepers; but extremely fit for a nation whose government is influenced by shopkeepers.

Entrepreneurship

More and more people saw the advantages of investing in business opportunities. Developments in agriculture encouraged farmers to operate their farms as profit-making businesses. Innovations in the textile industry encouraged investment in larger and larger factories. The increasing demand for iron and coal made investment in larger-scale mining a profitable activity. Much of the progress made during the Industrial Revolution was due to the availability of money through a well-organised banking system, and a willingness of **entrepreneurs** to invest that money in business ventures.

entrepreneur a person who organises a business venture, and assumes the financial risks associated with it, in the hope of making a profit

5.6.2 The importance of banks

Today we are accustomed to banks as places where we deposit our savings and borrow money for a variety of personal and business purposes. A modern industrial economy could not survive without a banking system. In pre-industrial times, production of textiles was a cottage industry and coalmining took place in shallow pits, so little in the way of expensive equipment was needed. The costs of building a factory and equipping it with machinery, or providing steam-driven pumps for a deep-pit coalmine, however, were a very different matter. Anyone wishing to set up these types of businesses needed access to finance, so a well-organised banking system was essential.

SOURCE 3 Adam Smith, whose head has appeared on the British £20 note, believed that entrepreneurship was a significant factor in the creation of wealth.

Growth of the banking system

Modern banking as we now understand it dates from Renaissance Italy and, in particular, from the wealthy cities of Venice and Florence. The sixteenth and seventeenth centuries in England and Scotland saw the spread of banking practices that were the forerunners of today's modern banks. Before 1546 in England, it was illegal to charge interest on money lent, but the law was changed after that date. This change provided an opportunity for profits to be made from lending money to merchants wishing to set up business ventures.

SOURCE 4 This artwork from the fifteenth century shows an Italian banking house.

Goldsmith bankers

Through the sixteenth and seventeenth centuries, many of the activities we now associate with banks were carried out by **goldsmiths**. While their major activity involved working with gold and other precious metals, goldsmiths

goldsmith a craftsman who works with gold and other precious metals

could also provide safe custody for money and other valuables. They also kept quantities of foreign currency that could be exchanged by merchants wishing to travel overseas. By the early eighteenth century, these goldsmith bankers had developed a well-organised network of private banks that were ready to lend money for worthwhile business enterprises.

SOURCE 5 The Bank of England, established in 1694, became the major source of lending for the government. This artwork was created in the nineteenth century.

DISCUSS

French leaders are believed to have used Adam Smith's term 'a nation of shopkeepers' as an insult against the British. How might the qualities of 'a nation of shopkeepers' have contributed to the progress of the Industrial Revolution? Discuss in small groups.

5.6 SKILL ACTIVITY: Questioning and researching

Adam Smith is often described as the father of modern economics and of modern capitalism. But why is that? Use a range of appropriate resources to **research** and **investigate** Smith's ideas and beliefs. Be careful that you **consider** the origin of your information carefully.

As you undertake your **research**, use the following sentence starters to organise your information.

Adam Smith's economic beliefs were:

He reached his conclusions by observing:

The way that Smith's economic theories affected the world included:

His theories are still visible today in:

Adam Smith is significant because:

Finish with a closing statement about why Adam Smith is described as the father of modern economics and of modern capitalism.

5.6 Exercise

5.6 Exercise

Learning pathways

■ **LEVEL 1**	■ **LEVEL 2**	■ **LEVEL 3**
1, 2, 3	4, 5, 6, 9	7, 8, 10

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Check your understanding

1. **Identify** what is meant by *entrepreneurship*.
   - **A.** Running the Bank of England
   - **B.** Organising and/or investing in business opportunities
   - **C.** Investing with the government
   - **D.** Running for parliament
2. **Identify** why cottage industries were able to survive without access to a modern banking system.
   - **A.** They did not need large amounts of money to run successfully.
   - **B.** The lord of the manor lent them the money.
   - **C.** The lord of the manor paid for all their expenses.
   - **D.** They needed large amounts of money to run successfully.
3. The English Parliament supported business interests during the late seventeenth and early eighteenth centuries with the passing of the Navigation Acts and the enforcement of the Statute of Monopolies. True or false?
4. **Outline** how the middle class in Britain become so powerful by the beginning of the eighteenth century.
5. **Explain** the role of goldsmiths in the development of the banking system.

Apply your understanding

Using historical sources

6. From **SOURCE 2**, **explain** Adam Smith's attitude to the role of the middle class in influencing government decisions.
7. **Examine SOURCE 3**. Identify what is depicted in front of Adam Smith's face on this banknote. **Infer** what this tells us about the importance that many people place on Adam Smith's ideas as an influence on the Industrial Revolution.
8. **Compare** and contrast **SOURCES 4** and **5**. What does the image of the inside of the Bank of England in **SOURCE 5** tell us about the importance of banking in England, when compared to the activities shown in **SOURCE 4**?

Historical perspectives and interpretations

9. **Analyse** the significance of the legalisation of the charging of interest on borrowed money in England.
10. **Determine** how important a successful banking system was as an underlying cause of the Industrial Revolution. **Explain**.

LESSON
5.7 How did new power sources drive the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to explain the significance of the technology that created the steam engine and describe the impact that engines had on agriculture, industry and transport.

TUNE IN

You've already seen some examples of how machinery was developed to become more efficient. The Rotherham plough, for example, could be pulled by two horses rather than a team of oxen. But it still used muscle power. 'Manpower' and 'horsepower' are well-known terms to describe units of power. Waterwheels and windmills were widely used before the Industrial Revolution, but it was the introduction of steam power that revolutionised the way machinery worked and the way goods and people were transported.

SOURCE 1 Andrew Meikle's threshing machine, shown in this engraving from c. 1850, is an example of a horse-powered machine.
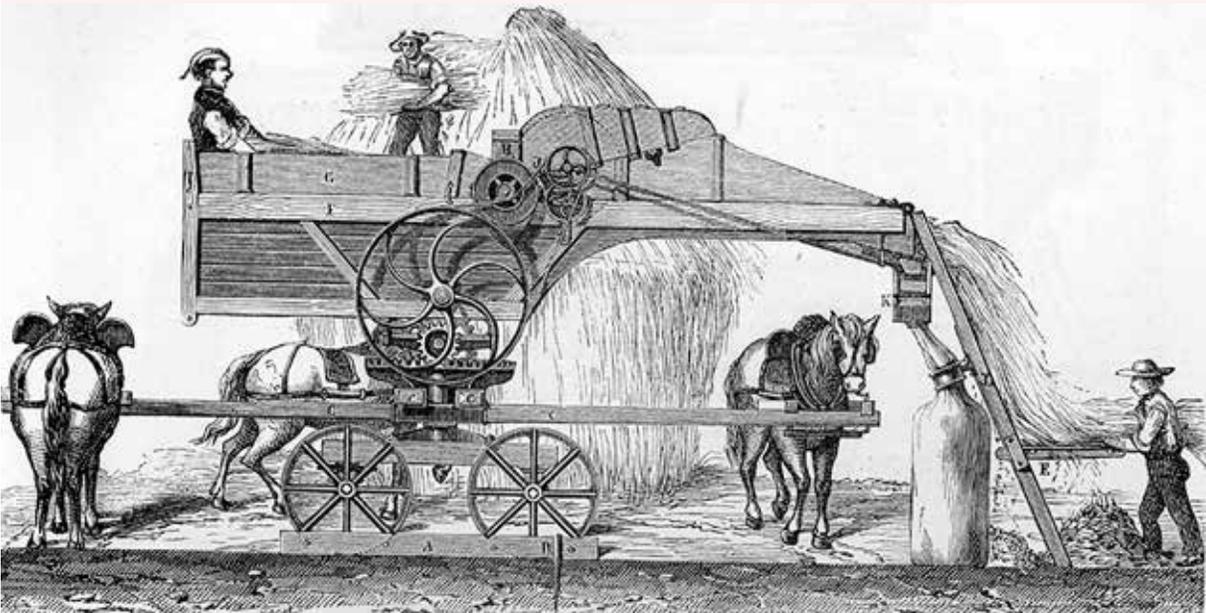
SOURCE 1 shows a horse-powered machine.
1. What limitations do you think a machine like this might suffer from?
2. What potential might there be if it could be powered by steam?

5.7.1 Horsepower in agriculture and mining

Despite the agricultural and industrial changes of the eighteenth and nineteenth centuries, there was still a continuing reliance on horses as a source of power. For example, Andrew Meikle's horse-powered threshing machine, invented in 1784, was used to separate grain from the stalks and husks of the wheat (see **SOURCE 1**). Small ponies, known as pit ponies, were used to haul carts full of coal in underground coalmines. Canal boats or barges used to move goods were hauled along by horses walking along tow-paths on the canal bank (see **SOURCE 2**).

5.7.2 Water power

Water power had been used in England since ancient Roman times. A water wheel with blades or buckets around its rim would be driven by flowing water from a stream or river (see **SOURCES 3** and **4**). The power generated by the turning water wheel was used to mill grain into flour.

Early sawmills used water wheels to power large circular saws. Many of the first textile mills in England were powered by water, with the force of the water sufficient to drive machines in multistorey factory buildings.

SOURCE 3 A medieval flour mill with water wheel

SOURCE 4 Early cotton mills were built next to rivers to make use of the water flow for power.

5.7.3 Wind power

Like water power, wind power had been used in England for centuries. The wind had been used to drive ships since ancient times, and sailing ships were the standard form of sea transport until the mid-nineteenth century. Windmills were introduced to England in the twelfth century. They were used primarily for milling grain to make flour, and later to drive pumps to drain surplus water from marshlands.

5.7.4 Steam power

One of the most significant and iconic advances of the Industrial Revolution was the development of steam power. While the potential of using steam to provide power had been known for centuries, the first practical steam engine was the 'atmospheric engine' developed by Thomas Newcomen in 1712 (see **SOURCE 6**). This machine used steam to drive a piston, which powered a large horizontal beam. The Newcomen atmospheric engine was used primarily to pump surplus water out of underground mines, particularly coalmines.

Steam power in coalmines

tlvd-10739

The Newcomen engine was a huge step forward because it allowed underground coalmines to be sunk to greater depths. The inability to remove excess water had always been one of the barriers to deep-pit mining, and so had restricted the amount and quality of coal that could be extracted (see lesson 5.10). The coalmining industry really took off from the mid-eighteenth century. As the Industrial Revolution gathered pace, coal would prove to be a very important fuel.

James Watt's steam engine

The next big step forward was James Watt's steam engine, developed around 1769. Watt produced an engine that had a separate compartment for cooling the steam back to water, after it had been used to drive a piston. Instead of driving a large beam, Watt's steam engine powered a large flywheel, so it could provide the same type of continuous power that had previously been possible only with a water wheel. This meant the steam engine sold

SOURCE 5 This sixteenth-century English windmill was used to mill grain into flour.

SOURCE 6 The Newcomen steam engine drove a large beam that worked a pump to remove water from underground mines.
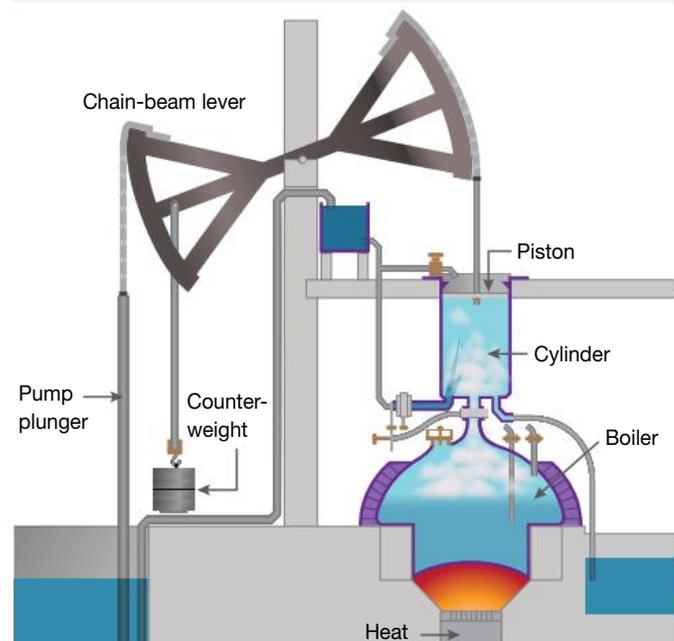
by Watt and his partner, Matthew Boulton, could be used to power many different types of machinery (see **SOURCE 7**).

The development of the steam engine was to be a pivotal event in the Industrial Revolution. Steam engines were able to power larger and larger machines, which in turn led to bigger factories (see **SOURCE 8**). Their successful use in coalmines saw coal replace wood as the major fuel source. Steam was to revolutionise both land and sea transport in the nineteenth century as railways and steam-driven ships came into use.

SOURCE 7 The Boulton and Watt steam engine drove a large wheel that could be used to power many different types of machines.
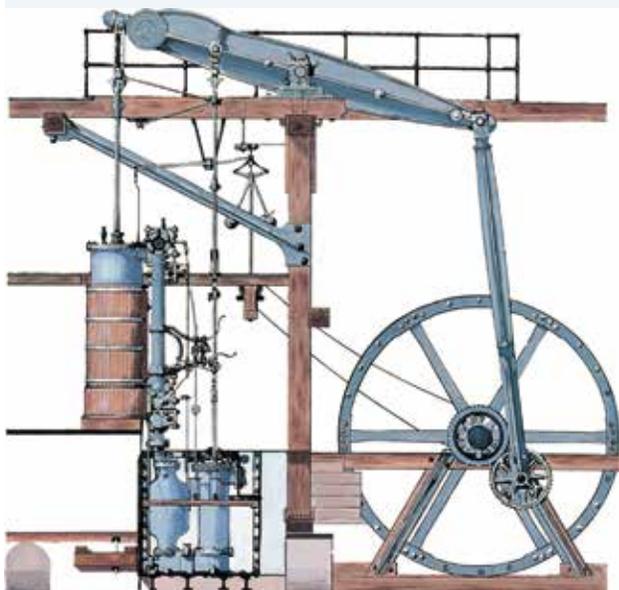
SOURCE 8 Artwork of factories in the English city of Manchester, c. 1840

5.7.5 Transforming the textile industry

Historians generally agree that it was the textile industry, and particularly the cotton industry, that was the main driver of the Industrial Revolution. During the second half of the eighteenth century the production of cotton textiles changed from being a **cottage industry** to a factory-based enterprise.

Textile production had been an important part of the English economy for centuries, but the emphasis was mainly on woollen goods. Cotton cloth was produced only in small quantities, as English cotton producers could not compete in quality or price with imported cloth from India. Until the eighteenth century, textile production was a cottage industry, carried out by farmers and agricultural workers in their homes after normal working hours. Children would clean and prepare the raw fibres, women would spin the yarn, and men would weave the cloth. Raw wool was sourced from English sheep, while raw cotton came largely from the West Indies, the eastern Mediterranean area and America, where it was grown by slaves (see topic 6).

Raw fibre was delivered to villages by merchants, who later collected the finished products and paid the villagers for their work. The traditional textile production steps of **carding**, **spinning** and weaving are described in **SOURCES 9, 10 and 11**.

The period after the 1750s saw a greater demand for cotton products. This was due to an increased foreign market for cotton goods, particularly in Europe, and increases in population and domestic incomes. With the domestic industry no longer able to meet this demand, inventors began to develop spinning and weaving machines to improve both the quantity and quality of cloth produced.

cottage industry small-scale manufacturing in which raw materials are processed in workers' homes

carding the process of untangling and straightening raw wool or cotton fibres

spinning the twisting of carded fibres into lengths of continuous thread or yarn

int-6680

SOURCE 9 Traditional textile production step 1: The rough fibres were first manually carded, using two hand-held paddles to untangle and straighten the fibres.

SOURCE 10 Traditional textile production step 2: The fibres were spun into thread using a spinning wheel.

SOURCE 11 Traditional textile production step 3: The thread could then be woven into cloth on a hand loom, by passing a shuttle carrying a thread (known as the **weft**) horizontally through fixed vertical threads (known as the **warp**).
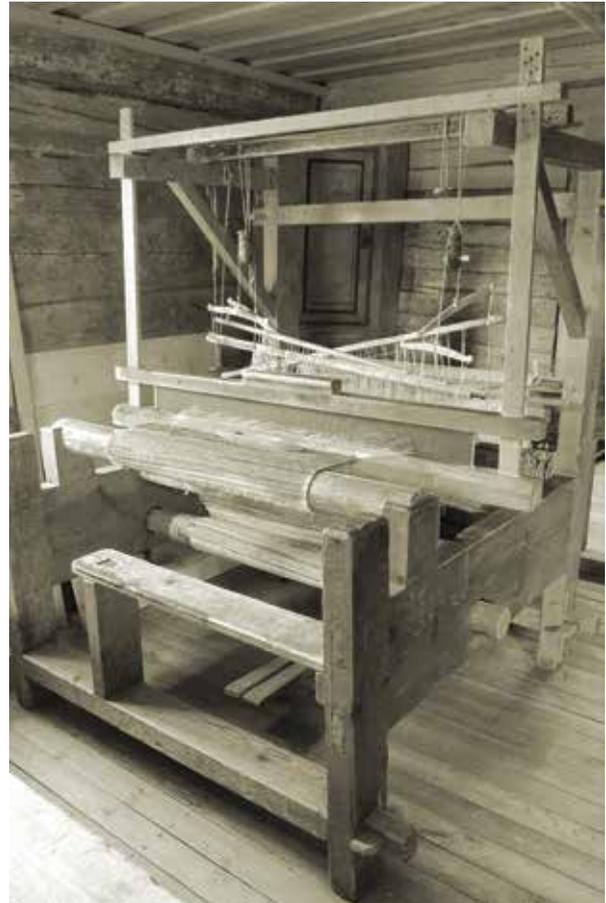
Spinners and weavers

Traditionally, one weaver required three or four spinners to provide enough yarn for the loom. Patented in 1733, John Kay's flying shuttle (see **SOURCE 12**) made weaving more efficient, and it could then take the output of up to a dozen spinners to supply the necessary yarn for one weaver. As the flying shuttle came to be used more widely during and after the 1750s, it became clear that a more efficient method of spinning was needed. The development of the spinning jenny in the 1760s responded to this need (see **SOURCE 13**). Early models could spin eight spindles of yarn simultaneously, and later models were able to hold more than 100 spindles at one time.

SOURCE 12 Innovation in the textile industry, 1733: John Kay invented the flying shuttle, which allowed weaving to be performed more quickly.

SOURCE 13 Innovation in the textile industry, 1764: John Hargraves developed the spinning jenny, which could spin multiple threads simultaneously.

The move to factory production

The new spinning and weaving machines outgrew the cottages of spinners and weavers. Larger buildings were needed to house them, and textile production began to be moved into specialised factories, known as cotton mills. By the 1780s all stages of textile manufacture were becoming centralised in mills, particularly in the growing towns of Lancashire in northern England. **SOURCES 12–16** show the progress made in the textile industry over 50 years.

SOURCE 14 Innovation in the textile industry, 1769: James Arkwright patented the water frame, a spinning machine powered by running water. Similar machines were later powered by steam.
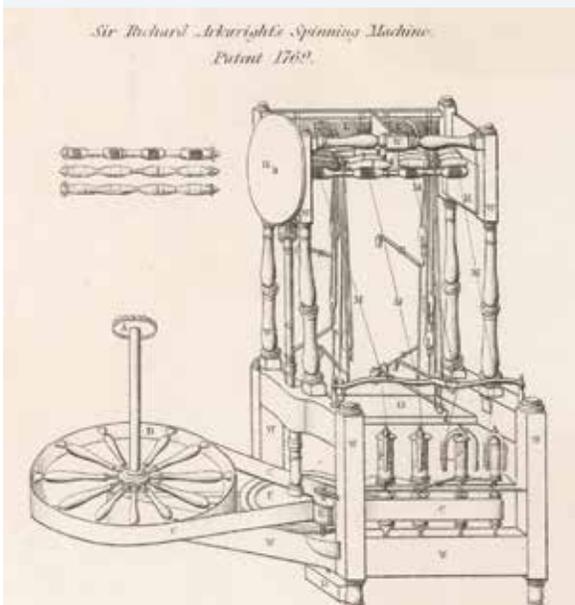
SOURCE 15 Innovation in the textile industry, 1779: Samuel Crompton invented the spinning mule, which improved the spinning process to produce better quality thread.

SOURCE 16 Innovation in the textile industry, 1780s: Textile production began to be centralised in factories. Initially they were built close to rivers to draw on water power, but eventually this became unnecessary as steam power was adopted. Edmund Cartwright developed the power loom, shown in this artwork from c. 1844, which mechanised the weaving process.
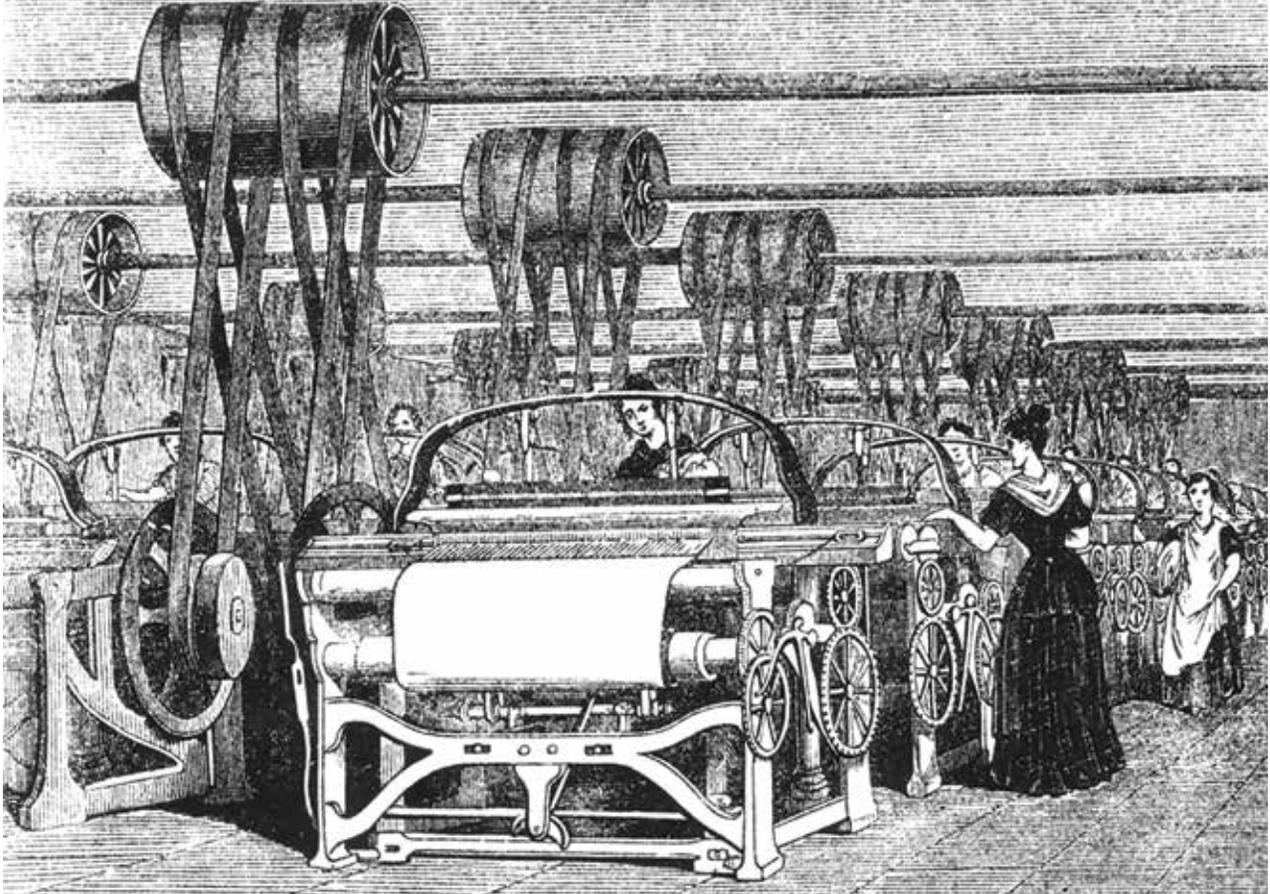
DID YOU KNOW?

The first large textile factories in England were located in and around the city of Manchester. The term *manchester* is still used in Australia today to describe household cotton-based items such as bed linen, tablecloths and towels.

on Resources

❖ **Interactivity**   Innovation in the textile industry (int-6681)

5.7 SKILL ACTIVITY: Communicating

Your task is to **compile** an annotated visual presentation that demonstrates your understanding of the changes that occurred as new power sources were developed during the early years of the Industrial Revolution.

Step 1: Copy or save the visual sources in this lesson to a file where they can be easily accessed. You can print them so you can easily move them around, or use an appropriate program or app that allows you to drag them easily.

Step 2: Think about how the sources relate to each other. You should **consider** the following questions:
- Were some impossible without the development of others?
- Did some become obsolete over time?
- Were some improvements over others?
- Did some of them hasten the move away from cottage industries?
- Did they use new forms of power?

Step 3: Arrange the sources in a way that you can connect them with a short explanation of one or two sentences based on your responses in step 2. They don't need to all connect to each other — that would become a bit too chaotic on your page! But you should be able to put together what might resemble a 'family tree' of the developments of power sources during the Industrial Revolution that will help you understand the patterns of change that occurred.

Step 4: **Compare** your presentation with your classmates. Have others come to similar conclusions? Do you think there is a 'right' answer?

5.7 Exercise

learnon

5.7 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 6, 7, 8, 10	5, 9

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Check your understanding

1. **Select** three options below that are examples of the use of animals as a source of power that continued even after the agricultural and industrial changes of the eighteenth century.
   A. To haul coal in mines
   B. Horse-riding competitions
   C. To power machinery
   D. To haul barges along canals
2. Fill in the gaps to **explain** how water was traditionally used to provide power.
   The water wheel had _____ or buckets around its rim. It was driven by _____ water from a stream or _____. The power generated _____ grain into _____ and powered early _____.
3. **Select** two uses of wind power in traditional pre-industrial society.
   A. Water mills
   B. Windmills
   C. Sailing ships
   D. Steamships
4. **Explain** two factors that led to an increased demand for cotton products by the 1750s.
5. **Identify** why it become necessary to move away from cottage textile production to factory production.

Apply your understanding

Using historical sources

6. What does **SOURCE 4** tell us about the limitations of water power as a means of driving factory machines?
7. **Explain** what **SOURCE 8** tells us about the main form of power in Manchester, England, by the middle of the nineteenth century.
8. The early years of the Industrial Revolution did not rely on new forms of power, but made innovative use of traditional forms of power. **Outline** two examples where this was the case.
9. What is happening in **SOURCE 9**? Which members of the family would carry out this task?

Historical perspectives and interpretations

10. Many historians claim that the Industrial Revolution did not really take off until steam power was widely used. **Identify** and **explain** three major contributions that steam power made to the Industrial Revolution.

LESSON
5.8 Why was coal and iron so vital?

LEARNING INTENTION

By the end of this lesson you should be able to explain why coal and iron helped support the immense scale of the Industrial Revolution.

TUNE IN

Coalmines today are a honeycomb of tunnels and pits that can be dug many hundreds of metres underground. This is much deeper than the mines pictured in **SOURCE 1**. The use of deeper mines during the Industrial Revolution allowed more coal to be accessed. More coal allowed more power to be generated, because for a similar weight coal burns longer and hotter than wood.

SOURCE 1 Coalmining was traditionally carried out in shallow bell pits.
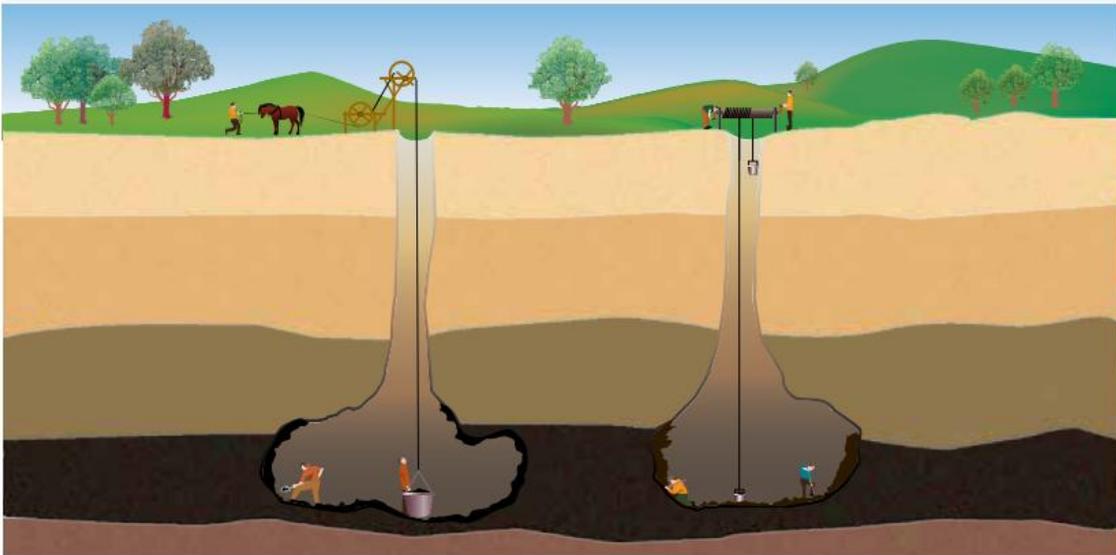
1. As coal was able to be accessed more easily, what do you think happened to its price?
2. What would have been a secondary factor subsequent to that?
3. What would that have meant for homes that needed heat and factories that needed power?

5.8.1 Coalmining

The progress of the Industrial Revolution was assisted by the increased use of coal, a more efficient fuel than wood and charcoal. Also, improvements in the production of iron and steel resulted in metals that were stronger and cheaper to produce and could be applied to a wider variety of uses.

Coal is a much more efficient fuel than wood; that is, a given weight of coal will burn for longer and provide greater heat than a similar weight of wood. Britain had a very rich supply of coal, but traditional coalmining practice allowed only the extraction of coal from shallow **bell pits** (see **SOURCE 1**). This meant that coal was not widely available and was therefore more expensive than wood. Deep-pit mining could not be pursued because of the amount of water that would flood the shafts. Pumping out surplus water from mines with the use of steam-driven pumps (see lesson 5.7) made coal more readily available and cheaper to mine. This coal could be used as fuel for the steam engines that would come into more widespread use as the Industrial Revolution progressed.

bell pit a traditional form of coalmining in which a shaft is dug down to a seam of coal and then excavated outwards, with the coal raised to the surface using a winch and buckets

5.8.2 Developments in iron production

Methods of producing iron had been known throughout Europe since ancient times. To produce iron that could be used for tools, weapons and other implements, iron ore extracted from the ground had to have various impurities removed. This was achieved by a process known as smelting, in which heat was applied to the ore in a **blast furnace**. For centuries the source of heat for English blast furnaces had been charcoal, obtained by the heating and partial burning of wood. The product of the blast furnaces was known as **pig iron**.

> **DID YOU KNOW?**
>
> Pig iron was so called because of the method of casting molten iron from blast furnaces into moulds. These moulds were laid in a row in a bed of sand, and fed the molten iron from a common channel. The process was said to resemble a litter of piglets being fed by a mother sow, so the iron at this stage was called 'pig iron'.

Burning coke in blast furnaces

The growth in coal production meant that coal became more widely available for use in the smelting process, but impurities in the coal tended to contaminate the iron, compromising its quality.

During the seventeenth century, methods of burning out the impurities in coal to produce **coke** were improved. In 1709 Abraham Darby developed a blast furnace that burned coke to produce iron of a superior quality. The use of coke also allowed the construction of larger blast furnaces capable of producing greater quantities of pig iron.

blast furnace a type of furnace into which air is forced to raise the temperature sufficiently to carry out the smelting of iron ore

pig iron the initial product resulting from the smelting of iron ore in a blast furnace

coke a type of fuel produced by using heat to remove impurities such as coal gas and tar from coal

SOURCE 2 The Iron Bridge in Shropshire, England, built by the grandson of Abraham Darby, is an example of late eighteenth-century iron construction.

Henry Cort and 'puddling'

Although pig iron had many uses, it was brittle because it contained carbon. In 1783 Henry Cort developed a method of reducing the carbon content of pig iron through a process known as 'puddling'. This resulted in a product that was stronger and could be bent, rolled or cast into many different shapes. High-quality iron could now be used for making machinery, boilers for steam-driven engines, and a huge variety of tools and implements, as well as bridges and the framework for buildings.

As iron production methods improved, quantities increased and large-scale production made good-quality iron cheaper. By 1850 Britain was producing more than 70 times as much iron as it had in 1760 (see **SOURCE 3**).

SOURCE 3 British pig iron production, 1760–1850

Year	Tons
1760	30 000
1785	50 000
1796	125 000
1806	244 000
1823	455 000
1830	677 000
1840	1 400 000
1850	2 200 000

Source: P. Riden, 'The output of the British iron industry before 1870', in *Economic History Review*, 2nd series, pp. 443, 448, 455.

5.8 SKILL ACTIVITY: Communicating

'The Industrial Revolution helped to increase coal and steel production.'

'Increasing coal and steel production helped fuel the Industrial Revolution.'

Your task is to imagine how both these statements could be true, despite them sounding very different.

Step 1: **Consider** the new technologies that affected the following:
- accessibility of coal
- production of stronger iron
- amount of iron that could be produced.

Step 2: **Consider** the effects of iron and coal on the following:
- cost of raw materials to build infrastructure — blast furnaces, bridges etc.
- quality of raw materials to build infrastructure.

Step 3: **Create** a diagram similar to the one below. Write the two quotes in the two textboxes and **annotate** the arrows using your thoughts from steps 1 and 2 to explain how each statement could be a cause of the other.
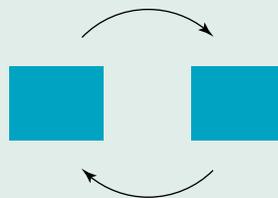
Step 4: **Synthesise** your thoughts to answer the question, 'How was the Industrial Revolution a cycle of cause and effect?'

5.8 Exercise

5.8 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 5	4, 6, 7	8, 9, 10

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Check your understanding

1. Why was coal a preferable fuel to the burning of wood?
   A. It was less efficient.
   B. It was more efficient.
   C. It was more plentiful.
   D. It was less plentiful.
2. Pig iron and coal had been used as the traditional source of heat for English blast furnaces. True or false?
3. In what way did Henry Cort's process of puddling improve the production of iron? **Select** all options that apply.
   A. It greatly increased the carbon content of iron.
   B. It greatly reduced the carbon content of iron.
   C. It made it more flexible.
   D. It could be rolled or bent.
4. **Identify** the problem that Abraham Darby was able to solve and explain his solution.

Apply your understanding

Communicating

5. **Describe** how coal was extracted from the bell pits depicted in **SOURCE 1**.
6. **Explain** how this method of mining limited the use of coal before the eighteenth century.
7. The Iron Bridge shown in **SOURCE 2** was opened in the 1780s. **Explain** why such a bridge would not have been practical before this time.

Using historical sources

8. Use the information in **SOURCE 3** to **create** a line graph. Make sure you keep both the X and Y axes to scale.
9. Would it have been possible to increase the quantities and improve the quality of iron products if coalmining techniques had not also improved at around the same time? **Justify** your answer.
10. **Evaluate** in what ways the figures in **SOURCE 3 suggest** that a revolutionary change occurred in Britain between 1760 and 1850.

LESSON
5.9 How did transport drive the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to explain the revolutionary changes that occurred to transport during the Industrial Revolution.

TUNE IN

It was all very well for factories to produce goods and to do it more cost effectively as technology developed and improved. But it would have all been for nothing if raw materials couldn't be brought to the factory or goods couldn't be taken to their markets.

SOURCE 1 A factory needed access to efficient means of transport to bring in raw materials and send out finished products.
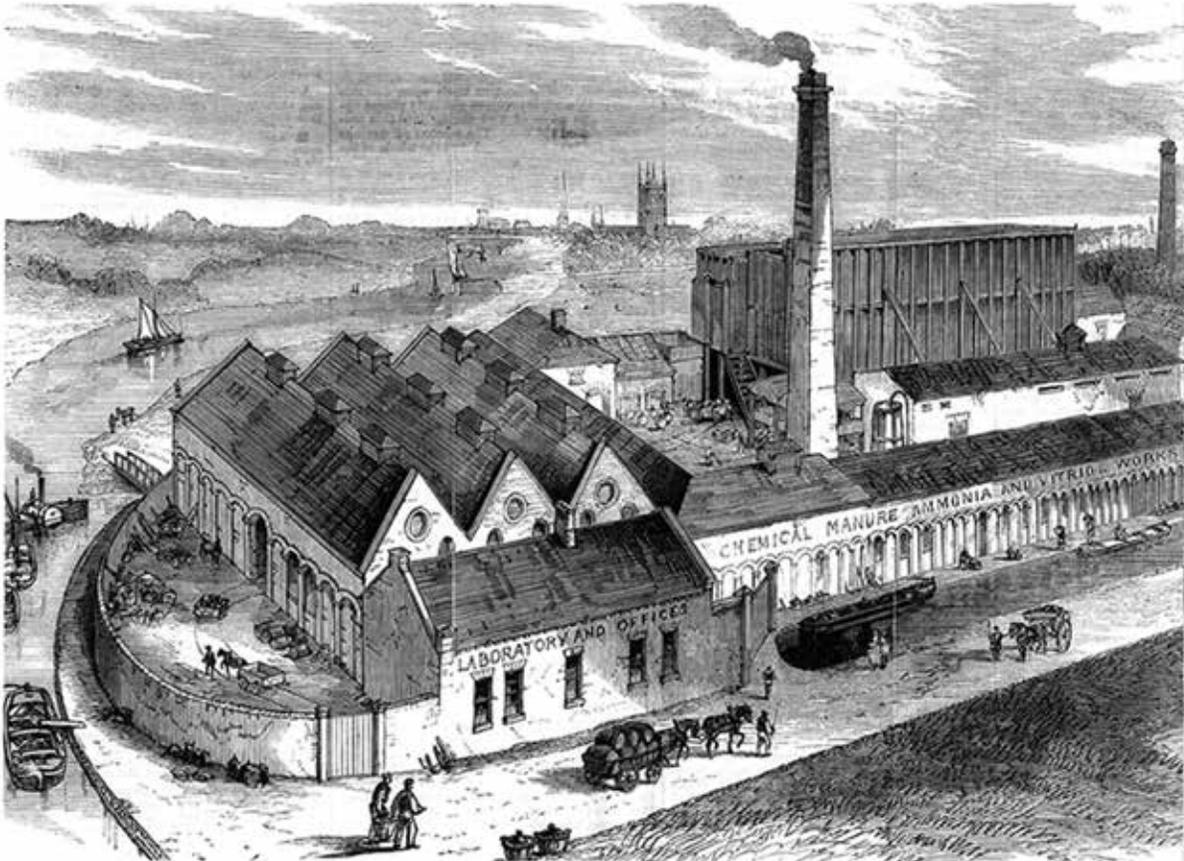
1. Why did new methods of power mean that factories might need to be close to water?
2. What methods of transport are available to the factory in **SOURCE 1**?
3. How do those methods of transport reflect both old and new technologies of the Industrial Revolution?

5.9.1 The importance of transport

As new technologies were transforming agriculture, the textile industry and mining, the Industrial Revolution also brought great changes in the field of transport. Rapid improvements in methods of transport greatly increased the availability of the raw materials needed to feed the new factories. They also allowed the rapid distribution of finished products to larger numbers of customers.

In pre-industrial times, most goods were produced in small quantities by local producers to suit local needs. Industrialisation often meant that production moved away from local supplies and local markets. If a factory relied on water power, it had to be located next to a fast-flowing river. If it relied on steam power, proximity to coal and water supplies would be necessary. Factories were not producing just for the local market. They needed reliable means of transporting large quantities of raw materials to the factory and finished products away from the factory.

5.9.2 Canals

Transportation of goods by water had always been important in the island nation of Britain. With a large number of navigable rivers, coastal and river shipping had been widely used for centuries. Most roads were still no more than muddy tracks and horse-drawn carts could carry only small loads without getting bogged. Much larger loads could be transported on boats and barges, so rivers and canals were one answer to transporting the products of industrialisation. The first major canals of the Industrial Revolution were built to transport coal from the Lancashire coalfields to newly developing industrial cities. Alongside each canal was a tow-path on which the horse towing a barge would walk (see lesson 5.7). One horse could tow a barge carrying ten times the weight that could be loaded onto a cart.

SOURCE 2 Canals are still used widely in England and the United Kingdom today, however they are now mainly used for leisure.

'Canal mania'

The canals were privately owned, so those who built them were able to charge a fee to anyone wishing to transport goods on them. This meant they paid for themselves within a few years of being built and were soon making a profit for their owners. Even with the fees paid to canal owners, transporting coal by canal was considerably cheaper than transporting by road. In a few years, the price of coal in cities like Liverpool and Manchester had halved, making steam power even more economical. The financial success of the Sankey and Bridgewater canals inspired many others to invest in canal building, and the next 50 years saw a period of 'canal mania'. In the 30 years to 1815 more than 3000 kilometres of canals were built across England to carry raw materials to factories and finished products away to markets.

SOURCE 3 Canals became the major method of transporting goods to and from factories.

5.9.3 Roads

Before the eighteenth century, every man in a village was expected to provide his labour free of charge for a certain number of days each year to maintain local roads. Major roads between large towns and cities received little maintenance and were often in a very poor state of repair. In the late seventeenth century, local magistrates were given the power to charge tolls on the use of main roads to provide funds for maintenance.

SOURCE 4 Main roads were often in a poor state of repair, as shown in this artwork from c. 1824.

Turnpike trusts

From 1707 onwards, groups of nominated **trustees** were given the power to collect these tolls and supervise road maintenance. These toll roads were known as **turnpikes**, and the groups of trustees called **turnpike trusts**. By the 1750s most of the main roads leading to London had been converted to turnpikes. By the 1830s more than 30 000 kilometres of turnpikes connected most of the major cities in England, Wales and Scotland. The quality of roads between major cities improved dramatically during this time, although the less important roads remained in a poor state. Eventually the railways took business away from the turnpikes, rendering them unprofitable, and road maintenance became the responsibility of local councils.

trustee an individual or group appointed to manage property on behalf of another person or organisation

turnpike a type of toll road

turnpike trusts organisations established by parliament with the power to collect tolls on particular roads, and use the money to pay for maintenance of those roads

SOURCE 5 Extracts from the toll sign at Aberystwyth turnpike in Wales. The symbol for pennies was 'd' in England. A 'd' was used since Roman times because the Roman word for 'coin' was 'denarius'.

RATE OF TOLL TO BE TAKEN AT THIS GATE

For every Horse or other Beast drawing any Coach, Chariot, Berlin, Landau, Landaulet, Barouche, Chaise, Phaeton, Vis-a-vis, Calash, Curricle, Car, Chair, Gig, Hearse, Caravan, Litter, or any such like Carriage — 6 d [pence]

For every Horse or other Beast except Asses drawing any Waggon, Wain, Cart, or other such like Carriage — 4 d.

For every Ass drawing any Cart, Carriage, or other Vehicle — 2 d

For every Horse or Mule, laden or unladen, and not drawing — 1½ d

For every Ass, laden or unladen, and not drawing — 1 d

EXEMPTION FROM TOLLS

Horses or Carriages attending her Majesty, or any of the Royal Family, or returning therefrom; Horses or Carriages employed for the repairs of any Turnpike Roads, Highways or Bridges; Horses or Carriages employed in conveying Manure (save Lime) for improving Lands ...

5.9.4 Railways

One of the biggest advances in transport came with the growth of the railways. This development came as a result of applying steam engines to tramway systems. In coal and iron ore mines, horses were used to draw wagons out of the mines along tracks. By the beginning of the nineteenth century steam technology had developed sufficiently for experiments to begin in the use of steam to drive moving vehicles. The first locomotives were used to haul trucks loaded with coal from mines. These inspired the engineer George Stephenson to promote the use of steam locomotives to haul a wide variety of goods, as well as passengers.

The first successful railways

The first public railway was opened in north-east England in 1825. Designed to carry coal from mines near Darlington to the port of Stockton, it employed George Stephenson's 'Locomotion No. 1' locomotive. Before long, the owners expanded its activities to provide a passenger service with a regular timetable.

In the meantime, Stephenson and his son Robert were contracted to build a railway line between Manchester, the largest textile-producing city, and Liverpool, a major port almost 60 kilometres away. Opened in 1830, the line was constructed as a double track to allow trains to travel in both directions. It was designed to bring imported raw materials to Manchester and to return completed goods to Liverpool for export. Stephenson's latest locomotive, the 'Rocket', was used to haul both goods and passengers between the two cities. The line was a huge financial success and became the model for a succession of railways that were soon constructed throughout Britain.

SOURCE 6 Steam locomotives were first used to haul trucks from coalmines, as shown in this nineteenth-century artwork.

The railways expand

The growing demand for fast, efficient transport for both raw materials and the products of industrialisation led to a rapid expansion in railway construction. The following 20 years saw huge growth in the rail network. By 1852 there were more than 10 000 kilometres of track in Britain. Lines extended from London to the coast of Wales and north to Glasgow and Edinburgh in Scotland. The industrialised north and Midlands of England were serviced by extensive rail networks, transporting both passengers and a huge variety of goods.

SOURCE 7 Stephenson's *Locomotion No. 1* is now on display at the Darlington Railway Museum.

SOURCE 8 Stephenson's *Rocket*, shown in this 1894 illustration, was first used on the very successful Manchester to Liverpool line.

SOURCE 9 The march of progress! In the 1830s, a railway bridge was built over the original Sankey Canal. This artwork was published in 1831.
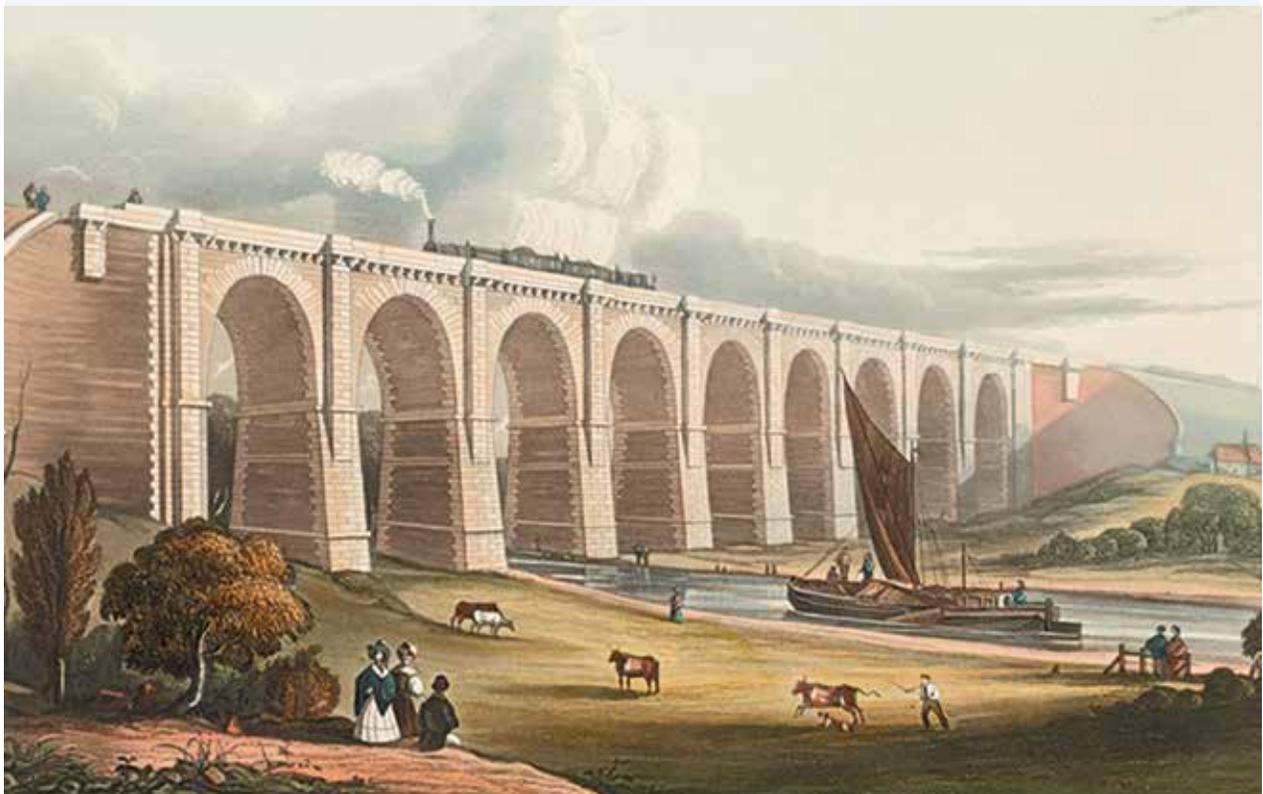
5.9.5 Developments in shipping

Until the late eighteenth century, all ships were built of timber and powered by sail. The Industrial Revolution brought two major changes to shipping. Advances in the processing of iron led to the development of iron hulls for ships. The strength this gave the hull allowed the building of larger ships able to carry more cargo. The second change was the application of steam power to shipping.

The age of the clippers

Despite the development of steam power, square-rigged sailing ships continued to be widely used until the 1870s. Built for speed, these ships were said to travel at a 'good clip' (or speed), and were therefore known as clippers. They generally had iron hulls and were able to compete with steam-driven ships because they were much faster than the early steamships and did not need to use valuable cargo space to carry coal for fuel. Clippers were used extensively from the 1840s until the 1870s for trade between Britain and British colonies.

SOURCE 10 Clippers such as the *Cutty Sark*, shown in this twentieth-century artwork, could transport goods more quickly than many steamships of the time.

DID YOU KNOW?

The owners and crews of clipper ships were very proud of the speeds their ships could achieve and regularly set out to break new records. The fastest time recorded for a clipper to sail from Plymouth in England to Sydney, New South Wales, a distance of 22 130 km, was recorded by the *Cutty Sark*, which completed the journey in 72 days. The ships of the First Fleet took around 250 days to complete the same voyage in 1787–88.

Steam power

The first steam-driven ships were paddle steamers, either with one large rear-mounted paddle, or with paddles mounted on either side of the hull. While these proved effective for travel in rivers and for coastal use, paddle-driven ships were not really suitable for ocean travel. It was not until the development of the screw propeller in the 1840s that large ocean-going steamships began to dominate sea travel, both for freight and passenger travel.

5.9 SKILL ACTIVITY: Communicating

Using the information in this lesson, your task is to arrange key developments that occurred in road, canal, rail and shipping transport between 1700 and 1860. You can then **identify** the consequences of each development.

Step 1: **Identify** and **create** a timeline of the main developments in transport. Arrange them in your book or using an appropriate program or app and label the key feature of each development; for example, 'speed of transport was increased' or 'more goods could be transported more easily'.

Step 2: **Consider** the consequence that each development would have on the following:
- cost of raw materials
- cost of production of manufactured goods
- price of manufactured goods to the public.

Use two different colours (or another way of defining different ideas), one for 'consequences for individuals and the community' and another for 'consequences for investors and factories'.

Step 3: **Decide** on a historical argument or contention that could be supported by the evidence you have considered.
- Did the improvements in transport only benefit factory owners?
- Did the improvements in transport ultimately help the community?
- How would you use your findings to convey your argument in a concise and clear way?

5.9 Exercise

5.9 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 5	4, 7, 9	6, 8, 10

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Check your understanding

1. Why were reliable methods of transport more important to the process of industrialisation than they had been in pre-industrial society?
   A. To transport finished goods to their local and overseas markets
   B. To transport raw materials to the factories
   C. To transport people around Britain
   D. To transport workers to the factories
2. The use of a barge towed by a horse on a canal was more economical than a loaded cart pulled by a horse. True or false?
3. Complete the following paragraph to **identify** the two main changes to shipping that resulted from the Industrial Revolution.
   Advances in the processing of iron led to the development of _____ for ships. The strength this gave the hull allowed the building of _____ ships able to carry _____ cargo. The second change was the application of _____ to shipping.
4. **Explain** how the construction of railways revolutionised transport in Britain between 1830 and 1852.
5. **Describe** what turnpike trusts were and how were they able to improve road transport.

Apply your understanding

Using historical sources

6. **Explain** the likely location of the scene shown in **SOURCE 3**. What do you think would be the function of the building on the right side of the painting? **Justify** your answer.
7. What message was the artist who produced **SOURCE 4** attempting to convey?
8. **Investigate** what **SOURCE 8** tells us about the possible future use of rail transport in the period after 1830, when **compared** with **SOURCES 6** and **7**.
9. **Explain** why it is appropriate to label **SOURCE 9** 'the march of progress'.

Communicating

10. While initially designed to carry goods, railways soon began carrying passengers and were able to do so at a relatively cheap fare. **Predict** what impact this might have had on ordinary people and their families.

LESSON
5.10 How was the Industrial Revolution 'exported' around the world?

LEARNING INTENTION

By the end of this lesson you should be able to describe how industrialisation spread from Britain and identify examples of how this influenced the development of the modern world.

TUNE IN

SOURCE 1 shows industrialisation well underway in Germany. That means the need for more raw materials, more markets and the desire for larger empires. This could likely result in competition between different countries for access to different regions around the world.
1. What do you think could be a result of that competition?
2. Is competition always friendly?

SOURCE 1 Coloured lithograph, created in 1856, showing German iron smelting. Germany was to become Europe's largest iron and steel producer by 1900.
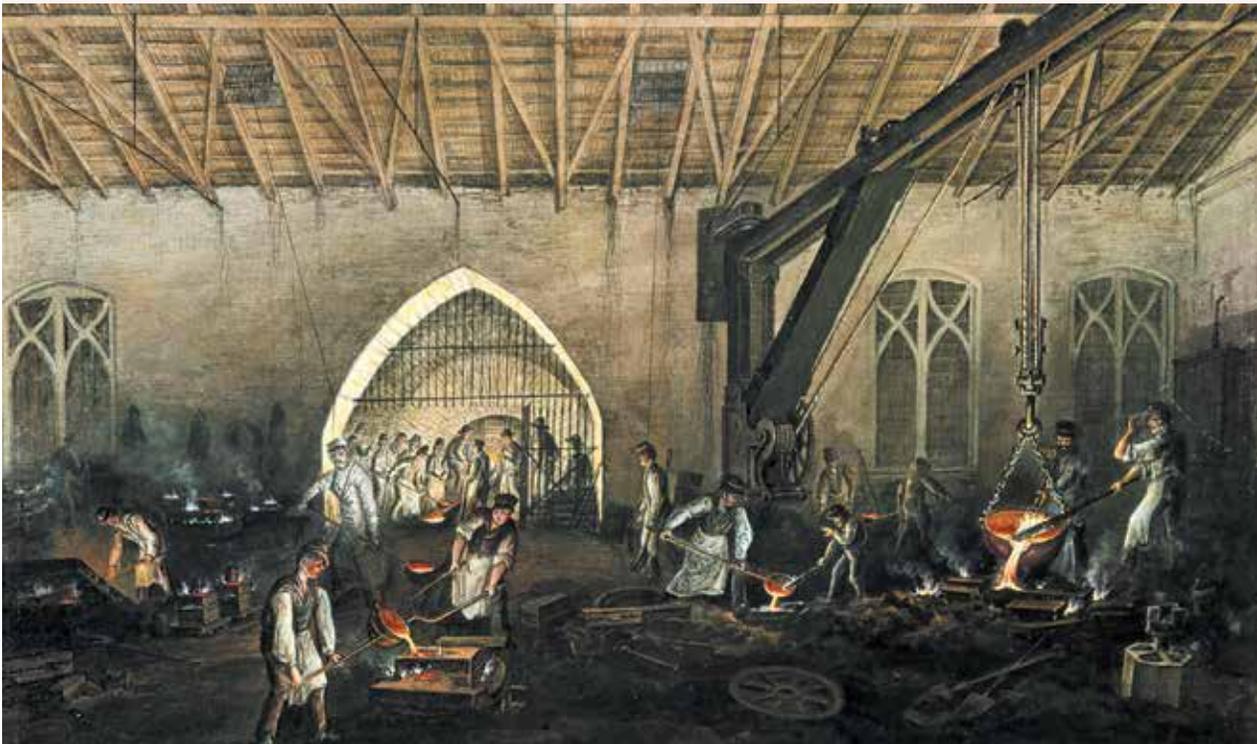
5.10.1 Industrialisation in Europe

As the first country to experience industrialisation, Britain led the world in factory production and the mechanisation of transport and agriculture.

By 1850 Britain had become the most dominant industrial power in the world. It produced more than half the world's textile products, 80 per cent of its coal and close to half of its iron. Other countries turned to British engineers to build their railways and imported British machinery to set up their own factories. British steam engines were the biggest and most powerful and were exported to all parts of the world.

With the end of the **Napoleonic Wars** in Europe in 1815, Britain and the continent of Europe were once again free to exchange ideas and trade. The new industrial methods that had been pioneered in Britain were quickly taken up in other countries.

France

In France, the first railways were begun in 1832. While these were financed by French entrepreneurs and banks, virtually all railway construction was carried out under the supervision of British engineers. Imported British locomotives were used until the 1850s, when French industry began to produce its own. Industrialisation progressed slowly during the nineteenth century in France, where agriculture remained the dominant economic activity.

Germany

Germany did not become a unified country until 1871. Industrialisation occurred initially in Prussia, the most powerful of the independent German states. With access to the rich coal and iron ore deposits of the Rhineland, the Prussians quickly established a thriving iron and steel industry. The first German railways were built in 1835 but by 1850 the German states had built almost half as much railway track as in Britain, and twice as much as in France. After unification in 1871, Germany quickly expanded its industrial production; by the beginning of the twentieth century it was producing more steel than Britain.

5.10.2 The United States industrialises

The Industrial Revolution also spread quickly to North America. Following their independence from Britain in 1783, the Americans set about developing their own industries, with innovations of their own such as Samuel Slater's technology for water-powered textile production in 1793. The application of steam power to boats was pioneered by American inventors such as Robert Fulton in the early nineteenth century. Samuel Morse developed the telegraph in the 1840s, and Alexander Graham Bell was the first to patent a workable telephone in 1876; both inventions were to revolutionise communications. As in Europe, the Americans were also quick to develop iron and steel industries, and to push through a network of railways during the nineteenth century.

SOURCE 2 Alexander Graham Bell was the first to patent a workable telephone. In this photograph, he is making the first call from New York to Chicago in 1892.

DID YOU KNOW?

By 1900 the United States (US) had overtaken Britain as the world's leading industrial power. By this time the industrial output of the US was almost seven times what it had been in 1870. Large US corporations run by entrepreneurs such as Cornelius Vanderbilt, Andrew Carnegie and John D. Rockefeller were by then among the most prosperous in the world.

5.10.3 Japan industrialises

From the early seventeenth century until 1868, Japan had largely turned its back on the outside world. However, in 1868 the newly installed Meiji Emperor decided that Japan should look to the west to modernise, and so began a series of reforms. He built up the navy and sent Japanese ships all around the world to trade. A modern communications system was set up and railways were constructed to connect all of the major cities and towns. An education system was set up based on modern western knowledge and practices, and Japanese students travelled the world to learn of the latest technological developments.

Japan learned from Britain about the significance of a successful textile industry, and quickly overturned the traditional home-based industry into modern factory production. By the beginning of the twentieth century, Japanese textiles were competing successfully on world markets. The Japanese also learned of the importance of importing raw materials and exporting finished products, and they established a successful iron and steel industry based largely on imported iron ore and coal.

SOURCE 3 Japanese industrial growth 1875–1913. Industrialisation was a key part of Japanese modernisation in the late nineteenth and early twentieth centuries.

Year	Coal production (metric tonnes)	Railway distances (kilometres)	Rolled steel production (metric tonnes)
1875	600 000	30	
1885	120 000	750	
1895	5 000 000	3500	
1901	10 000 000	5800	5000
1905	13 000 000	7850	65 000
1911	19 000 000	10 500	184 000
1913	21 300 000	11 850	219 500

Source: Adapted from http://www.sjsu.edu/faculty/watkins/meiji.htm and *The Cambridge History of Japan*, Volume 6 at p. 430.

5.10 SKILL ACTIVITY: Using historical sources

Exploring archives

Using a variety of online resources that historians would use, such as Google Scholar or Trove, **research** the living conditions in two countries during the Industrial Revolution.

Step 1: Access an appropriate resource on your device.

Step 2: Begin with a broad and simple search term that might result in some relevant sources. What search term will you use? How could you refine your search to find more focused information?

Step 3: When you have accessed some sources, use them to find out about living conditions. What do they say? Did living conditions improve? Did they worsen? Is it possible to simply say that everybody had the same experience? Whose perspectives are you reading?

Step 4: **Evaluate** the sources you have used. Could they be subjective? How are they valuable? How are they limited?

Step 5: **Compare** your results in pairs or small groups in your class. What similarities and differences did you discover? Display your findings visually or through an appropriate medium in consultation with your teacher.

5.10 Exercise

5.10 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 6	4, 5, 7, 8	9, 10

Check your understanding

1. Britain was the dominant industrial power in the world in 1850. True or false?
2. **Identify** the two American inventions that contributed to the eventual development of worldwide communications networks.
   A. The cotton gin
   B. The telephone
   C. Steam power to drive boats
   D. The telegraph
3. **Outline** two aspects of industrialisation that the Japanese were able to learn from the established industrial powers.
   A. Iron and steel
   B. Education
   C. Navy
   D. Textiles
4. **Explain** how Germany was able to overtake Britain in the industrialisation process by the beginning of the twentieth century.
5. **State** two examples of innovations contributing to industrialisation that were pioneered in the United States.

Apply your understanding

Using historical sources

6. **Identify** another form of technology that **SOURCE 2** tells us was in common usage by the end of the nineteenth century.
7. **Calculate** the percentage growth between 1875 and 1913 of:
   a. Japanese coal production
   b. Japanese railway distances.
8. Japanese steel production only commenced in 1901. **Create** a line graph demonstrating the growth in production between 1901 and 1913.

Historical perspectives and interpretations

9. Based on the experiences of Europe, the United States and Japan, **identify** three factors that you believe are necessary for a pre-industrial society to make the transition to an industrial society in a relatively short period.
10. Britain, France, Germany and the United States were all able to industrialise using their own resources of coal and iron ore. **Determine** how Japan was able to industrialise without having these natural resources.

LESSON
5.11 INQUIRY: Promoting industrialisation

In this inquiry you will undertake research to reveal the patterns and potential of industrialisation in the Australian colonies.

Background

We tend to think of Australia as primarily a source of raw materials, exported to other countries — for example, Australia is one of the world's largest exporters of coal. It is true that Britain relied on Australian wool for its textile industries, and Australia was one of the largest exporters of gold following the gold rushes of the 1850s and is one of the largest exporters of coal today. The Australian colonies were engaged in small-scale manufacturing from soon after the first European settlement. After the gold rush period, many immigrants to Australia brought knowledge and skills relevant to industrialisation, creating an environment favourable to the further development of industrialisation in the Australian colonies.

SOURCE 1 Australia is the leading wool producer in the world

You are a member of your state's colonial parliament of the 1870s, and you are acutely aware of the wealth that industrialisation could bring to the colony. You need to prepare a speech to deliver in Parliament that will promote greater industrialisation in the colony and convince others of its value.

As such, your speech will need to include these two important considerations:
- examples of successful industrialisation that have already occurred in your state
- future opportunities based on the raw materials that are available.

How will you convince your peers?

Considering you need to provide examples of industrialisation in your state and think about the raw materials available, what sort of questions could you ask to find out more?

How could you use the knowledge you have gained in this topic to help your argument?

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 process

Step 1: Questioning and researching

Write your **inquiry question**:

Research industrialisation in Australia. This could include manufacturing, processing of raw materials, building of factories and making use of different sources of power. How will this information help your argument? How will you present it in an effective way?

Step 2: Using historical sources

Analyse your information.

Find out about Australia's raw materials in the 1800s.
- What was being used?
- What was being exported, and where to?
- What industries were using those raw materials?

Step 3: Historical perspectives and interpretations

Evaluate the population growth in your state during the 1800s. How would that help or hinder an argument about the desire for increased industrialisation?

Don't forget to keep a record of where you found your information — you will need to provide a bibliography with your speech.

Step 4: Communicating

Prepare your speech! It should be convincing, passionate and, of course, based on evidence. Submit your manuscript to your teacher with the bibliography for assessment in line with their criteria and expectations.

Complete your self-assessment using the **Inquiry rubric** or access the 5.12 exercise set to complete it online.

on Resources

📄 **Digital document** Inquiry rubric (doc-39692)

LESSON
5.12 Review

5.12.1 Key knowledge summary

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

5.2 How do we know about the Industrial Revolution?

- The term 'Industrial Revolution' was coined to describe the rapid changes that had occurred in Britain from the late eighteenth century through the nineteenth century.
- New inventions that contributed to changes were usually patented, so we have details of these inventions and the years they were introduced.
- Contemporary writers and artists depicted the developments they saw around them during the changes brought by the Industrial Revolution.
- Census figures can provide us with details of population growth, as well as the locations of increased population.

5.3 Why did the Industrial Revolution begin in Britain?

- Technological developments were a major contributing factor to the growth of industrialisation in Britain during the eighteenth and nineteenth centuries.
- Changes in agriculture became an underlying cause of the Industrial Revolution by contributing to population growth.
- Easy access to raw materials also contributed to the development of industrialisation in Britain.
- A wealthy middle class willing to invest in new production methods was another contributing factor.
- The development of transport systems assisted the movement of raw materials and finished products.
- The growth of empire provided a source of raw materials, as well as markets for the sale of finished products from British factories.

5.4 How did changes in agriculture result in changes in society?

- British agriculture had used the traditional open-field system, which had a number of disadvantages.
- Enclosure of farming land consolidated open fields into large farms, changing farming methods.
- New techniques in seed planting, ploughing and crop rotation improved the efficiency of farming and increased crop yields.
- Improved stock breeding methods also improved the quality of farm animals.
- The introduction of a business approach to farming provided farmers with the opportunity to sell surplus produce for a profit.

5.5 How did Empire fuel the revolution?

- The British East India Company began trading with a number of Asian regions in the early seventeenth century and eventually brought most of India under British control.
- The 13 North American colonies and colonial possessions in the West Indies had become important parts of the British Empire by the middle of the eighteenth century.
- The Seven Years' War provided Britain with further opportunities to expand empire in both North America and India.
- The American Revolution eventually saw Britain lose the 13 colonies, but retain control of Canada.
- The empire became an important source of raw materials to fuel the Industrial Revolution in Britain.

5.6 What did investment have to do with the Industrial Revolution?

- The seventeenth century saw the rise of a powerful middle class in Britain, with strong commercial interests.
- The growth of the banking system provided middle-class merchants and factory owners with a source of finance to invest in new industrial processes.
- The British government strongly supported the growing commercial middle class, passing laws that favoured trade and commerce.
- The middle class developed strong entrepreneurial attitudes, which made them willing to embrace new methods of production.

5.7 How did new power sources drive the Industrial Revolution?

- Horses had been a traditional source of power in medieval Europe, both for personal transport and the haulage of goods.
- Horse power was used for agricultural machinery and to haul barges along newly constructed canals, while water power had traditionally been used for milling of grain, becoming the first power source for newly built factories.
- Wind power was another traditional source of power in Britain.
- Steam power proved to be a great advance for both mining and manufacturing by providing a reliable means of driving machinery.
- Until the eighteenth century, textile manufacturing had been carried out in the homes of farm workers.
- During the eighteenth century, larger and more efficient spinning and weaving machines were developed and needed factories to house them.

5.8 Why was coal and iron so vital?

- Coalmining had traditionally taken place in bell pits, but these could not be made very deep because they would soon flood with water.
- The introduction of steam-driven pumps to pump out the surplus water allowed for larger, deeper coalmines and a consequent increase in coal production.
- The use of coke in blast furnaces resulted in the improvement of quality of the iron produced.
- New techniques such as 'puddling' produced a stronger, more flexible form of iron, which led to an increased variety of uses.

5.9 How did transport drive the Industrial Revolution?

- Large factories needed reliable transportation to bring raw materials and to distribute the goods produced to the marketplace.
- The building of canals to supplement river and coastal transport provided quick and efficient movement of goods.
- The establishment of turnpike trusts in the latter part of the eighteenth century saw improvements to the maintenance of roads.
- The use of steam to drive locomotives revolutionised transport in Britain after 1830.

5.10 How was the Industrial Revolution 'exported' around the world?

- With the end of the Napoleonic Wars, countries in Europe became more interested in adopting many of the industrial techniques pioneered in Britain.
- France and Germany began to industrialise during the 1820s and began building their own railways during the 1830s.
- The United States had begun to industrialise soon after its break from Britain in the early 1780s, and American inventions were to revolutionise communications during the nineteenth century.
- Following the Meiji restoration, Japan looked to the west and soon adopted industrialisation as a means of modernising its economy.

5.11 INQUIRY: Promoting industrialisation

- Industrialisation in Australia included manufacturing, processing of raw materials, the building of factories and making use of different sources of power.

5.12.2 Key terms

animal husbandry   breeding and caring for livestock, usually in a farm environment

baleen   a keratin substance in the mouth of the baleen whale to filter sea water and collect plankton and small fish to feed. When dried it is flexible but strong, used in clothing and other products.

bell pit   a traditional form of coalmining in which a shaft is dug down to a seam of coal and then excavated outwards, with the coal raised to the surface using a winch and buckets

Black Death   a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.

blast furnace   a type of furnace into which air is forced to raise the temperature sufficiently to carry out the smelting of iron ore

carding   the process of untangling and straightening raw wool or cotton fibres

charter   a written grant from a sovereign, providing certain rights or privileges to the holder

coke   a type of fuel produced by using heat to remove impurities such as coal gas and tar from coal

colony   an area of land settled by people from another country. This can involve military conquest if the original inhabitants resist that settlement.

cottage industry   small-scale manufacturing in which raw materials are processed in workers' homes

empire   a number of different countries or colonies controlled by the government of one country

enclosure   consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

entrepreneur   a person who organises a business venture, and assumes the financial risks associated with it, in the hope of making a profit

entrepreneurship   the act of being an entrepreneur

fallow   land left unplanted

famine   a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time

goldsmith   a craftsman who works with gold and other precious metals

industrialisation   the process by which a country transforms itself from mainly agricultural production to the manufacturing of goods in factories and similar premises

infant mortality rate   a means of measuring the percentage of babies who fail to survive to their first birthday

maritime power   having strong naval forces

Napoleonic Wars   a series of wars between the French Empire, led by Napoleon Bonaparte, and a number of other European nations between 1803 and 1815

patent   a legally enforceable right to make or sell an invention, usually granted by government, to protect an inventor's idea from being copied

pig iron   the initial product resulting from the smelting of iron ore in a blast furnace

rickets   a softening of the bones, leading to deformity of the limbs, caused by a deficiency of calcium and vitamin D

rural population   people living in the countryside, rather than in towns or cities

scurvy   a disease caused by poor diet, especially a deficiency of vitamin C

spinning   the twisting of carded fibres into lengths of continuous thread or yarn

standard of living   how well off a country or community is, often measured by the level of wealth per head of population

subsistence farming   farming that provides only enough to satisfy the basic needs of the farmer or community

trading post   a store or settlement established by a foreign trader or trading company to obtain local products in exchange for supplies, clothing, other goods or cash

trustee   an individual or group appointed to manage property on behalf of another person or organisation

turnpike trusts   organisations established by parliament with the power to collect tolls on particular roads, and use the money to pay for maintenance of those roads

turnpike   a type of toll road

urban population   people living in cities or large towns

warp   the fixed vertical threads used in the weaving process

weft   the horizontal movable thread that is woven through the warp to create cloth

5.12.3 Reflection

Complete the following to reflect on your learning.

> Revisit the inquiry question posed in the Overview:
>
> **What were the social, agricultural and technological developments that caused the industrialisation of Britain?**
>
> 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 you 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-10593)
	Reflection (ewbk-10594)
	Crossword (ewbk-10595)
Interactivity	Industrial Revolution: Technology and progress crossword (int-8924)

5.12 Review exercise

Multiple choice

1. What were the two key technological advances that allowed industrialisation to take off in Britain in the latter part of the eighteenth century?
   A. Spinning jenny and power loom
   B. Steel ploughs and sheep breeding
   C. Textile machines and steam power
   D. Railways and clipper ships
2. How did an expanding empire contribute to the Industrial Revolution in Britain?
   A. It allowed the British navy to become more powerful.
   B. It provided a source of raw materials.
   C. It allowed the introduction of new technology.
   D. It made the British Empire the most powerful in the world.
3. What were the major disadvantages of the traditional three-field rotation system?
   A. It left peasant farmers poorer than they had been before.
   B. It allowed the cattle to get in and eat the turnips.
   C. It was very time consuming to harvest crops from the fallow field.
   D. Weeds and animal diseases could spread easily.
4. Joseph Foljambe was famous for developing what?
   A. The Rotherham plough
   B. Changes to crop rotation methods
   C. Improved stock breeding methods
   D. A more businesslike approach to farming
5. The charter of 1600 granted the East India Company the right to what?
   A. Exclusive trade between England and the North American colonies
   B. Exclusive trade between England and Asia
   C. Exclusive trade between England and all its colonies
   D. Exclusive trade between England and the Dutch East Indies
6. How were agricultural workers disadvantaged by enclosure?
   A. They had to work for wealthy farmers rather than wealthy landlords.
   B. They no longer had access to common land.
   C. They were subject to many more diseases.
   D. Their family members had all moved to the towns to work in factories.
7. How was Abraham Darby able to improve the quality of iron?
   A. By using a blast furnace for the first time
   B. By burning coke in his blast furnace
   C. By introducing the production of pig iron
   D. By using charcoal to heat the blast furnace

8. Why had reliable methods of transport become more important to the process of industrialisation than they had been in pre-industrial society?
   A. Workers needed transport to be able to get to the factory to work.
   B. Factories were built close to the ports so they could import raw materials.
   C. Factories were built near sources of power, not the markets for their goods.
   D. Factories were built close to local suppliers.
9. Turnpike trusts had the responsibility of:
   A. collecting tolls and maintaining roads.
   B. supervising the building of new railways.
   C. keeping canals clean and free from rubbish.
   D. improving access to ports for large ships.
10. Why did it become necessary to move away from cottage textile production to the location of production in factories?
   A. Farm workers were no longer willing to do the weaving work in their cottages.
   B. Farm workers were no longer willing to spin the thread in their cottages.
   C. Cottages did not have access to steam power.
   D. New spinning and weaving machines were too big.

Short answer

Historical perspectives and interpretations

11. **Evaluate** why the Industrial Revolution could be described as the most important period of change in modern history.
12. **Judge** why a change in agricultural methods supported the growth of an urban workforce.
13. It is often said that 'necessity is the mother of invention'. **Outline** the way in which one example of a new invention in the eighteenth century was a response to necessity.
14. **Explain** why a factory owner might be prepared to pay the additional transport costs of using a private railway or canal instead of freely available road transport.
15. **Outline** the interconnection between the Industrial Revolution and the expansion of empires.

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6 The Industrial Revolution: The impact on people

LESSON SEQUENCE

LESSON
6.1 Overview

The Industrial Revolution was a period of rapid technological progress and social transformation; but did the changes that occurred benefit everyone?

6.1.1 Introduction

Population increase, changes in agricultural production, job opportunities, technological progress — all of these things changed the face of Britain and Europe as the Industrial Revolution progressed. In this topic you will investigate how the Industrial Revolution affected the lives of people, both positively and negatively.

It is easy for us to take many aspects of modern life for granted such as running water and waste collection. This was not the case for everybody during the Industrial Revolution. Rapid urbanisation and industrialisation often created slums, and workers of the time did not enjoy the sort of safeguards that exist today.

Movement of people around the world increased in ways never seen before. The need for raw materials resulted in the Atlantic slave trade, increased crime in England resulted in convict transportation, and societal changes resulted in waves of migration around many parts of the world.

SOURCE 1 A nineteenth-century engraving of a mining operation in England. What might be the positive and negative impacts, both short and long term, of an operation such as this on people? Who benefits? Who doesn't?

However, the social upheaval also led to protest movements by ordinary working people and led to the rise of new ideas from great thinkers around social reform that were considered radical at the time.
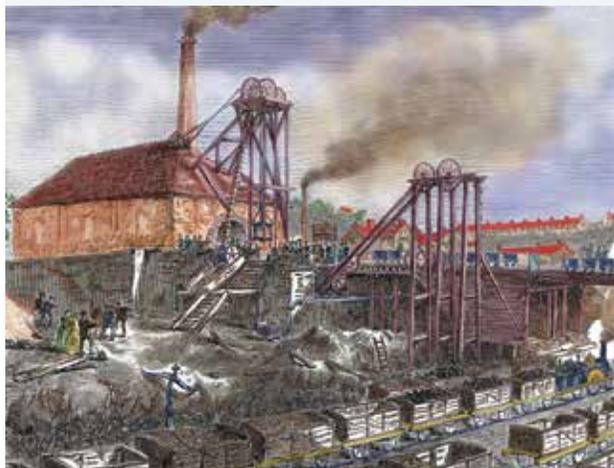
on Resources

📋 **eWorkbook**   Customisable worksheets for this topic (ewbk-11467)

▶ **Video eLesson**   The Industrial Revolution: The impact on people (eles-2393)

SOURCE 2 A timeline of changes during the Industrial Revolution

CE

1788
The First Fleet of convicts arrives in New South Wales

1789
The French Revolution begins

1790

1795
Food riots in parts of England protest high bread prices.

1800

1799–1800
Parliament passes the Combination Acts, making trade unions illegal.

1810

1811–13
Luddites engage in damaging textile machines.

1819
Parliament passes a Factory Act limiting hours of factory work by children. Large numbers of protesters are killed or injured in the Peterloo Massacre.

1820

1824
The Combination Acts are repealed, allowing workers to form trade unions.

1830

1830
The 'Swing Riots' result in damage to farm machinery in parts of rural England.

1833
Parliament passes a Factory Act banning children nine years and younger from working in factories.

1834
The Poor Law Amendment Act forces the poor to live in workhouses. The six 'Tolpuddle Martyrs' are transported to Van Diemen's Land for swearing an oath of loyalty to their trade union.

1840

1842
The Mines Act bans the employment in coalmines of girls and women, and boys under the age of 10.

1848
The Public Health Act sets up Boards of Health to deal with sanitation problems in cities and towns.

1850

1860

1868
The last convicts to be transported arrive in Western Australia

1871
The Trade Union Act gives unions official legal status.

1870

1874
Parliament passes a Factory Act, setting maximum allowable working hours per week for all workers.

1875
The Public Health Act extends the powers of Health Boards to control water supply and sewerage systems.

1880

CE

LESSON

6.2 How do we know about the Industrial Revolution's impact on people?

LEARNING INTENTION

By the end of this lesson you should be able to outline how we know about the social impact of the Industrial Revolution and analyse evidence from a range of written and visual sources.

TUNE IN

The Industrial Revolution impacted the people who worked in factories and mines and lived in the towns that sprang up around these workplaces. The agricultural revolution had caused massive changes to farming practices, and those changes had long-term impacts, both positive and negative, on many people.

SOURCE 1 shows some of those changes. Even though it is an image from a novel, the image, and the novel itself, can provide a useful perspective on that period in history.

1. What changes can you see in the image that might be due to the Industrial Revolution?
2. Predict what impacts those changes might have had on society.

SOURCE 1 Painting from the cover of a modern edition of Charles Dickens' novel *Hard Times*.

6.2.1 What do sources tell us about life during the Industrial Revolution?

Contemporary writers and commentators

In Britain, the enormous changes in technology, the development of large factories, the rapid growth of cities and dramatic changes in methods of transportation all happened within little more than one lifespan. Inevitably, the writers of the time commented on the changes taking place around them. While some set out to record **impartial observations** of the changes, many others gave **biased accounts**. Charles Dickens wrote about the working and living conditions of the factory workers and the poor in novels such as *Oliver Twist, Hard Times* and *Little Dorritt*. Others, such as Karl Marx and Friedrich Engels, used their observations as a basis for attacks on the political system of Britain. By contrast, supporters of the changes to agriculture and industry gave glowing accounts of the economic benefits of these changes, while ignoring the negative effects on workers and their families. Understanding the **perspective** of different accounts will help you reach balanced conclusions.

impartial observations comments that recognise all sides and opinions relating to an issue or event, leaving it to the reader to form his or her own judgement

biased account narrative or description in which a writer presents only one side of an issue in an attempt to convince the reader

Government statistics

In the eighteenth and nineteenth centuries the government began to collect statistics on all aspects of British life. In addition to total figures for population growth, census figures also recorded changes in the numbers of people living in large towns and cities compared with those living in the country. Records of birth and death

rates in cities and rural areas can provide information about the health and life expectancy of the people. Wage levels, when compared with the prices of food, clothing materials and housing, can give us information on people's standard of living. All statistics require interpretation, but when combined with other evidence they can often add much to our picture of the past.

Records of government inquiries

The rapid social changes taking place in Britain in the nineteenth century sometimes prompted the government to set up special inquiries to investigate the effects of the changes. Written records include evidence given by witnesses to these inquiries. Many of these witnesses described their own experiences, while others gave accounts of incidents and conditions they had observed. The findings of these inquiries would later be published in reports, and this material also survives today in official government records.

SOURCE 2 Illustration from an early edition of *Oliver Twist*. Dickens used his novels to publicise social issues of the time.

SOURCE 3 Testimony of Thomas Wilson, Esq., of the Banks, Silkstone, owner of three collieries, before the 1842 Mines Commission

aud-0510

I object on general principles to government interference in the conduct of any trade, and I am satisfied that in mines it would be productive of the greatest injury and injustice. The art of mining is not so perfectly understood as to admit of the way in which a colliery shall be conducted being dictated by any person, however experienced, with such certainty as would warrant an interference with the management of private business. I should also most decidedly object to placing collieries under the present provisions of the Factory Act with respect to the education of children employed therein.

Paintings and drawings of contemporary artists

Given the dramatic impact of these events on people's lives, it is not surprising that artists were keen to document the changes they saw happening around them. Surviving paintings and drawings can give us further insights into the conditions in which people lived.

SOURCE 4 *Coalbrookdale by Night*, painted around 1800 by Philip James de Loutherbourg

6.2 Exercise

learn on

6.2 Exercise

Learning pathways

■ **LEVEL 1**	■ **LEVEL 2**	■ **LEVEL 3**
1, 2, 3	4, 5, 6	7, 8, 9, 10

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Check your understanding

1. **State** two examples of the way in which government statistics can provide information about changes in society.
2. A weakness in using statistics as a historical source is that statistics need to be interpreted and any set of figures can produce a number of different interpretations. True or false?
3. Using the terms provided, complete the following paragraph to **explain** why the records of a government inquiry can be a useful historical source.

eighteenth	nineteenth	reports	social	government
witnesses	parliament	economic	magazines	workers

The rapid _____ changes taking place in Britain in the _____ century sometimes prompted the _____ to set up special inquiries to investigate the effects of the changes. Written records include evidence given by _____ to these inquiries. Many of these witnesses described their own experiences, while others gave accounts of incidents and conditions they had observed. The findings of these inquiries would later be published in _____, and this material also survives today in official government records.

4. The use of photography became common in the second half of the nineteenth century. Why might photographs be of more use to historians than paintings?
   A. Paintings can reflect an artist's personal perspective, and so may be biased in presentation.
   B. Paintings never reflect an artist's personal perspective, and are never biased.
   C. Photographs are never biased and paintings are.
   D. Photographs are never more useful than paintings.

Apply your understanding

Using historical sources

5. Charles Dickens' novel *Hard Times* is set in the fictional industrial town of Coketown. **Describe** the impression that the **SOURCE 1** painting, which was used on the novel's cover, gives of life in Coketown.
6. Charles Dickens' novel *Oliver Twist* is the story of a poor orphan in nineteenth-century England. The illustration in **SOURCE 2** depicts a well-known scene from the novel, in which, on his first day at the orphanage, Oliver outrages the master by daring to ask for more food. **Explain** what the illustration tells us about the treatment of orphans at this time.

LESSON
6.3 How did enclosure change lives?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of enclosure and the variety of reactions to those impacts.

TUNE IN

There is no doubt that, despite the negative impacts of the Industrial Revolution, the changes brought to agriculture helped provide for a growing population through an improvement in the quality and quantity of food.

SOURCE 1 reveals the large-scale changes that occurred.
1. How is data like this useful for historians studying this period?
2. What can it show that a painting cannot?

SOURCE 1 Urban and rural population growth in England and Wales, 1751–1861

Year	Total	Urban population	Rural population	Urban (%)	Rural (%)	Urban increase	Rural increase	Urban increase (%)	Rural increase (%)
1751	5 772 000 (estimated)	1 443 000 (estimated)	4 329 000 (estimated)	25.00 (estimated)	75.00 (estimated)	—	—	—	—
1801	8 893 000	3 009 000	5 884 000	33.84	66.16	1 566 000	1 555 000	108.52	35.92
1821	12 000 000	4 805 000	7 195 000	40.04	59.96	1 796 000	1 311 000	59.69	22.28
1841	15 914 000	7 693 000	8 221 000	48.34	51.66	2 888 000	1 026 000	60.10	14.26
1861	20 066 000	11 784 000	8 282 000	58.73	41.27	4 091 000	61 000	53.18	0.74

6.3.1 Changes in population

Agricultural change that accelerated during the eighteenth century enabled Britain to support a larger population (see lesson 5.4). Most of this population growth occurred in the growing towns and cities. Population statistics tell us that from the second half of the eighteenth century, rural population growth slowed in comparison with urban population growth (see **SOURCE 1**).

6.3.2 The impact on people in the countryside

The owners of farms and large estates throughout Britain benefited enormously from **enclosure** and other changes to agriculture. These changes are discussed in detail in topic 5 (section 5.4.2). Running a farm in a more businesslike manner usually brought good profits, and many landowners became very wealthy during this period. On the other hand, there is evidence to suggest that many in the countryside suffered greatly as a result of these changes.

Before enclosure, labourers living on rural estates had some independence and did not rely only on their wages. They were free to gather firewood from the estate, to keep a cow or pig they could graze on common land, and to raise a small crop of their own. By removing access to common land and open fields, enclosure removed all these benefits, so the labourer was forced to rely on wages alone. In addition, the opportunity to earn extra money from spinning yarn and weaving cloth disappeared with the growth of textile factories.

SOURCE 2 While wealthy farmers benefited from enclosure of their farms, poor farm labourers and their families often suffered.

enclosure consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

Most farm labourers were employed on a casual basis. They were paid a daily rate, according to how much work they did. If the employing farmer had no work on any particular day, the labourer did not get paid. If crops were poor in any given year, a smaller harvest would result in less work for the farm labourer. Simply put, there was no guarantee of ongoing income.

SOURCE 3 From F. Moore, *Considerations on the Exorbitant Price of Proprietors*, 1773

In passing through a village near Swaffham in the county of Norfolk a few years ago … I beheld the houses tumbling into ruins, and the common fields all enclosed; … I was informed that a gentleman of Lynn had bought that village and the next adjoining to it; … he had thrown one into three, and the other into four farms; which before the enclosure were in about twenty farms; and upon my further enquiring what was becoming of the farmers who were turned out, the answer was that some of them were dead and the rest were become labourers.

SOURCE 4 From D. Davies, *The Case of the Labourers in Husbandry*, 1795

… for a dubious economic benefit, an amazing number of people have been reduced from a comfortable state of partial independence to the precarious condition of mere hirelings …

6.3.3 Protests and riots

Conditions in many rural areas became so bad for poor farm labourers that some were driven to extreme action to survive and to try and protect their traditional way of life.

The food riots of 1795

By the 1790s most country people had to buy food using the wages they earned working on the enclosed farms. Bad weather in 1794–95 had seriously reduced wheat crops throughout Britain. In addition, Britain was at war with France, so importing grain was more difficult than usual. This shortage led to a steep rise in the price of wheat, forcing up the cost of bread. High prices led to protests, known as the 'food riots', in various parts of the country.

' … a band of women … entered various houses and shops, seized all the grain, deposited it in the public hall, and then formed a committee to regulate the price at which it should be sold.'

DID YOU KNOW?

The food riots of 1795 involved very little violence. In most cases the rioters took control of the distribution of food, selling it at what they thought was a fair price, and handing the proceeds over to the owners.

Swing Riots of 1830

In the 1820s the increasing use of labour-saving technology such as the threshing machine (see lesson 5.7) forced large numbers of labourers and their families into poverty. This placed pressure on the systems in place to care for the poor (see lesson 6.8). In 1830 riots broke out in the south and east of England. The rioters were generally unemployed farm workers, who would burn down haystacks (see **SOURCE 7**) and damage the farm machinery that they blamed for their hardship. The unrest became known as the Swing Riots because wealthy farmers were sent threatening letters signed by a 'Captain Swing'. It was a name made up by rioters in the county of Kent, but its use soon spread to other parts of England.

SOURCE 6 The authorities actively hunted down those involved in the Swing Riots of the early 1830s.

Ten Pounds
REWARD.

WHEREAS late last Night, or early this Morning, the Premises of Mr. RICHARD MARSH, of the Parish of RIPPLE in the County of Kent, were unlawfully entered by some Person or Persons at present unknown, and a

Thrashing Machine
THEREIN WAS
Feloniously Broken and Destroyed;

THIS IS THEREFORE TO GIVE NOTICE, --- THAT active Exertions are now making to discover the Offender or Offenders, and a REWARD of TEN POUNDS is hereby offered to be paid by the said RICHARD MARSH, to any Person who will give such Information as will lead to the Conviction of such Offender or Offenders.

Ripple, 5th August, 1831.

DEVEREUX, PRINTER AND BOOKBINDER

SOURCE 7 Burning of haystacks at night was one tactic of the Captain Swing rioters.

The authorities came down very heavily on the rioters when they were caught. Records show that 19 were executed and another 505 were sentenced to transportation to the Australian colonies.

6.3.4 A surviving open-field farming open-field village

Despite the widespread enclosure of farming land in the eighteenth and early nineteenth centuries, some instances of open-field farming survived. Today, the last remaining example of open-field farming is the village of Laxton in Nottinghamshire, in the English Midlands.

While farming is carried out using some modern methods — the tractor has long ago replaced the horse-drawn plough — many features of the open-field system remain. The three open fields are divided into strips as they were in medieval times, and nearly everyone in the village has rights to some of the land; everyone has grazing rights on common land. The village is said to be prosperous and the villagers are very proud of their heritage. The village and its farming practices have become an educational resource for school and university students. The University of Nottingham even has a website dedicated to the village and its farming practices.

SOURCE 8 The open-field land around the farms forming the English village of Laxton was never fully enclosed and still operates the traditional three-field rotation system managed by a Court Leet and Jury.

6.3 SKILL ACTIVITY: Historical perspectives and interpretations

Examine SOURCE 1. We can use it to discover large patterns of change and continuity during the time of the Industrial Revolution in a different way from visual or written sources.

Use the following questions to get started:
1. Was the rural population rising or falling during the period from 1751–1861?
2. **Identify** in which period the urban population experienced the greatest increase in actual numbers.
3. **Explain** why there is such a significant difference in the percentage increase between urban and rural population growth between 1750 and 1801 when the number increase was so similar.
4. If the trends shown in the table continue, what would you **predict** to see in the statistics for 1881? **Explain** your answer.
5. **Determine** if you can correlate the patterns of change in the table with the information provided in this lesson.
6. **Explain** how the use of statistics and data can help consolidate your understanding of history.

6.3 Exercise

6.3 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 4	6, 7, 8, 9	5, 7, 10

Check your understanding

1. **Identify** one major cause of the increase in Britain's population during the eighteenth and nineteenth centuries.
   A. Transportation to Australia
   B. Urbanisation
   C. Hard work in factories
   D. Agricultural changes that improved the quality and quantity of food
2. **Select** which group in society appears to have benefited most from enclosure.
   A. The owners of farms and large estates
   B. Farm labourers
   C. The upper class
   D. Factory workers
3. **Identify** two reasons why a farm labourer's wages might vary greatly from week to week or season to season.
   A. If the farmer didn't like the labourer
   B. If no work was available
   C. If the labourer was bad at his job
   D. If the crops were poor
4. **Describe** two factors that led to the high price of bread in 1795.
5. **Identify** why large numbers of farm workers had been reduced to poverty by the 1820s.
6. **Describe** what features of the traditional open-field system have been retained by the village of Laxton in England.

Apply your understanding

Using historical sources

7. **Identify** in what ways **SOURCES 2** and **3** demonstrate that different groups of people were affected differently by the enclosure movement.
8. **Explain** what the writer in **SOURCE 4** means when he writes that farm labourers were reduced from a state of 'partial independence to the precarious condition of mere hirelings'.
9. Study **SOURCE 7**. **Explain** why you think haystacks were burned.

Communicating

10. From the information provided in this lesson, do you believe the food riots of 1795 were justified? **Identify** one piece of information from the sources that would convince you to either support or oppose the activities of the protesters.

LESSON
6.4 Did conditions in factories and mines change over time?

LEARNING INTENTION

By the end of this lesson you should be able to describe working conditions in the mines and factories of Industrial Revolution Britain and explain efforts to bring about the first workplace reforms.

TUNE IN

A couple of centuries ago, plenty of young people the same age as you — in some cases even much younger — would already be in the workforce. When you get a job, or indeed if you already have part-time employment, you are legally protected by a range of laws to provide a safe working environment and to avoid exploitation. That is not the case in **SOURCE 1**, which illustrates conditions inside a textile mill.

1. What dangers can you see in the image?
2. What might be put in place in a modern setting to avoid those dangers?

int-5624

SOURCE 1 An early nineteenth-century textile mill was a dangerous and unhealthy place to work.
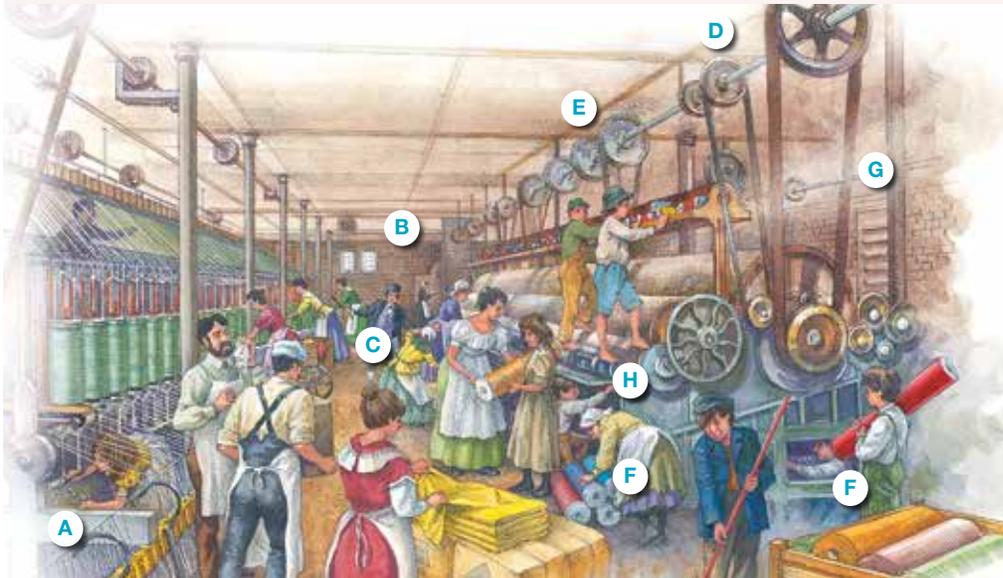
- **A** Some children were employed as 'scavengers'; they would collect loose pieces of cotton from under machines while the machines were running.
- **B** Small windows and lack of ventilation made the factory air hard to breathe.
- **C** Overseers would punish anyone responsible for slowing or stopping the machines for any reason.
- **D** Machines were driven by belts attached to drive shafts that were powered by a water wheel or steam engine.
- **E** Machines had no safety fences or guards around them, so workers were always at risk of injury.
- **F** Constant bending and working in cramped conditions often led to physical deformities in factory workers.
- **G** Dust and other residues from the cotton found their way into the workers' lungs, causing severe illness.
- **H** Some children were employed as 'piecers'; they had to repair broken threads on spinning machines while the machines were still running.

6.4.1 Inside a textile factory

In the first decades of the Industrial Revolution the kinds of laws that are now in place to protect the rights of workers and the safety of workplaces did not exist. Workplaces such as factories and mines could be dangerous and unhealthy places.

An early nineteenth-century textile factory was a dangerous and unpleasant place to work. Long working hours — 12 hours or more per day — were common practice. Poor light and ventilation and excessive heat made working conditions very uncomfortable. Machines were not fenced off and had no safety guards around moving parts, so workers were always at risk of injury. Children were often employed to climb under or between machines to keep them operating, so they were in particular danger.

aud-0511

SOURCE 2 From an interview with James Patterson, a factory worker, before a parliamentary committee, June 1832

I worked at Mr. Braid's Mill at Duntruin. We worked as long as we could see. I could not say at what hour we stopped. There was no clock in the mill. There was nobody but the master and the master's son had a watch and so we did not know the time. The operatives were not permitted to have a watch. There was one man who had a watch but it was taken from him because he told the men the time.

aud-0512

SOURCE 3 From an interview with former factory worker Sarah Carpenter, published in *The Ashton Chronicle*, 23 June 1849

There was a young woman, Sarah Goodling, who was poorly and so she stopped her machine. James Birch, the overlooker, knocked her to the floor. She got up as well as she could. He knocked her down again. Then she was carried to the apprentice house. Her bed-fellow found her dead in bed. There was another called Mary. She knocked her food can down on the floor. The master, Mr. Newton, kicked her where he should not do, and it caused her to wear away till she died. There was another, Caroline Thompson. They beat her till she went out of her mind.

aud-0513

SOURCE 4 From the testimony of Dr Michael Ward before a parliamentary committee, 25 March 1819

I have had frequent opportunities of seeing people coming out from the factories and occasionally attending as patients. Last summer I visited three cotton factories with Dr. Clough of Preston and Mr. Barker of Manchester and we could not remain ten minutes in the factory without gasping for breath. How is it possible for those who are doomed to remain there twelve or fifteen hours to endure it? If we take into account the heated temperature of the air, and the contamination of the air, it is a matter of astonishment to my mind, how the work people can bear the confinement for so great a length of time.

6.4.2 Working in the coalmines

As the development of steam engines allowed for the pumping of water from mines, these mines became much deeper and more hazardous for mine workers. Problems included:
- inadequate ventilation
- the presence of explosive gases
- the need to haul the coal greater distances to the surface.

The lack of ventilation could lead to miners breathing in poisonous gases or coal dust, both of which could lead to serious lung disease. Other gases were likely to explode when exposed to the flame of a miner's lamp, causing death through cave-ins of shafts and tunnels.

Who worked in the mines?

In the early days of deep-pit mining, coal was mined and brought to the surface using human muscle rather than machinery. Whole families were often employed in coalmines. Fathers and sons would 'hew' (cut) the coal with picks, while mothers and daughters 'hurried' (carried) the coal to the surface. This was done in a number of different ways. Sometimes the younger girls would crawl along narrow tunnels, towing a small cart loaded with coal. Older girls and women would climb ladders and steps with baskets of coal on their backs. These baskets were held in place by a strap around the head, wearing away hair and skin.

SOURCE 5 Coalmines were dark, dangerous places, where miners were exposed to many risks.

SOURCE 6 In the early days of deep-pit mining, human muscle was used to 'hurry' carts of coal through narrow passages, as shown in this nineteenth-century artwork.

SOURCE 7 Older girls and women had the hazardous task of hauling baskets of coal up narrow ladders.
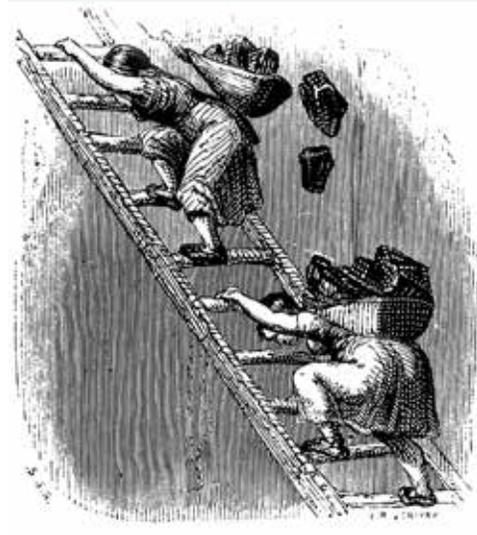
6.4.3 The Mines Commission, 1840–42

In 1840 the British Parliament established a commission to inquire into working conditions in the mines. Over the next two years, many mine workers were called to give evidence, recounting their personal experiences. As a result of the findings of the commission, Parliament passed the *Mines Act 1842*. This changed the law to prevent all girls and women, and boys under 10, from working underground in the mines.

SOURCE 8 Testimony of Isabel Wilson, aged 38, before the 1842 Mines Commission

I have been married 19 years and have had 10 [children]; seven are [alive]. When [I worked in the mines] I was a carrier of coals, which caused me to miscarry five times from the strains, and was [very] ill after each … [My] last child was born on Saturday morning, and I was at work on the Friday night. Once I met with an accident; a coal broke my cheek-bone, which kept me idle some weeks. I have [worked] below 30 years, and so has my husband; he is getting touched in the breath now.

SOURCE 9 Testimony of Jane Johnson, aged 26, before the 1842 Mines Commission

I could carry 2 hundredweight [just over 100 kilograms!] when 15 years of age but I now feel the weakness upon me from the strains. I have been married near 10 years and had 4 children; have usually (worked) till within one or two days of the children's birth. Many women lose their strength early from overwork and get injured in their backs and legs; was crushed by a stone some time since and forced to lose one of my fingers.

SOURCE 10 Testimony of Agnes Kerr, aged 15, before the 1842 Mines Commission

… [I] make 18 to 20 journeys a-day; a journey to and fro is about 200 to 250 fathom [one fathom equals 1.8 metres]; have to ascend and descend many ladders; can carry 1.5 hundredweight [approximately 76 kilograms]. I do not know how many feet there are in a fathom …: know the distance from habit; it is sore crushing work; many lassies cry as they bring up the burdens. Accidents frequently happen from the tugs breaking and the loads falling on those behind and the lasses are much (inflicted) with swelled ankles. I cannot say that I like the work well; for I am obliged to do it.

DID YOU KNOW?

Because of the high temperature in the coalmines, miners wore little or no clothing. When Parliament passed the Mines Act in 1842, the moral question of women and men working together in these circumstances was an important issue. The record of the debates in Parliament indicates that the fact that young girls were working in the presence of 'near-naked' men was seen to be a bigger problem by members of Parliament than the harsh working conditions.

SkillBuilders to support skill development

- 1.9 Analysing different perspectives

6.4 SKILL ACTIVITY: Using historical sources, Communicating

If you heard one person make a claim about poor conditions in a workplace you might think they could be exaggerating or overreacting. However, if several people made similar claims over a long period, it might reveal a pattern. It is similar with history. We need to be careful not to take every source at face value, but if similar themes and ideas are repeated it can help build an overall picture of a particular time.

Use **SOURCES 2, 3, 4, 8, 9**, and **10** to see what picture you can build about working conditions in factories and mines.

For each source think about the following:
- **Explain** why you think the testimony is believable or not believable.
- Most of these accounts were given before parliamentary committees that were looking into working conditions. Why do you think so many inquiries were made?
- Do you think the conditions could be exaggerated by the eyewitnesses? Why or why not?
- How does hearing many different yet similar accounts help historians gain a picture of the past?
- **Determine** what is more reliable: a single eyewitness account or several accounts. Why?

6.4 Exercise

6.4 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	5, 6, 7, 10	4, 8, 9

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Check your understanding

1. **Decide** whether the following statements are true or false regarding working conditions in early nineteenth-century textile factories.
   a. People typically worked an eight hour shift.
   b. Working conditions were poor with insufficient lighting, poor ventilation and excessive heat.
   c. Machinery did not have safety guards.
2. Why were children in these factories in particular danger?
   A. They were beaten severely for stealing.
   B. They moved between and under machinery while it was operating.
   C. They had to work long hours just like the adult workers.
   D. They were not paid.
3. Whole families were often employed in coalmines, including fathers, mothers and children. True or false?
4. In addition to mine workers, mine managers and owners would have been called to give evidence before the Mines Commission of 1840–42. **Predict** how their accounts might differ from the workers.
5. **Describe** the consequences of the Commission's findings.

Apply your understanding

Using historical sources

6. Examine **SOURCE 1** and answer the following.
   a. **Identify** two examples of the unhealthy nature of the atmosphere in the factory.
   b. **Identify** two examples of the work carried out by children in the factory.
   c. **Describe** the method used to drive the machines.
   d. **Explain** how we know that factory owners were not interested in the safety of their workers.
7. **Explain** why factory owners would not want their employees to have access to a clock or watch, as indicated in **SOURCE 2**.
8. From the images in **SOURCES 5, 6** and **7**, **identify** and **explain** three possible sources of injury to mine workers.
9. Did pregnant women receive any special treatment while working in the mines? **Justify** your answer with evidence from **SOURCES 8** and **9**.
10. In **SOURCE 8**, Isabel Watson describes her husband as being 'touched in the breath'. **Explain** what you think she means by this statement.

LESSON
6.5 How were children exploited and protected?

LEARNING INTENTION

By the end of this lesson you should be able to describe the working conditions experienced by children in factories and mines during the Industrial Revolution.

TUNE IN

In modern Australia we are lucky enough that the overwhelming majority of children attend school. That was certainly not the case during the Industrial Revolution. It was not unusual for children to be working in extremely unsafe environments.

SOURCE 1 gives you some idea of what conditions might have been like.
1. What obvious dangers can you see in the image?
2. What might be some unseen dangers?
3. What would it take for you to work in a place like this?

SOURCE 1 A young trapper opening the door for a truck of coal pushed by children

6.5.1 Children in the textile factories

In the eighteenth century it was normal practice for children to work to help support their family. In agricultural or domestic work situations this had often been under the supervision of parents, who could have some influence over the type of work carried out by their children. This changed in the early years of the Industrial Revolution. Children who worked in factories and mines were subjected to harsh and often brutal conditions.

Owners of textile mills were quick to recognise that they could employ children for lower wages than adults. Indeed, children often outnumbered adults in factory work. It has been estimated that in 1788 more than two-thirds of employees in cotton mills in England and Scotland were children. While older children and teenagers could often take charge of running a spinning or weaving machine, it was the work carried out by younger children that was the most dangerous.

Piecers and scavengers

Children employed as 'piecers' were required to lean over the spinning machine and repair broken threads. They had to do this while the machine was running, and often had more than one machine to watch. It is estimated that a piecer looking after a number of machines could walk as much as 30 kilometres a day. Other children were employed as 'scavengers'. They had to crawl under machines collecting loose cotton and other waste. This task, also performed while machines were running, was particularly dangerous.

SOURCE 2 From *A Narrative of William Dodd, A Factory Cripple*, 1841

At the age of six I became a piecer … each piecing requires three or four rubs, over a space of three or four inches; and the continual friction of the hand in rubbing the piecing upon the coarse wrapper wears off the skin, and causes the finger to bleed. The position in which the piecer stands to his work is with the right foot forward, and his right side facing the frame. In this position he continues during the day, with his hands, feet, and eyes constantly in motion … the chief weight of his body rests upon his right knee, which is almost always the first joint to give way … my evenings were spent in preparing for the following day — in rubbing my knees, ankles, elbows, and wrists with oil, etc. I went to bed, to cry myself to sleep.

SOURCE 3 From F. Trollope, *Michael Armstrong, the Factory Boy*, 1840

A little girl about seven years old, whose job as scavenger was to collect incessantly from the factory floor, the flying fragments of cotton that might impede the work … while the hissing machinery passed over her, and when this is skilfully done, and the head, body, and the outstretched limbs carefully glued to the floor, the steady moving, but threatening mass, may pass and repass over the dizzy head and trembling body without touching it. But accidents frequently occur; and many are the flaxen locks, rudely torn from infant heads, in the process.

6.5.2 Children in the mines

Children in coalmines were employed as 'hurriers' and 'trappers'. Hurriers were required to carry baskets or tow trucks of coal to the surface. Girls as young as six or seven could be employed in this way, and would continue this work into their teens. The belt or chain around a girl's waist could damage the pelvic bones, and many women who worked in the mines as children later died in childbirth.

SOURCE 4 This sketch of a young person pulling a truck full of coal was created c. 1842.

Children as young as four or five were employed as trappers. Their job was to open and close the ventilation doors in the underground tunnels to allow the hurriers pulling their carts to pass through; they often sat in the dark for up to 14 hours a day.

6.5.3 The 'climbing boys'

Another occupation that employed large numbers of children, some as young as six, was that of chimney sweep. A sweep would employ a number of young boys, known as 'climbing boys', to climb up into chimneys and clean them with a hand brush or metal scraper. It was a dangerous and dirty job. Many choked to death from breathing in the dust and soot, while others were injured by falling or by becoming stuck in narrow chimneys.

Mechanics' Magazine.

MUSEUM, REGISTER, JOURNAL, AND GAZETTE.

No. 582.   SATURDAY, OCTOBER 4, 1834.   Price 3d.

THE CONTRAST—MECHANICAL & CHILDREN CHIMNEY-SWEEPING.
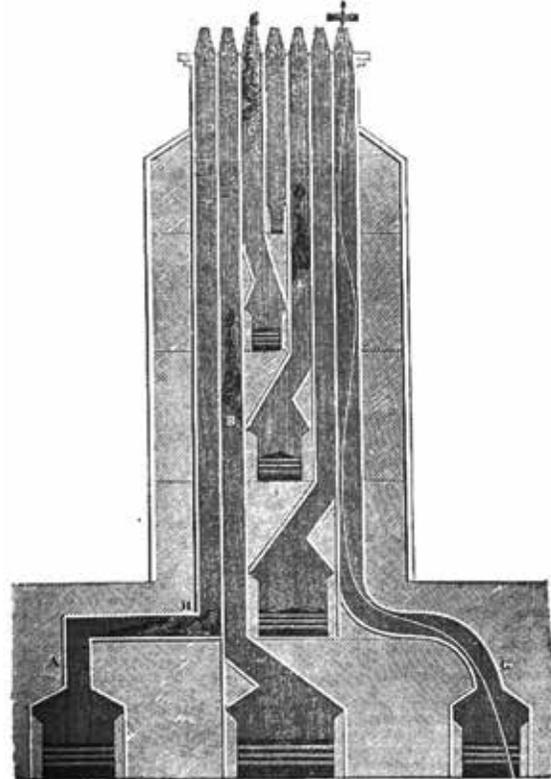
6.5.4 Was anything done to protect children?

It may seem that the exploitation of children during the Industrial Revolution went on with no intervention, but that is not entirely true. To address the issue of 'climbing boys' the British Parliament passed laws in 1788, 1834, 1840 and 1864 that aimed to control the employment of chimney sweeps, but most of these laws were ignored and difficult to enforce. It was not until after 1875, when the police gained the power to actually enforce these laws, that the practice of employing young boys in this way was finally stopped.

DISCUSS

Child labour is still a reality in many parts of the world today. In small groups discuss what might be done to solve this issue. From your discussion, come up with three possible solutions.

6.5 SKILL ACTIVITY: Historical perspectives and interpretations

Despite child labour being a reality in many areas of the world today, we tend to see it as something quite detached from our society. But, during the Industrial Revolution, families often relied on every member working in order to survive.

Working with a partner, complete the following tasks.
1. **Outline** what the attitudes of each of the following individuals might have been towards child labour in the 1830s:
    a. a factory or mine owner
    b. working-class parents of young children
    c. working-class children
    d. members of Parliament in favour of reform to factory and mine working conditions.

2. **Predict** what their attitude would have been to the introduction of laws that restricted child labour. Would it have been relief, frustration or uncertainty?
3. Why do you think early Factory Acts only reduced rather than abolished child labour? **Explain** your view.

6.5 Exercise

6.5 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 5	4, 6, 7	8, 9, 10

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Check your understanding

1. Why was the employment of children so attractive to the owners of textile factories?
   A. Children were more obedient, so they worked better.
   B. It helped lower costs: all the family members worked together and were therefore more content, which increased their productivity.
   C. It raised costs through cheap labour.
   D. It lowered costs through cheap labour.
2. **Identify** the roles of children in textile factories and coalmines.
   a. _____ were children who had to repair broken threads on the machines.
   b. _____ were children who crawled under the machines gathering up loose cotton and other waste.
   c. _____ carried heavy baskets or towed trucks of coal to the surface.
   d. _____ opened and shut ventilation doors as the carts were pulled through the underground tunnels.
3. What were the risks faced by young girls employed as hurriers in coalmines?
   A. They got lung disease from the gases.
   B. Damage to their backs. Later in life they often suffered from arthritis.
   C. Damage to their pelvic bones. Later in life many of them died in childbirth as a result of this injury.
   D. Their limbs were crushed.
4. What hazards faced by climbing boys are evident in **SOURCE 6**?

Apply your understanding

Using historical sources

5. From **SOURCE 2**, **identify** the main types of injuries that could be suffered by piecers in a textile factory.
6. Using **SOURCE 3**, **explain** why the job of scavenger in a textile factory was so dangerous.
7. The artists who drew **SOURCES 3** and **4** were attempting to present the negative side of child labour in coal mines. **Explain** how each artist has achieved this in their drawings.
8. **Analyse** what impression the artist was trying to create in **SOURCE 5**. **Explain** how this has been achieved.
9. The drawings in **SOURCES 1** and **4** were originally published in the report of the Parliamentary Mines Commission in 1842. **Consider** why the Commission would have included drawings of this type in its official report.

Historical perspectives and interpretations

10. In rural communities children had helped with many different tasks, so the employment of children was not new. **Discuss** why child labour became more of a problem during the Industrial Revolution.

LESSON
6.6 How did the Industrial Revolution create urbanisation?

LEARNING INTENTION

By the end of this lesson you should be able to explain the impact of overcrowding, caused by the rapid growth of industrial cities, on the health and wellbeing of people in urban areas.

TUNE IN

The birth of the modern world from the Industrial Revolution does not seem to have been a 'clean' process. The cost of modernisation was at times high, with pollution and poor working conditions common.

SOURCE 1 provides a particularly grim perspective of the impacts of industrialisation on a city.

What details can you see that reveal some people are becoming very wealthy through this process?

> **SOURCE 1** From Alexis de Tocqueville, a French aristocrat writing about Manchester in 1835
>
> A sort of black smoke covers the city. Under this half-daylight 300 000 human beings are ceaselessly at work. The homes of the poor are scattered haphazard around the factories. From this filthy sewer pure gold flows. In Manchester civilised man is turned back almost into a savage.

6.6.1 Urbanisation and overcrowding

Increases in population during the late eighteenth and early nineteenth centuries occurred mostly in the Midlands and north of England and in the Lowlands of Scotland and southern Wales. Towns and cities grew most quickly close to coal and iron deposits, as these were also the major areas of factory development.

Industrialisation led to the rapid growth of British cities and large towns. In the first 30 years of the nineteenth century, cities such as Birmingham and Sheffield doubled in population. The population of Manchester, Liverpool, Leeds and Glasgow more than doubled during this time. Urban growth occurred without planning or government supervision. Much of the housing was built by factory owners, to be rented out to workers. Wanting to keep costs down, housing was often poorly constructed, with as many houses as possible built on one site. Some families rented older houses that had previously belonged to the wealthier classes. In such cases, each family was often crowded into one room for cooking, eating and sleeping.

tlvd-10673

> **SOURCE 2** From a letter to a parliamentary inquiry in 1840, written by Dr Roberton, a Manchester surgeon
>
> Manchester is a huge overgrown village, built according to no definite plan. The homes of the work-people have been built in the factory districts. The interests and convenience of the manufacturers have determined the growth of the town and the manner of that growth, while the comfort, health and happiness [of the workers] have not been considered. Manchester has no public park or other ground where the population can walk and breathe the fresh air. Every advantage has been sacrificed to the getting of money.

> **SOURCE 3** From Dr William Duncan, *Report on the Sanitary Condition of Liverpool*, 1839
>
> In the streets inhabited by the working classes, I believe that the great majority are without sewers, and that where they do exist they are of a very imperfect kind unless where the ground has a natural inclination, therefore the surface water and fluid refuse of every kind stagnate in the street, and add, especially in hot weather, their pestilential influence to that of the more solid filth … the only means afforded for carrying off the fluid dirt being a narrow, open, shallow gutter, which sometimes exists, but even this is very generally choked up with stagnant filth.

6.6.2 Housing and sanitation

Houses were built with the cheapest possible materials and were often built back to back and without any gardens. Amenities that we take for granted, such as water supply, were ignored. Streets were narrow, with poor drainage, and were filled with rubbish and raw sewage. There were no sewerage pipes to remove waste and no council rubbish collection as we know today. Groups of houses relied on **cesspits** for the disposal of sewage, but overcrowding meant that these frequently overflowed, contaminating rivers and wells that were the only sources of drinking water. Diseases such as **cholera** and **typhus** were common and spread quickly through densely populated urban areas.

cesspits pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

cholera a bacterial disease of the intestines, causing vomiting and diarrhoea. It is transmitted through contaminated water and can lead to death through dehydration.

typhus a fatal disease spread through the bites of lice and fleas

int-5625

SOURCE 4 Most factory workers lived in poor-quality, overcrowded housing without sanitation.
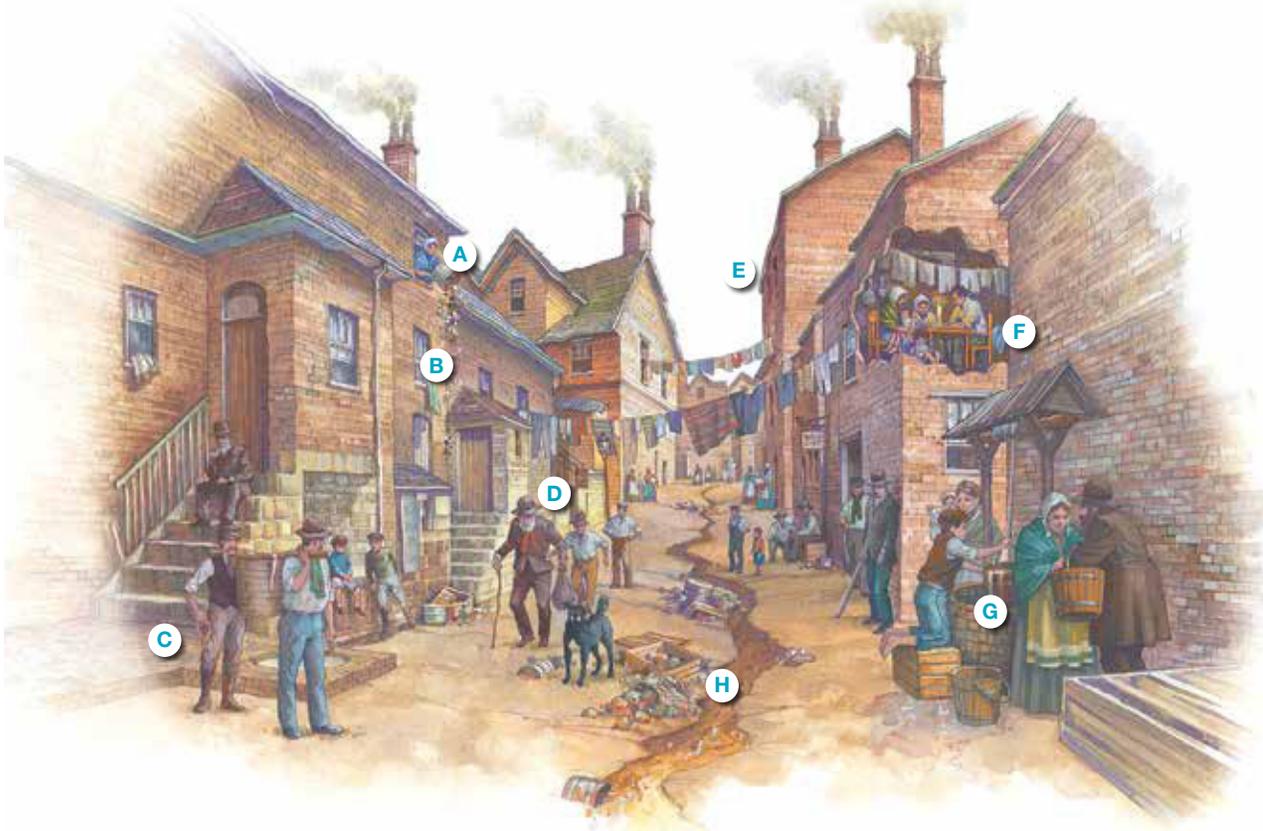
- **A** Rubbish was thrown into the street and left to rot, as there was no organised rubbish collection.
- **B** Houses had small windows or no windows at all.
- **C** Sewage was collected in cesspits, which were emptied by 'nightmen', although not always as regularly or often as necessary.
- **D** Crime, such as pickpocketing, flourished in these squalid conditions.
- **E** Houses were of poor quality, built using the cheapest possible materials.
- **F** Families were often crowded into a single room.
- **G** There was no piped water supply, so water was collected from communal wells or nearby rivers.
- **H** Streets were no more than narrow lanes, with open drains running down the middle.

6.6 SKILL ACTIVITY: Using historical sources

Your task is to consider the usefulness and reliability of **SOURCES 2** and **3** for historians studying early urbanisation. Use the following questions to practise your source evaluation skills:

1. **Identify** the two main criticisms Dr Roberton expressed in **SOURCE 2** in relation to the planning and layout of Manchester.
2. **Analyse** how Dr Duncan describes the sanitary conditions in Liverpool in **SOURCE 3**. What key words or quotes best illustrates his description?
3. **Explain** why the observations in **SOURCES 2** and **3** could be reliable for historians.
4. **Examine** if there any ways in which **SOURCES 2** and/or **3** could be limited. Is there anything that they cannot tell us?
5. Overall, **decide** how useful these sources are to gain some insight into early urbanisation in England. **Discuss** your thoughts in pairs or small groups before reporting back to the class.

6.6 Exercise

learn**on**

6.6 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 4	5, 6, 7	8, 9

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Check your understanding

1. The population of cities such as Birmingham, Manchester and Leeds grew so rapidly in the first 30 years of the nineteenth century due to workers coming to work in the farms located there. True or false?
2. **Identify** two ways in which the builders of houses in factory towns kept costs down.
   - **A.** By cramming as many houses as possible onto the available site
   - **B.** By following strict government rules for building
   - **C.** By not using architects
   - **D.** By using cheap building materials
   - **E.** By providing communal gardens rather than individual gardens
3. **Select** the appropriate words from the following table to fill the gaps and complete the paragraph below about housing in industrial towns.

newer	wealthier	family	lower
one	ample	child	older

   Some families rented _____ houses that had previously belonged to the _____ classes. In these cases, each _____ was often crowded into _____ room for cooking, eating and sleeping.
4. **Describe** how people living in these areas disposed of their rubbish and human waste.
5. **Identify** why disease would have spread quickly in towns such as Manchester and Liverpool.

LESSON
6.7 How did the Industrial Revolution help create the slave trade?

LEARNING INTENTION

By the end of this lesson you should be able to give an overview of the slave trade in the eighteenth and nineteenth centuries, and draw conclusions about the impact of the cotton industry on slavery.

TUNE IN

In 1787 Thomas Clarkson formed the Society for the Abolition of the Slave Trade, fifteen years after the Mansfield Judgement declared slavery illegal in England. However, it would be 75 years before slavery was finally ended in the United States.

SOURCE 1 The emblem of the Society for the Abolition of the Slave Trade

1. What do you think is the meaning of the phrase 'Am I not a man and a brother?' in **SOURCE 1?**
2. What do you think of when you hear the word 'slavery'?
3. **Abolition** with regard to slavery, meant the ending of legal slavery. Do you think slavery has been abolished completely around the world in the modern world?

abolition the end of legal acceptance of slavery

6.7.1 The origins of the slave trade

Slavery has existed for thousands of years. Many different civilisations around the world have used, and sometimes even still use, slavery in one form or another. But it was only after the arrival of Europeans in the Americas in the late fifteenth century that the slave trade became an **intercontinental** industry. Over the next four hundred years, millions of slaves were transported from Africa to support the industry and economies of America and much of Europe. Slavery helped build the wealth of America and England, but the slaves themselves saw none of that wealth.

When Christopher Columbus reached the Caribbean island of Hispaniola in 1492 he immediately saw the prospective wealth that the New World could bring to Europe. After leaving Spain he had sailed along the coast of Africa and he already had Africans working on his ship. As Spanish settlers began to follow Columbus to make their wealth in the Americas, they realised they needed large numbers of workers. In the early years of the New World, when the Spanish were the most numerous Europeans there, many among the local populations of Native Americans were killed or reduced to slavery.

The slaves were used for labour in South America and to help build the empire of **New Spain** as it expanded northwards. Most were put to work in the goldmines. Facing 18-hour days, six days a week, in terrible conditions, thousands were worked to death or died of starvation or beatings. Thousands more died from introduced diseases, brought by the Europeans, against which the native population had little resistance or immunity. Replacements were needed so African slaves, who had already had contact with Europeans and had built some resistance to European diseases, were transported to New Spain.

When the English began to establish plantations in the Caribbean islands and the American mainland to grow sugar, cotton and tobacco, they too imported slaves from Africa. They saw the native population as unsuitable for labour and besides, as in New Spain, they were quickly being used up through disease and overwork. African slaves soon became a vital part of the economy of the Americas.

SOURCE 2 shows the importance placed on slavery by one English plantation owner. Some European labourers and convicts were put to work, but in general European servants were hard to find. Most had come to America to work for themselves, not for someone else. Soon African slaves became household servants as well as manual labourers.

SOURCE 3 Gathering of slaves in Africa, before transportation, created in 1845

> **SOURCE 2** Emanuel Downing, a plantation owner from Massachusetts, 1645
>
> I do not see how we can thrive until we get a stock of slaves sufficient to do all our business.

6.7.2 Kidnapped and traded

Early European slave traders raided the African coast and kidnapped any able-bodied Africans they could capture. Sometimes they tempted their victims close to the ships with displays of brightly coloured cloth or decorated beads. Later they developed trading arrangements with African tribal chiefs who raided weaker tribes in the interior and

brought the slaves they captured to the coastal depots set up by European slavers. Here slaves would be held until there were enough to fill a slave ship. Once sold, slaves were branded with a red-hot iron to indicate who had bought them. Europeans established coastal forts to protect the valuable trade.

6.7.3 The Middle Passage

The route taken by slave ships across the Atlantic Ocean forms a rough triangle, hence the Atlantic slave trade is often referred to as the Triangular Trade. Ships left Europe with goods to sell in West Africa. There they sold the goods and filled their ships with slaves. The map in **SOURCE 4** shows the main route of the Triangular Trade. This 'cargo' was packed tightly in the ship's holds for the terrible Middle Passage, crossing the Atlantic Ocean to the Americas (see **SOURCE 5**). Conditions on slave ships were appalling. Those who did not survive the journey, perhaps as many as one-quarter of the total, were simply thrown overboard. For the final leg of the triangle the ships were loaded with goods and raw materials such as sugar, rum, cotton and tobacco to be sold on their return to Europe. These raw materials would be processed in Britain and then sold for profit.

tlvd-10674

SOURCE 4 This map shows the route the slave ships took in the Triangular Trade.

Source: Map drawn by Spatial Vision.

PLAN AND SECTIONS OF A SLAVE SHIP.

6.7.4 Sold

As slave ships arrived at ports in the Caribbean and along the coast of North America, plantation owners would gather to make their purchases. Posters like the one shown in **SOURCE 6** advertised upcoming ship arrivals, detailing the number of slaves available and their state of health. There were generally two ways in which a slave sale would take place. The first, referred to as a 'scramble', must have been particularly terrifying for the slaves. Upon arrival in port the slaves were herded together either on the deck of the ship or in a nearby auction yard. Buyers paid a fixed amount before the sale and at a given signal rushed at the slaves, grabbing as many as they could. In the process families would often be separated, husbands from wives, parents from children.

tlvd-10675

SOURCE 6 A poster advertising an upcoming slave sale
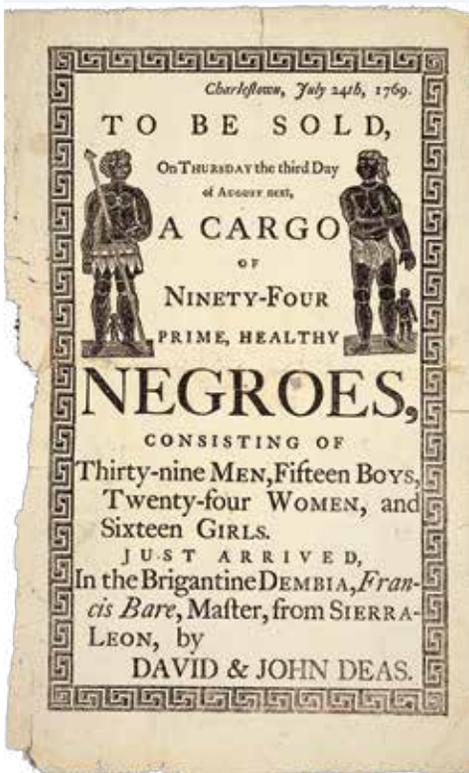
SOURCE 7 A chart showing the approximate time that different countries became engaged in the slave trade
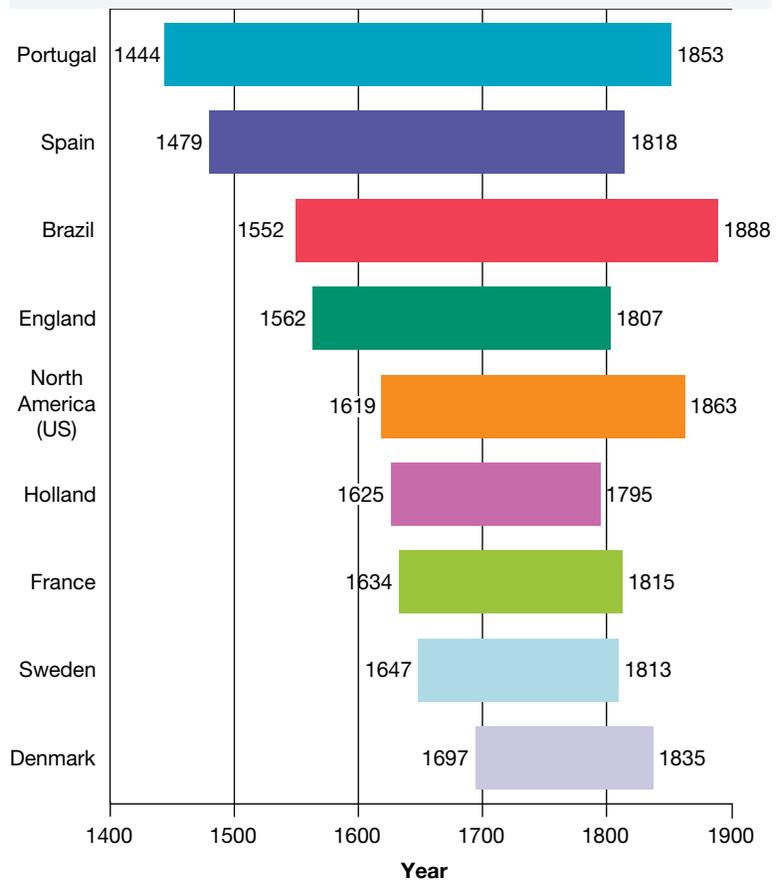
The other type of sale took place at an auction at which individual slaves were sold to the highest bidder (see **SOURCE 8**). Slaves were made to stand on a raised platform so they could be inspected by prospective owners. Their teeth would be examined to check their health. Signs of beatings could lower the price because they suggested a poor worker or potential escapee. In reality, scars were more likely to be a sign of violent abuse than of insolence. Sometimes unscrupulous doctors would buy weak or sick slaves in the hope of strengthening them and selling them on for a profit.

During the entire ordeal the slaves themselves knew nothing of what was going to happen to them. Once sold, they were often given a new name and branded a second time by their new owner before being sent to work.

Precise figures are unknown, but it is believed that some 12.5 million slaves were transported from Africa, with approximately 10.7 million surviving the Middle Passage to disembark in the Americas.

SOURCE 9 'Price, Birch & Co., dealers in slaves' — slave auction house, Virginia c. 1860.

6.7.5 'King Cotton'

The Industrial Revolution improved the lives of millions of people around the world. Mass-produced goods became more accessible and cheaper to buy. But while life was made easier for some, for many others the changes meant only a life of back-breaking labour.

The Industrial Revolution resulted in a massive boost to the textile industry in Britain. As mechanisation increased, the need for raw materials grew. Textiles became Britain's largest export, and the textile mills demanded more and more cotton. Until the early 1800s, Britain's cotton came mainly from India, but India was now unable to keep up with the demand. So Britain turned to the southern states of the United States, where cotton was a growing industry.

The long, hot summers and rich soils of the South were ideal for cotton production, but the work in the cotton fields was brutal. After the cotton was picked, slaves had to separate the seeds from the cotton fibre. This was very labour intensive: a slave working from dawn until dusk would be able to process about half a kilogram of cotton. In 1793 an inventor named Eli Whitney invented a machine that removed the seeds automatically (see **SOURCE 10**). With the cotton engine, or 'cotton gin' as it was called, a slave could seed more than 20 kilograms of cotton in a day — about forty times as much as before the invention.

Whitney could not have foreseen the consequences of his invention as its use became widespread in the American cotton fields. It certainly made cotton processing easier for the slaves, but this massive increase in production meant the demand for slaves also increased. Cotton quickly became the backbone of the economy in the southern United States, overtaking both tobacco and sugar. The southern states produced 75 per cent of the world's cotton.

SOURCE 10 Eli Whitney's cotton gin

The expression 'King Cotton' was used by southern politicians to illustrate its economic importance. Between 1820 and 1860 cotton production increased seventeen-fold and the number of slaves increased by 250 per cent, despite the fact that half of all babies born to slaves died in infancy. Interestingly, only around a quarter of southern farmers actually owned slaves, but slavery was so important to the economy of the South that any opposition to it was regarded almost as treason and the practice was not formally abolished in the United States until Abraham Lincoln signed the Emancipation Proclamation in July 1863. Even then, it would continue in many forms for many decades

6.7.6 Life on the plantation

Of every 100 slaves taken captive in Africa, about 25 died before being put to work. Another third of those who survived long enough to reach a plantation died within two years. The survivors experienced the

process called 'seasoning' during which they learned their roles and grew to fear the slave drivers. Punishment for wrongdoing was harsh. For any sign of resistance to cruel treatment or for working too slowly, slaves were lashed or made to walk a **treadwheel**. The other slaves were often forced to witness the punishments, which were supposed to be a deterrent. **SOURCE 11** recalls one instance of a slave being punished.

treadwheel a punishment device, also called the 'everlasting staircase', comprising a large, iron-framed, hollow cylinder with wooden steps. As the device rotated slaves were forced to keep stepping forward.

aud-0516

SOURCE 11 Description of a flogging from C. Bull, *Slavery in the United States*, 1836

I had often seen black men whipped, and had always, when the lash was applied with great severity, heard the sufferer cry out and beg for mercy — but in this case, the pain inflicted was so intense, that Billy never uttered so much as a groan. The blood flowed from the commencement, and in a few minutes lay in small puddles at the root of the tree. I saw flakes of flesh as long as my finger. When the whole five hundred lashes had been counted the half dead body was unbound and laid in the shade of the tree upon which I sat.

Slaves' living quarters were very simple. Sometimes the plantation owner would provide basic quarters, but often the slaves would have to build their own. There was little furniture and beds were simply straw or rags on the ground. Slaves who worked as house servants usually had better quarters and food than those who worked in the fields.

int-5628

SOURCE 12 A modern artist's reconstruction of a typical cotton plantation

A Slaves often had to build their own small quarters.

B Baled cotton was transported on carts.

C Cotton was also transported on barges.

D Labour on a cotton plantation was back-breaking.

E Slave drivers oversaw work on the plantation.

6.7 SKILL ACTIVITY: Questioning and researching

1. Form into small groups and assign one of the following people to each group member: Frederick Douglas, Harriet Beecher Stowe, John Newton, Nat Turner, John Brown, Harriet Tubman.
2. Once assigned, **conduct research** into their role in the ending of slavery. In particular, see if you can **determine** whether the individual was recognised as important at the time, or if they were only considered so later. This table could be useful for your group to visualise your findings:

Individual	Recognised importance at the time Give a rating out of 5, from 1 = not recognised, to 5 = considered highly important Explain your score	Recognised importance over time since their lifetime

3. **Discuss** the findings of your research, and **evaluate** whose contributions were considered most significant at the time, and the extent to which that may have changed over time.

6.7 Exercise

6.7 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	5, 6, 7	4, 8, 9, 10

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Check your understanding

1. The two types of slave sale that took place are an auction and a scramble. True or false?
2. **Select** three reasons that **explain** why it is difficult to gain accurate figures of the numbers of slaves bought and sold in the slave trade.
   - A. Many slaves died during the journey and were buried at sea.
   - B. The slave traders wanted to keep it a secret.
   - C. The record keeping was inaccurate.
   - D. Slave traders could not count.
3. **Identify** the attitude towards slavery of the plantation owner in **SOURCE 2**.
   - A. Slaves are no use to him at all.
   - B. Slaves deserve their fate
   - C. Slavery is evil
   - D. Slaves are a commodity to help him run his business
4. Specify and **explain** the causes of the Triangular Trade, indicating clearly why people from Africa were transported across the Atlantic Ocean.

Apply your understanding

Communicating

5. **Explain** why slavery became a vital part of the American economy.
6. **Describe** how slave traders took advantage of rivalry between different African tribes.
7. **Outline** why were slaves branded after they were bought.

8. **Identify** why the African slave trade was referred to as the Triangular Trade.
9. **Determine** what **SOURCE 5** suggests about the way slaves were regarded by the slave traders.
10. **Examine SOURCES 4, 5, 7** and **8** to **write** a summary paragraph of the experience of a slave from living in freedom to being sold at a slave market. Refer to specific aspects of the sources as you go.

LESSON
6.8 What happened to those 'left behind'?

LEARNING INTENTION

By the end of this lesson you should be able to explain the difficulties faced by the poor and unemployed during the Industrial Revolution.

TUNE IN

One would like to think that in modern society there are 'safety nets' for those who are very poor. This was the case during the Industrial Revolution, but at times it seemed like the system was designed to punish people for being poor, rather than offer support that could help them end the cycle of poverty.

SOURCE 1 This nineteenth-century painting shows a family living in poverty. Under the Old Poor Law system the workhouse was an unpleasant place to live, but families could at least stay together.

SOURCE 1 gives some impression of what it might have been like to be poor. It is likely that the ill (perhaps dying) man in the image would have been the main income earner for the family.
1. What do you think the woman by the bed is thinking?
2. What might happen to her children?

6.8.1 The Old Poor Law

Various structures for helping the poor had existed in Britain since the Middle Ages. In the 1830s this system was reformed and relief for the poor was restricted largely to those who lived in special institutions called **workhouses**.

By the time of the Industrial Revolution, the poor in England were looked after by a system that had been set up in the late sixteenth century. Each village or **parish** had to take care of its own poor, and those who owned property paid a special tax called the Poor Rate. Some of the money was used to supply food or other necessities for **paupers** living in their own homes. This was called **outdoor relief**.

In some villages or parishes, special places were built to house and feed the poor. Known as workhouses, they were often very crowded, unpleasant places to live. Requiring the poor to live in these places was called **indoor relief**.

6.8.2 The New Poor Law

Following the Swing Riots of 1830 (see lesson 6.3), the British government set up a **royal commission** to investigate the operation of the Poor Laws. The commission made the following recommendations:
- Outdoor relief should be abolished.
- Only those living in the workhouses should be entitled to any assistance.
- The workhouse should be as unpleasant as possible to discourage anybody capable of working from wanting to live there.

In 1834 Parliament passed the Poor Law Amendment Act to put these recommendations into effect. This set up a system known as the New Poor Law, and 350 new workhouses were built by 1839. The workhouse system continued into the early twentieth century.

workhouse an institution built to house the poor

parish an area of local government centred on the local church, which fulfilled some of the functions that local municipal councils perform in society today

pauper a very poor person

outdoor relief the provision of assistance to the poor while allowing them to remain in their own homes

indoor relief the provision of assistance to the inmates of a workhouse

royal commission a special public inquiry set up by government to investigate a particular issue and to make recommendations for changes in the law

aud-0517

SOURCE 2 From a Rochester correspondent to *The Times*, 26 December 1840

Upwards of half-a-dozen girls in the workhouse, some of them verging on womanhood, have at times had their persons exposed in the most brutal and indecent manner, by the Master, for the purpose of inflicting on them cruel floggings; and the same girls, at other times, have, in a scarcely less indecent manner, been compelled by him to strip the upper parts of their persons naked, to allow him to scourge them with birch rods on their bared shoulders and waists, and which, from more than one of the statements from the lips of the sufferers, appears to have been inflicted without mercy. One girl says, 'My back was marked with blood'.

6.8.3 Life in the workhouse

Conditions in workhouses were deliberately made as unpleasant as possible. Under the Old Poor Law, families in workhouses could stay together, but under the new system families were split up. Men and women were kept separate and their children were removed from their care. All inmates of the workhouse, except for the very youngest children, were put to work. This work usually consisted of hand-grinding corn, breaking stones or **picking oakum**.

picking oakum unpicking short lengths of rope coated in tar. Oakum would be rammed between the planks on wooden ships to make them watertight.

Imposition of strict rules

The workhouse was run by the Master, who was expected to manage it on a very tight budget. Strict regulations were imposed on the inhabitants of the workhouse, and the Master had the power to impose savage punishment on those who disobeyed the rules. Parents were rarely allowed to see their children and outside visitors were not allowed. Meals were kept to the bare minimum necessary to sustain life and had to be eaten in silence. In Charles Dickens' *Oliver Twist*, young Oliver asks for more food and is punished by being placed in solitary confinement. Children were given very little education and were usually apprenticed out to local employers at an early age. In Dickens' story, young Oliver Twist was to be apprenticed to a chimney sweep but is eventually apprenticed to an undertaker at the age of nine.

SOURCE 4 Workhouse inmates were fed a minimal diet and forced to eat in silence, as shown in this nineteenth-century photograph.

6.8.4 The Andover workhouse scandal

A scandal arose in 1845 over conditions in the workhouse in the town of Andover. The Master, Mr McDougal, was a bully and a drunk who savagely beat small children and regularly raped women under his care. He had kept rations to such a minimum that starving inmates were found to be trying to eat animal bones they were supposed to be grinding up for fertiliser. The story, published in *The Times* newspaper in London, caused a national outcry.

6.8 SKILL ACTIVITY: Using historical sources

The Andover workhouse scandal from section 6.8.4 sounds almost unbelievable. How would you go about verifying the information in that part of the text?

1. Use an appropriate search engine or online database such as Google Scholar to find at least two articles about the scandal.
2. **Compare** and **contrast** the information within them. What details are you able to confirm as reliable or accurate?
3. **Evaluate** the sources themselves. Do they come from reputable and knowledgeable people or institutions?
4. **Discuss** whether you now feel more confident in accepting the information about the Andover workhouse scandal as accurate than you did before you researched it.

6.8 Exercise

learn on

6.8 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 4, 6	3, 5, 7, 8	9, 10

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Check your understanding

1. Who was responsible for looking after the poor in pre-industrial England?
   A. The village or parish
   B. The village minister
   C. The village doctor
   D. The local manor lord
2. The Poor Rate was a special tax paid by those who owned property to fund poor relief. True or false?
3. **Explain** the difference between indoor relief and outdoor relief.
4. **Identify** the three main changes brought in with the passing of the New Poor Law.
   A. Indoor relief was abolished.
   B. Workhouses were to be made as unpleasant as possible so that no-one who was capable of working would want to live there.
   C. Workhouses were to be made as pleasant as possible so that anyone would want to live there.
   D. Outdoor relief was abolished.
   E. Only those living in the workhouses would be entitled to any assistance.
   F. Anyone who was poor would be entitled to assistance.
5. **Explain** why there was a deliberate policy to make the workhouse an unpleasant place to live.
6. **Describe** how children were treated in the workhouse.

Apply your understanding

Using historical sources

7. From what you can identify in **SOURCE 2**, **describe** the methods used to make the workhouse as unpleasant as possible.
8. **Identify** two things that **SOURCES 3** and **4** tells us about life in the workhouse.

Communicating

9. **Consider** life for the poor under the Old Poor Law and the New Poor Law.
   A. **Create** a table to compare conditions under each law.
   B. Do you think life became easier or harder for paupers after 1834? **Justify** your answer.
10. **Determine** what the treatment of paupers under the New Poor Law tells us about attitudes towards poverty in nineteenth-century Britain. **Evaluate** how this relates to the high value placed on business success and entrepreneurship at this time.

LESSON

6.9 How did people legally, and illegally, challenge the conditions of the time?

LEARNING INTENTION

By the end of this lesson you should be able to explain why protests about working conditions occurred and how they evolved into organised movements.

TUNE IN

Around the world today, a key feature of democracy is the right to belong to a union. Unions engage in collective actions for workers, including negotiating pay and conditions. This has not always been the case and, in fact, some convicts were transported to Australia because they tried to form unions. There were also incidents of violence similar to the violence that occurred during the Swing Riots.

SOURCE 1 shows one such example of violence against machinery that had taken over the work people had previously done.

1. What do you think the men in the image are protesting?
2. How effective do you think it would be?

SOURCE 1 This nineteenth-century artwork depicts Luddites smashing power looms in a cotton mill.
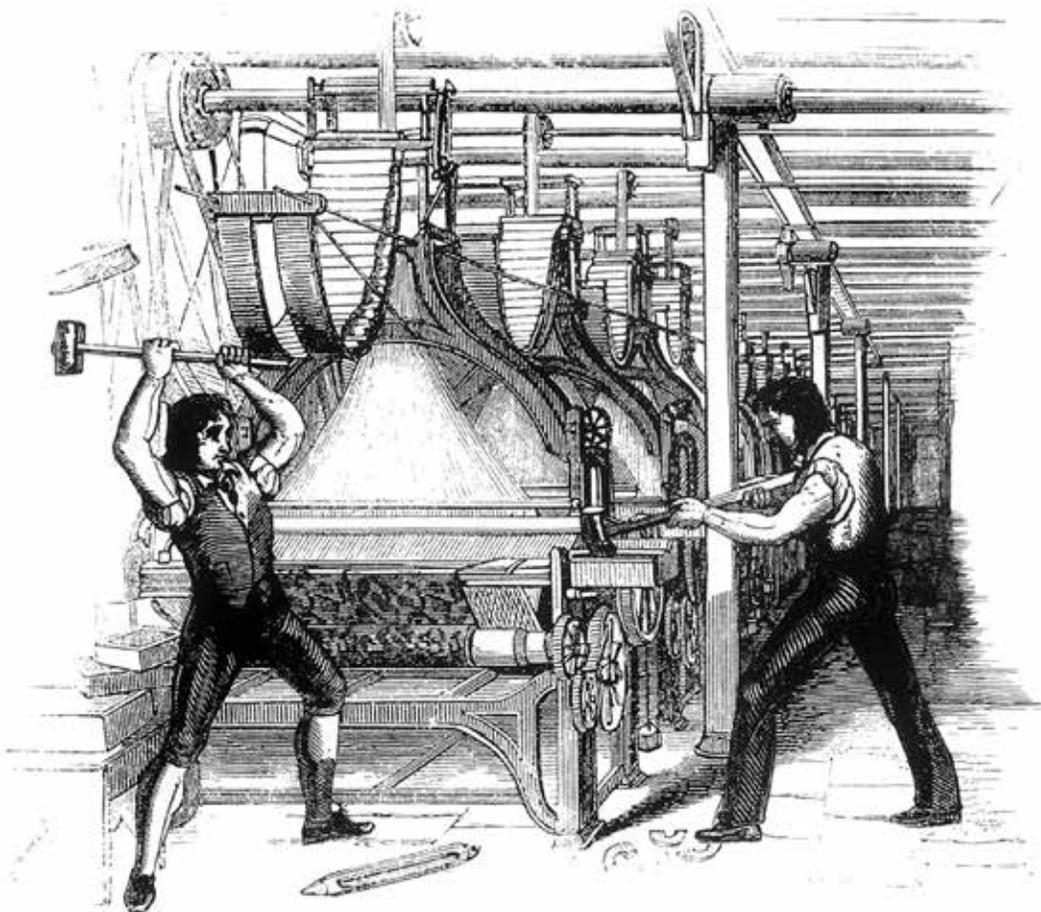
6.9.1 Social unrest, protests and riots

As the industrial and agricultural revolutions progressed, many factory, mine and farm workers were dissatisfied with their working conditions. Initially this materialised as protests and even riots, but as the nineteenth century progressed, workers began to organise into unions to work towards improvements in their working lives.

The social upheaval resulting from the agricultural and industrial changes led to a number of protest movements by ordinary working people in the early nineteenth century.

The Luddites

Many skilled artisans of the old cottage textile industry felt that the use of machines in factories had robbed them of their livelihood. Between 1811 and 1817, groups of these workers protested by destroying the new machines. They were known as **Luddites**, after their probably fictitious leader, King Ned Ludd. In 1811 more than 1000 industrial machines were smashed. Between 1812 and 1813, 14 Luddites were executed and many more were transported to the colonies for life.

> **Luddites**   a group of protesters who expressed their opposition to industrialisation by smashing factory machines
>
> **repeal**   withdrawal of a law or set of laws by Parliament
>
> **strike**   attempt by employees to put pressure on their employer by refusing to work

▶ Peterloo Massacre

tlvd-10676 The most infamous incident of this period was known as the Peterloo Massacre. In August 1819 a group of around 50 000 protesters gathered peacefully at St Peter's Fields near Manchester to demand economic and political reform. They were attacked by mounted troops; 15 were killed and more than 600 seriously wounded. Incidents such as this helped awaken many to the social problems that had arisen from the agricultural and industrial revolutions.

SOURCE 2 An 1819 cartoon depicting the Peterloo Massacre. The officer is calling to his men: 'Remember, the more you kill, the less Poor Rates you'll have to pay, so go to it, lads, show your courage and your loyalty!'

6.9.2 Trade unions

Trade unions had first developed as associations of people who worked in similar trades. They had very little impact until the growth of factories brought large numbers of workers together in one place. Employers in these factories were opposed to the formation of unions that might have campaigned for improved wages or working conditions. They convinced Parliament to pass laws severely restricting union activity.

The Combination Acts

In 1799 and 1800 Parliament passed the Combination Acts, which effectively banned workers from combining to form unions. The Combination Acts were **repealed** in 1824, but a series of **strikes** led to the passing of the Combination Act of 1825. This allowed unions to bargain with employers over wages and hours of work, but banned them from using strike action.

The Chartists

The right to vote for the election of members of the British Parliament had always been restricted to men who owned property worth a relatively substantial value. This meant that the majority of men could not vote, and that no women could vote. In the period after the end of the Napoleonic Wars (1803–1815), many groups were formed to promote the idea of making the vote more democratic. The meeting that led to the Peterloo Massacre was an example of these campaigns.

In 1832, the Parliament passed the Reform Act, which lowered the value of the property that a voter was required to own, and allowed tenant farmers paying rent above a certain level to vote. In the minds of many people this did not go far enough. When the Poor Law Amendment Act was passed in 1834, it further angered many people, because it was seen to be punishing people who had no voting rights.

In 1836 a group of tradesmen formed the London Working Men's Association. Its leaders, William Lovett and Henry Hetherington, had been active in promoting greater rights for the working class. Hetherington had printed a number of newspapers promoting universal adult male **suffrage**.

suffrage   the right to vote

In 1838 the association published its People's Charter, which set out six aims. These were:
1. the vote for all men over the age of 21
2. secret ballot at elections
3. no property qualification for members of parliament
4. payment of members of parliament, so that standing for parliament was not restricted to the rich
5. equal-sized electorates, so that each vote had equal value
6. annual elections for parliament.

Supporters of the People's Charter became known as Chartists. A number of large public meetings were then held in various parts of England, Wales and Scotland, supporting the aims of the charter. These meetings were attended by many thousands of working-class people.

In 1839 the Chartists presented a petition signed by 1.3 million working people, but the parliament refused to hear the petition. Protest marches were held throughout the country, some of which were met with armed troops. Some Chartist leaders were arrested, and Lovett himself spent a year in prison. In 1842 large numbers of workers went on strike in support of improved wages and the principles contained in the People's Charter. Many were arrested and more than fifty Chartists were sentenced to transportation to the Australian colonies. All six aims of the charter, except for annual elections, were eventually adopted within Britain, and have formed the basis for democratic government in many countries around the world.

In fact, British Chartism influenced the Eureka Rebellion at Ballarat, Victoria in 1854; the miners' demands were inspired by Chartist ideals. The first president of the Ballarat Reform League was Welsh-born Chartist John Basson Humffray, and Reform League members Henry Holyoake and Thomas Kennedy, had both been active Chartists in England.

The Tolpuddle Martyrs

In 1834, six farm labourers in the village of Tolpuddle in Dorset were arrested for swearing an oath of loyalty to their union, the Friendly Society of Agricultural Labourers. It was no longer illegal to belong to a union, so they were prosecuted under an obscure law relating to the swearing of oaths. They were sentenced to seven years' transportation to Van Diemen's Land. Outraged public opinion and the presentation of a huge petition to Parliament led to their being pardoned in 1836. They became an important symbol of the right of free association for workers.

SOURCE 3 More than 50 000 trade union members gathered on 21 April 1834 in Copenhagen Fields (outside London) to present a petition to the Prime Minister in support of the Tolpuddle Martyrs.
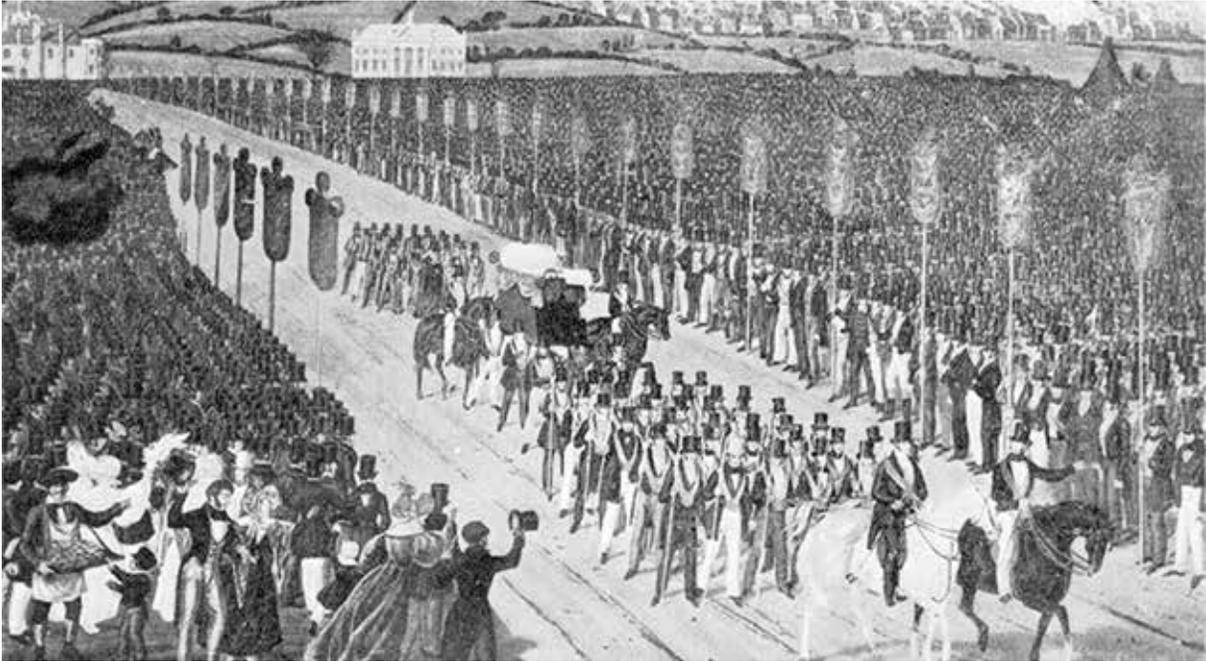
The New Model Trade Unions

In the 1850s groups of skilled tradesmen set up their own unions, beginning with the Amalgamated Society of Engineers in 1851. These unions provided members with a wide range of services, such as sickness benefits. They attracted strong support and soon became a model for other worker groups. Consisting largely of skilled tradesmen, these unions tended to be quite conservative and concentrated on negotiation with employers, rather than strike action. This helped make unions more 'respectable' in the eyes of many.

Improved legal status

In response to the growth of unions, in 1867 Parliament set up a royal commission to investigate trade unions. The commission found that most 'new model' unions served a useful social purpose and should have legal status. The Trade Union Act of 1871 gave unions many of the same legal rights as businesses, including the right to own property. In 1875, unions in Britain gained the legal right to bargain on behalf of their members, including the right to strike.

The Women's Protective and Provident League

In 1874 Emma Paterson, after her involvement in men's union work, formed the first women's union, the Women's Protective and Provident League. It focused on traditionally female trades including book binding and tailoring and worked to improve pay and conditions for women working in factories. She worked towards improving conditions right up until her death in 1886, aged 38.

One of the most notable strike actions occurred in 1888 at the Bryant and May match factory. Poor working conditions including the health hazards of exposure to white phosphorus during the match making process had been an issue for some time, but the dismissal of three workers for supposedly speaking to a social reformer resulted in 200 workers leaving in protest. After two weeks the strike ended when the sacked workers were reinstated and other demands of the striking workers were met. Subsequently the Union of Women Match Workers was established.

6.9 SKILL ACTIVITY: Communicating

The term 'Luddite' is still used today, but has it evolved from its original meaning?

Investigate what the term means in its modern usage. Is it meant as a compliment or an insult? Under what circumstances might it be used?

Discuss in pairs or small groups whether you think the term is appropriate in a modern setting. **Consider** the extent to which it has changed, or whether it has remained the same.

6.9 Exercise

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6.9 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 6	5, 7, 8	4, 9, 10

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Check your understanding

1. The Peterloo Massacre had no effect on attitudes to social problems that had arisen from the Industrial Revolution. True or false?
2. **Describe** why factory owners were opposed to the formation of unions.
3. What was the purpose of the Combination Acts?
   - **A.** To allow the combination of worker and employer unions
   - **B.** To prevent workers from using combine harvesters
   - **C.** To prevent workers from combining to form unions
   - **D.** To allow for workhouses to be combined with factories
4. **Explain** the issues that led to the formation of the London Working Men's Association.
5. **a. Outline** the demands included in the People's Charter of 1838.
   b. From which group did the main support for the charter come?
   - **A.** Middle class
   - **B.** Aristocracy
   - **C.** The clergy
   - **D.** Working class
6. **Summarise** the response of the British government at the time to the demands of the Chartists.
7. **Explain** how trade unions had become an accepted part of society by 1875.

Apply your understanding

Using historical sources

8. **Identify** three features of **SOURCE 2** that suggest to us that the artist was opposed to the actions taken by the troops in the Peterloo Massacre.
9. Consider **SOURCE 3**.
   a. Analyse what it tells us about the nature of the protest against the Tolpuddle Martyrs' punishment.
   b. Consider why an artist would regard the Tolpuddle Martyrs' protest as an important event to document.

Communicating

10. To what extent do you believe that the development of the People's Charter in 1838 was a major turning point in both British and Australian history? **Justify** your answer.

LESSON
6.10 Why was the French Revolution a turning point in history?

LEARNING INTENTION

By the end of this lesson you should be able to explain the causes and effects of the French Revolution.

TUNE IN

If you have seen any old Hollywood movies set during the French Revolution you will be familiar with scenes depicting bloodthirsty crowds shouting 'Off with his head' as aristocrats and others are brought in carts to be publicly beheaded. **SOURCE 1** depicts a similar scene. But is this all there was to the French Revolution?

SOURCE 1 Artwork showing the execution of Louis XVI, 21 January 1793
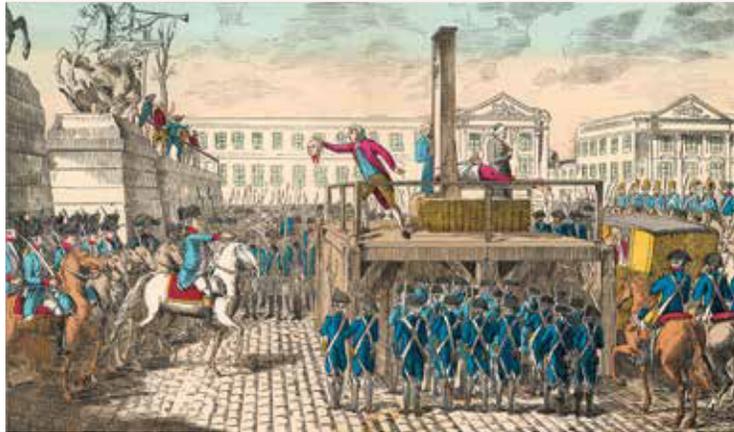
Discuss the following:
1. Was the French Revolution just an excuse for bloodletting on a grand scale?
2. Did it have higher ideals and if it did, what were they?

6.10.1 The ancien regime

A revolution brings about a complete change in the power relations between different groups within a society. The French Revolution was the most important political and social event of the eighteenth century because it took away the powers of the old French ruling classes and inspired oppressed peoples outside France. It created equality under the law. Many of the old ruling class lost more than their privileges. They lost their heads to the blade of the **guillotine**.

Under the ancien regime (old order) everyone in France belonged to one of three Estates.
- The First Estate was the clergy of the Roman Catholic Church, which owned much land but did not have to pay taxes.
- The Second Estate was the landowning aristocracy (nobles), who also paid no taxes. Increasingly, they were seen as a greedy class who contributed nothing and lived off the sweat of the peasants.
- The remaining 95 per cent of people belonged to the Third Estate. It included the urban middle classes, workers and the peasants, who formed the biggest class but had no privileges and paid many kinds of taxes.

guillotine device designed to execute people by decapitation (cutting off their heads)

6.10.2 The revolution begins

In the eighteenth century, educated French people began to be influenced by the ideas of Enlightenment thinkers who challenged such notions as the inequality of the three Estates and the claim of kings to rule by **divine right**.

The revolution began when the privileged classes tried to resist reforms. Louis XVI was an **absolute monarch**. However, by 1789, after decades of extravagance and costly wars, France was bankrupt. The only solution was to tax the wealthy classes. But the First and Second Estates rebelled, and the king was forced to call a meeting of the **Estates General**, which had not convened for about 200 years.

The nobles and clergy thought they would be able to keep their privileges because, by tradition, the First and Second Estates could outvote the Third. But Louis XVI agreed that the Third Estate should have twice as many representatives as each of the other two Estates.

When the Estates General met, the Third Estate declared that it represented the nation. It called itself the National Assembly. It was joined by some lower clergy. When Louis ordered the National Assembly to disperse, it refused. Instead it wrote a **constitution**.

The National Assembly succeeded because two other revolutions were taking place in 1789. The sans-culottes were suffering from bread shortages and high prices. On 14 July 1789 they stormed an old Paris prison called the Bastille, which was seen as a symbol of the ancien regime. In the countryside, hungry peasants rioted and burned the castles of nobles. These events frightened the privileged classes who wanted to preserve the old ways.

SOURCE 2 Painting of a **sans-culottes**, by Louis-Leopold Boilly (1761–1845). The flag carried by this sans-culottes is the tricolour that was adopted as the new French flag. For such people the Revolution of 1789 did not go nearly far enough.

Achievements of the National Assembly

- On 4 August 1789 the National Assembly abolished **feudal dues** and other noble privileges. In future, all citizens would answer to the same laws.
- In October it issued the *Declaration of the Rights of Man and the Citizen*. These rights included freedom of the press, freedom of speech, and the right to decide what taxes should be paid and how they should be spent.
- It also confiscated Church lands, provided for the election of clergy, abolished the purchase of official jobs and abolished restrictions on trade.
- On 3 September 1791 it issued the constitution under which France would be governed. This reduced the king's powers and provided for a Legislative Assembly to be elected by all adult men who had enough income to pay a set amount of tax.

The power of the common people was demonstrated on 5 October 1789, when a vast crowd of women marched on the royal palace at Versailles and forced the royal family, whom they did not trust, to return with them to Paris, where they could be watched.

divine right   chosen by God to rule

absolute monarch   a ruler who governs alone, unrestrained by laws or constitution

Estates General   representatives elected by the three French Estates

constitution   rules for government

sans-culottes   in revolutionary France, working-class people of the cities

feudal dues   obligations and payments imposed on peasants since the Middle Ages

6.10.3 The second French Revolution

The middle classes and most peasants benefited from the revolution, but the sans-culottes gained little. Women and poorer men still did not have the vote, and a higher income was required for a man to stand for election to the Assembly. Further, the Assembly passed laws denying workers the right to strike and to form unions to defend their interests.

The cause of the sans-culottes was taken up by the **radical** Jacobins. They wanted to take the revolution further and they soon became the dominant group in the Legislative Assembly. In August 1792 sans-culottes attacked the king's palace. In response, the Legislative Assembly **deposed** the king, imprisoned the royal family and agreed to hold fresh elections in which almost all Frenchmen could vote for a National Convention.

The National Convention first met on 21 September 1792, just weeks after crowds had entered Paris prisons, killing suspected supporters of the monarchy and anti-revolutionary priests. The Convention abolished the monarchy and put the king on trial for treason.

6.10.4 The Reign of Terror

France was now a **republic** and in January 1793 Louis XVI was executed by guillotine (see **SOURCE 1**). A Revolutionary Tribunal was formed to try 'enemies of the revolution'. Fears of foreign invasion had been growing since August 1791, when Austria and Prussia called on other powers to unite and restore the old order in France.

In April the Committee of Public Safety was formed to deal with threats of royalist uprisings in many parts of France and from a coalition of foreign monarchies, including Austria, Prussia, Spain, Russia and Britain, which was trying to crush the French republic.

radicals those who advocate far-reaching political and social changes

depose remove from power

republic a form of government that relies on popular representation rather than a monarchy

Fear of invasion and counter-revolution fuelled the Reign of Terror, in which enemies of the revolution were killed. Many nobles and royalists were executed, as were the leaders of the Girondins, whose radicalism was less extreme than the Jacobins'. Throughout the country, thousands who rebelled against the government met a similar fate. The Committee of Public Safety, dominated by the Jacobin Maximilian Robespierre, introduced the **Levée en masse**.

During 1793 the revolutionary armies drove back foreign threats and crushed the royalist rebellions, but in 1794 the revolutionaries turned on each other. Robespierre and his followers executed several Jacobins they considered too revolutionary. They then executed Georges Jacques Danton and his followers, who were considered corrupt.

aud-0518

SOURCE 4 Saint-Just, a Jacobin leader of the Reign of Terror, wrote these notes about the need for equality just months before he and Robespierre were executed in July 1794.

I challenge you to establish liberty so long as it remains possible to arouse the unfortunate classes against the new order of things, and I defy you to do away with poverty altogether unless each one has his own land . . . Where you find large landowners you find many poor people . . . Man must live in independence, each with his own wife and his robust and healthy children. We must have neither rich nor poor . . . We must have a system which puts all these principles in practice and assures comfort to the entire people.

aud-0519

SOURCE 5 The Proclamation of the Duke of Brunswick, commander of the foreign armies that aimed to invade France and overthrow the French Revolution, 25 July 1792

Their Majesties the [Austrian] emperor and the king of Prussia having intrusted to me the command of the united armies which they have collected on the frontiers of France, I desire to announce to the inhabitants of that kingdom [that] . . . the city of Paris and all its inhabitants without distinction shall be required to submit at once and without delay to the king [Louis XVI] . . . and to assure to him, as well as to the other royal personages, the inviolability and respect which the law of nature and of nations demands of subjects toward sovereigns . . . Their said Majesties declare . . . that . . . if the least violence be offered to their Majesties the king, queen, and royal family, and if their safety and their liberty be not immediately assured, they will inflict an ever memorable vengeance by delivering over the city of Paris to military execution and complete destruction, and the rebels guilty of the said outrages to the punishment that they merit . . .

DID YOU KNOW?

The Jacobin Republic was a period of terror and bloodshed but also a time of social reforms. It gave relief to the poor, attempted to control food prices, wrote a democratic constitution, planned a system of public education and abolished slavery in the French colonies. These efforts to create a fairer society were more far-reaching than those attempted by the Assemblies before and after.

6.10.5 The end of the Jacobin Republic

Jacobin rule came to an end in July 1794 when other members of the Convention overthrew and executed Robespierre and his followers. After their own short reign of terror against the radicals, these men swept away the powers of the Revolutionary Tribunal and the Committee of Public Safety, wiped out the gains of the sans-culottes and returned power to the middle classes.

Levée en masse mass conscription, forcing people to fight to defend the state

6.10 Exercise

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6.10 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 4, 5, 6	7, 8	9, 10

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Check your understanding

1. Which different social groups rebelled against the old regime in France in 1789?
   A. The First Estate
   B. The Second Estate
   C. The Third Estate
   D. The Fourth Estate
2. **Identify** the main reasons for the 1789 Revolution.
   A. The Second Estate called for bigger houses
   B. The Third Estate called for bread and an end to high prices
   C. The king tried to tax the First and Second Estates
   D. The king tried to tax the Third Estate
3. The king, landed aristocracy and the higher clergy in particular were most disadvantaged by the changes. True or False?
4. **Explain** why there was a second, more radical revolution in France.
5. **Describe** how that second revolution come to an end.

Apply your understanding

Using historical sources

6. **Identify** why people like the sans-culotte in **SOURCE 2** would have been strong supporters of the revolution.
7. **Describe** the dress and weapons of the women in **SOURCE 3**. To which social class would these women have belonged?
8. Study **SOURCE 1** and **describe** the events that led to the king being executed as a traitor.
9. Read **SOURCE 4**. **Describe** the ideas expressed by Saint-Just. **Determine** which social classes would have supported such ideas and which would have opposed them.

Historical perspectives and interpretations

10. **Elaborate** on why the French Revolution was a significant historical turning point.

LESSON

6.11 What new ideas for society were formed during the Industrial Revolution?

LEARNING INTENTION

By the end of this lesson you should be able to describe the new ideas in science, economics, politics and national identity that emerged during the Industrial Revolution.

TUNE IN

SOURCE 1 shows an illustration of facial anatomy from the first Encyclopedia, compiled by Denis Diderot in the late 1700s. It was a hugely significant work covering all aspects of life, from anatomy to music, from economic theory to farm practices.

1. What new approach can you see in the illustration?
2. What does it say about the emerging ideas of the time?

SOURCE 1 An illustration showing studies of anatomy
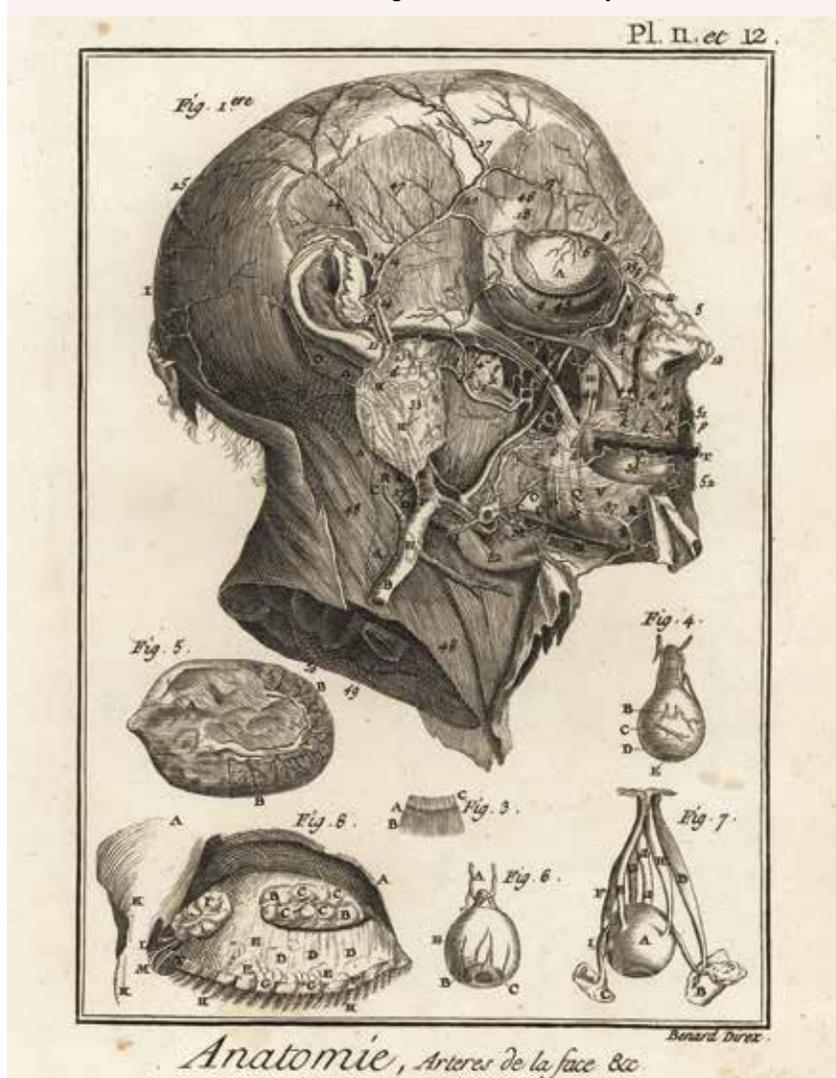
6.11.1 Economic ideas

The seventeenth and eighteenth centuries had been a period of great intellectual growth in Britain and Europe. The Scientific Revolution of the seventeenth century saw great advances in physics, mathematics, chemistry and biology. For the first time, scientists began to draw conclusions from experimentation and observation of the world around them, instead of simply accepting religious explanations. In the eighteenth century, the period known as the Enlightenment saw a challenge to traditional views of the structure of society and the role of religion, and asserted the rights of individuals to participate as equals, no matter what their social status. The willingness to question existing beliefs and to formulate new philosophies continued into the nineteenth century.

Many of the new ideas related to the operation of the economy, overturning the traditional feudal approach that still operated throughout much of Europe.

Capitalism

A belief in the ability of individuals to create wealth through their own entrepreneurship was central to the ideas of capitalism. These principles were strongly promoted by Adam Smith and others late in the eighteenth century. Central to Smith's beliefs was the removal of excessive regulation of business, so that all businesses were free to compete in open markets. He believed that if all individuals were free to pursue their own self-interest, this would lead to a better and wealthier society for all individuals. He described this as 'the invisible hand' that improves society, even though none of the individuals participating may have had this as their main aim (see **SOURCE 2**).

Central to the belief in capitalism was a belief in competition. By competing against each other, businesses that charged the lowest prices would attract more customers, and therefore be the most successful. Lower prices would be the social benefit that would flow from this competition. By the end of the nineteenth century, capitalism had become the predominant economic theory of Britain, Europe, the United States, and most of the industrialised world.

SOURCE 2 Adam Smith, *The Wealth of Nations*, 1776

By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention. Nor is it always the worse for the society that it was no part of it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it.

Socialism

Opposed to capitalism were the ideas of socialism. There were many influential socialist thinkers in the nineteenth century. They shared a belief in greater economic and political equality. They believed this could be achieved only by workers owning and running enterprises collectively or by the state owning these enterprises on their behalf. The British reformer Robert Owen held strong socialist ideals. Another significant proponent of socialism was Karl Marx, a nineteenth-century German philosopher. Marx believed that history was shaped by struggles between social classes. He predicted that revolutions throughout Europe would completely change societies. As the Industrial Revolution proceeded, those who had nothing but their ability to work — the **proletariat** — would overthrow the **bourgeoisie**. The workers would then create a socialist society in which wealth would be shared fairly. Marx thought that socialism would eventually lead to a stage of even greater equality that he called 'communism' (see **SOURCE 3**).

proletariat the working class, especially industrial wage earners

bourgeoisie capitalist middle classes; the owners of the means of production, distribution and exchange — factories, shipping, banks and other businesses

Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other — the bourgeoisie and proletariat … The Communists … openly declare that their ends can only be attained by the forcible overthrow of all existing social conditions. Let the ruling classes tremble at a Communist revolution. The proletariat have nothing to lose but their chains. They have the world to win. Working men of all countries unite!

Imperialism

Imperialism was the theory behind the expansion of European empires, particularly during the eighteenth and nineteenth centuries. Instead of simply trading with foreign countries, an empire could be created by conquering those countries and taking control of their resources. Britain had been able to accelerate its industrial growth through the expansion of its empire, which gave it access to a range of raw materials. This served as a model for other European countries during the nineteenth century. In particular, Britain, France, Belgium, Germany and Italy expanded their empires into Africa during the latter half of the nineteenth century, so that by the beginning of the twentieth century, the African continent had been almost completely divided up between the European powers (see **SOURCE 4**).

int-5618

SOURCE 4 European imperial territories in Africa, 1914. Can you see any areas that were not controlled by European nations?
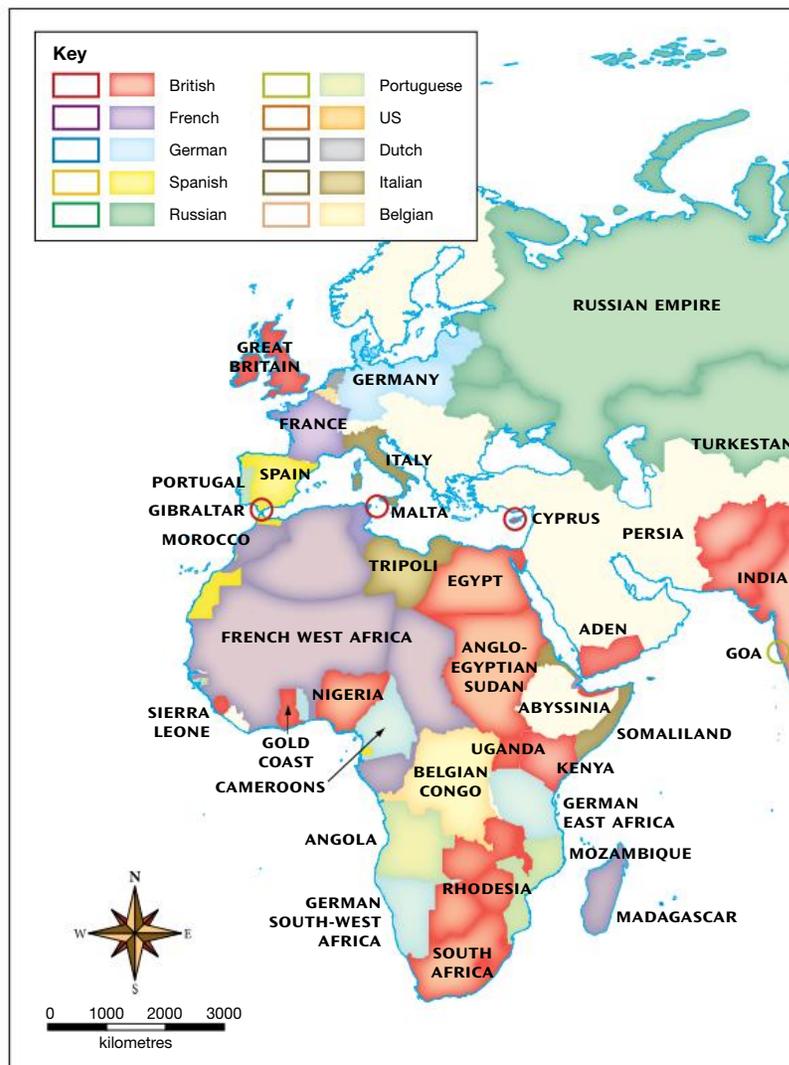
Source: Map drawn by Spatial Vision.

6.11.2 Political ideas

Traditional European feudal society had been divided into strict social classes. At the top were royalty and the aristocracy, who owned most of the land, and who passed on their land and titles to their offspring. Then there was the middle class: the tradespeople, artisans and businesspeople. At the bottom were the lower class, the vast numbers of peasants who worked the land for the aristocracy. As Britain industrialised, large numbers of these peasants moved to the towns and became industrial workers. The higher up you were in the social classes, the more power and wealth you held. During the Enlightenment of the eighteenth century, this structure and power imbalance came to be challenged by a number of writers. From 1789 onwards in France, this social structure was completely overthrown by the French Revolution.

Egalitarianism

Egalitarianism was the belief that all people are created equal and should all have equal rights. It was an idea proposed by a number of European writers and philosophers during the eighteenth-century Enlightenment and was completely at odds with the traditional division of the population into strict social classes with unequal rights and power. Americans such as Benjamin Franklin had visited Europe and been inspired by many of the ideas of the Enlightenment. Principles of egalitarianism were the foundation of the United States Declaration of Independence in 1776 (see **SOURCE 5**), even though equality was not granted to slaves of African descent at that time.

> **SOURCE 5** United States Declaration of Independence, 1776
>
> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed …

Egalitarianism was also at the heart of the French Revolution. The delegates to the National Constituent Assembly adopted the Declaration of the Rights of Man and of the Citizen in August 1789 (see **SOURCE 6**). This document enshrined the ideals of egalitarianism for all citizens, including an equal right to elect representatives to make laws. Ideas of egalitarianism strongly influenced reformers like Robert Owen, the Chartists and many socialist writers such as Marx and Engels.

tlvd-10677

> **SOURCE 6** National Constituent Assembly of France: Declaration of the Rights of Man and of the Citizen, 1789
>
> *Article I* — Men are born and remain free and equal in rights. Social distinctions can be founded only on the common good.
>
> *Article II* — The goal of any political association is the conservation of the natural and imprescriptible rights of man. These rights are liberty, property, safety and resistance against oppression.
>
> *Article III* — The principle of any sovereignty resides essentially in the Nation. No body, no individual can exert authority which does not emanate expressly from it.
>
> *Article IV* — Liberty consists of doing anything which does not harm others: thus, the exercise of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights. These borders can be determined only by the law.
>
> *Article V* — The law has the right to forbid only actions harmful to society. Anything which is not forbidden by the law cannot be impeded, and no one can be constrained to do what it does not order.
>
> *Article VI* — The law is the expression of the general will. All the citizens have the right of contributing personally or through their representatives to its formation. It must be the same for all, either that it protects, or that it punishes. All the citizens, being equal in its eyes, are equally admissible to all public dignities, places and employments, according to their capacity and without distinction other than that of their virtues and of their talents.

Feminism

It did not go unnoticed that the ideas of egalitarianism did not often extend to women of the day. Women's wages were lower than those for men and were described by Emma Paterson as 'disgracefully low', and many women campaigned to help improve pay and conditions. Acknowledged as one of the founding feminist philosophers, Mary Wollstonecraft (1759–1797) observed and railed against women's inequality and brought attention to the issues through her writings.

Later, Bessie Rayner Parkes (1829–1925) continued to observe the unjust situation of women and used her skills as a writer to draw attention to specific causes. As well as women's rights she also was outspoken against slavery and helped gain more than half a million signatures on a petition to end the practice. Her 'Remarks on the Education of Girls' brought attention to the limited career opportunities available to women of her time.

Nationalism

Nationalism developed as a doctrine during the French Revolution. Prior to this time, loyalty by inhabitants of a country was directed towards the king or a similar monarch. Soldiers fought for the monarch rather than for the broader concept of the 'nation'. Article III of the Declaration of the Rights of Man and of the Citizen states that: 'The principle of any sovereignty resides essentially in the Nation. No body, no individual can exert authority which does not emanate expressly from it' (see **SOURCE 6**). This changed the focus of loyalty from the King to that of the 'Nation'.

When France found itself at war against other European powers in 1793, it introduced a form of conscription called the *levée en masse*, in which all French citizens were to devote all their energies to the defence of the nation (see **SOURCE 7**). Nationalist ideas also spread from France in unintended ways. In lands conquered by French armies during the Revolutionary Wars, other groups discovered a sense of national identity as they resisted French rule. This was even more marked during the wars waged by the French Emperor Napoleon Bonaparte, who seized absolute power in 1804 and ruled France until his defeat in 1815.

SOURCE 7 Declaration of the French National Convention, 23 August 1793

From this moment until such time as its enemies shall have been driven from the soil of the Republic, all Frenchmen are in permanent requisition for the services of the armies. The young men shall fight; the married men shall forge arms and transport provisions; the women shall make tents and clothes and shall serve in the hospitals; the children shall turn old lint into linen; the old men shall betake themselves to the public squares in order to arouse the courage of the warriors and preach hatred of kings and the unity of the Republic.

Following the defeat of Napoleon, the old European empires were restored. One of these was the Austro-Hungarian Empire, even though it contained peoples of many nationalities including the Czechs, Slovaks, Poles, Romanians, Croatians, Bosnians and Italians. Nationalism continued to cause unrest in many parts of Europe.

Nationalists in the Ottoman and Austro-Hungarian empires wanted the right to form their own nations. Greece won autonomy from the Ottoman Empire in 1829. Belgium became independent from the Netherlands two years later. In 1848, nationalist revolutions broke out in many parts of Europe, although these were not successful and most failed within 12 months. Among Italians and Germans in their many states, there were those who wanted to create one Italy and one Germany. Italy achieved national unity in 1870 and Germany in 1871.

6.11.3 Scientific ideas

The scientific developments of the seventeenth and eighteenth centuries were seen by many as a challenge to the authority of the Christian religion in Europe. Many people still believed in the literal interpretation of the Bible, that God had created the Earth and all life in seven days, and that all human beings were descended from Adam and Eve. The discoveries and publications of Charles Darwin were to challenge these fundamental beliefs.

DID YOU KNOW?

Ada Lovelace (1815–1852) is often called the first computer programmer. She created the programme for Charles Babbage's prototype digital computer, or 'Analytical Engine' as he called it. Her programming would help the machine calculate Bernoulli numbers and although it was never actually constructed her programme remains as the first ever written for implementation on a computer.

The early programming language 'Ada' was named for her and the second Tuesday in October that recognises contributions of women to science, technology, engineering, and maths — subjects you may know collectively as 'STEM' — is known as Ada Lovelace Day.

Darwinism

Charles Darwin was a **naturalist** who, aboard the HMS *Beagle*, sailed around the world between 1831 and 1836. On his travels, he began to notice variations and similarities between different animals, plants and birds, and came to the conclusion that some species may have changed over time.

> **naturalist** a term once used to describe a scientist who studies plants and animals. Today such a person would be called a biologist.

In his journals he suggested that life may have evolved over time to adapt to changing environmental circumstances. Those organisms that adapted best were most likely to survive and continue to breed and produce offspring. This theory was described as the 'survival of the fittest', and it proposed that only the strongest or most adaptable would survive because the others would not be able to compete with them.

In 1859, Darwin published *On the Origin of Species*, in which he laid out his theory of evolution through natural selection. He proposed that genetic variations in all plants and animal species led some to be more successful than others, and that this continuous process had produced the wide variety of different species we see around the world today.

His 1871 book, *The Descent of Man, and Selection in Relation to Sex*, set out his view that humans were descended from an ape-like creature. Darwin's theories were very controversial at the time and became known as 'Darwinism'.

SOURCE 8 Charles Darwin, *On the Origin of Species*, 1859

As many more individuals of each species are born than can possibly survive; and as, consequently, there is a frequently recurring struggle for existence, it follows that any being, if it vary however slightly in any manner profitable to itself, under the complex and sometimes varying conditions of life, will have a better chance of surviving, and thus be *naturally selected*. From the strong principle of inheritance, any selected variety will tend to propagate its new and modified form.

▶ Religious responses to Darwinism

Darwin's theories of evolution directly contradicted the Christian churches' teachings about the creation of the world and life within it. The reaction of religious groups to Darwin's theories varied considerably. Leaders of more conservative churches dismissed his theories completely and refused to accept anything other than the literal interpretation of the Biblical creation story. Liberal church leaders claimed the mechanism of evolution as the means by which God had created life and saw no inconsistency between Darwin's theory and their own beliefs. While the scientific community accepts the general principles of Darwin's approach, the theory of evolution remains controversial to this day. There are still some Christian groups that only accept the Biblical creation story.

SOURCE 9 Many cartoonists made fun of Charles Darwin and his theories. This cartoon was published in *Punch* magazine in 1882.

6.11 SKILL ACTIVITY: Communicating

A toy company is releasing action figures of significant historical figures. Your task is to design a historical action figure for one of the following people: Adam Smith, Karl Marx, Benjamin Franklin, Charles Darwin or Denis Diderot.

1. Action figures usually have specific clothing designed to reflect their personality. What will your historical figure be wearing? **Sketch** the product.
2. Most action figures come with an accessory or two, whether that be a weapon of some sort, or an item that is associated with that person. What two accessories will accompany your figure? Why are they important to them?
3. The packaging for your figure needs a brief outline of why they deserve to be in action figure form. You can write no more than 70 words for the packaging. How significant is your historical figure? Why do they deserve to be an action figure in the new 'historical figures' range?

6.11 Exercise

learn on

6.11 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 3, 4, 5	2, 6, 7, 9	8, 10

Check your understanding

1. Adam Smith believed that society as a whole would benefit from the efforts of entrepreneurs. True or false?
2. **Identify** in what ways the beliefs of socialists were completely opposed to those of capitalists.
3. What were the key principles of egalitarianism?
   A. All people are not created equal and should not have equal rights.
   B. All people are not created equal and should have equal rights.
   C. All people are created equal and should not have equal rights.
   D. All people are created equal and should have equal rights.
4. **Describe** the experience Charles Darwin had that led him to develop his ideas about the 'survival of the fittest'.
5. Why were some church leaders able to accept Darwin's theories?
   A. Because the government forced them to do so
   B. Because they believed that all God's creatures were created equal
   C. Because they interpreted evolution as the means by which God had created life on earth
   D. Because they believed in scientific principles

Apply your understanding

Using historical sources

6. **Explain** Adam Smith's concept of the 'invisible hand' as referred to in **SOURCE 2**, and give an example of how it might work.
7. **Infer** what is meant by the following sentence in **SOURCE 5**: 'Governments are instituted among Men, deriving their just powers from the consent of the governed …'.
8. Prior to 1789, the law in France consisted largely of decisions made exclusively by the King and his advisors. **Describe** how Article VI in **SOURCE 6** directly opposes this idea of royal lawmaking power.
9. **Explain** what Darwin meant by the term 'naturally selected' in **SOURCE 8**.

Historical perspectives and interpretations

10. **Evaluate** some of the possible ways in which Adam Smith's ideas might have influenced the attitudes of many factory owners in Britain during the Industrial Revolution.

LESSON
6.12 Who led the movement for changes in working and living conditions?

LEARNING INTENTION

By the end of this lesson you should be able to outline the key ideas of significant nineteenth-century human rights reformers.

TUNE IN

The early years of the Industrial Revolution were marked by appalling working and living conditions for factory and mine workers. Many prominent citizens became concerned about the conditions experienced by ordinary working people and actively sought to bring about change. Improvements began to be introduced during the nineteenth century, with laws passed to protect workers and improve living conditions often being the result of determined campaigning by these prominent individuals.

SOURCE 1 At Robert Owen's New Lanark mill, education, including dancing classes, was provided to children.

SOURCE 1 shows some of the attempts made to help the families of those who worked in mills or factories.
1. Does this resemble any of your classes during your time at school?
2. Can you see anything to suggest classes other than dancing took place?

6.12.1 Influential reformers

Robert Owen

Robert Owen bought a share in the New Lanark cotton mills in Scotland in 1800 and managed them for the next 25 years. Owen disagreed with the widespread attitude among factory owners that workers had to be paid low wages and treated poorly to ensure the biggest profits. He stopped employing children under 10 in his factories, provided schooling for the younger children and limited the working hours for children over 10 so they could also attend school. He provided clean, comfortable housing as well as a pleasant working environment for his workers. His business was very successful and he travelled all around Britain promoting his ideas.

Elizabeth Fry

Elizabeth Fry was a philanthropist and prison reformer who worked to improve the conditions of Britain's prisons. In particular she helped bring about the 1823 Gaols Act which introduced mandatory segregation of men and women in prisons and ensured female prisoners would be managed by female wardens to prevent sexual exploitation. She also worked with those sentenced to transportation by providing care parcels and ensuring that women and children would receive a share of food and water on the voyage.

Lord Ashley (later the Earl of Shaftesbury)

As a member of Parliament, Lord Ashley promoted the passing of laws to improve the working conditions of ordinary working people. He was responsible for introducing some of the Factory Acts that restricted the use of child labour in textile mills. He supported the Mines Act of 1842 that outlawed the employment of women and young children in coalmines (see lesson 6.4). Lord Ashley was also responsible for setting up the first free schools for poor children.

Edwin Chadwick

Edwin Chadwick was a lawyer who initially became involved in both Poor Law reform and the issue of child labour in the early 1830s. As a member of the Poor Law Commission he was largely responsible for the provisions of the Poor Law Amendment Act of 1834. He also contributed to a government report that recommended reductions in working hours for children in factories. Many of his ideas were included in the Factory Act of 1833. In 1842 he published a report on the unsanitary living conditions of the working classes in the overcrowded towns and cities. He became a strong campaigner for clean water supplies and proper sewerage systems to improve levels of public health.

Florence Nightingale

Known as 'The Lady with the Lamp' because of her nighttime nursing rounds of wounded soldiers in her care during the Crimean War, Florence Nightingale laid the groundwork of professional nursing in the mid nineteenth century. Her focus on hygiene and living standards helped reduce the mortality rate from the wounds of war and after returning home she established a nursing school in 1860 and continued to work to improve healthcare in Britain.

6.12.2 Factory reform

During the nineteenth century Parliament passed a number of Factory Acts, most of which were designed to restrict the employment of women and children in factories, and to limit the number of hours that could be worked in a day.

SOURCE 2 Factory reform

Factory Act 1819 — Limited the hours worked by children to a maximum of 12 per day

Factory Act 1833 — Banned employment of children under 9 and limited 10- to 13-year-olds to a 48-hour week in the textiles industry. To enforce this rule, factory inspectors were introduced (although there were initially only four inspectors for all of England).

Factory Act 1844 — Reduced the maximum working hours for women to 12 hours per day

Ten Hour Act 1847 — Reduced maximum working hours for women and children to 10 hours per day

Factory Act 1850 — Prohibited women and children from working in a factory before 6 am or after 6 pm

Factory Act 1874 — Set a maximum of 56.5 hours of work per week for all workers

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6.12.3 Public health reform

Edwin Chadwick's *Report on the Sanitary Conditions of the Labouring Population of Great Britain* in 1842 highlighted the need to improve the living conditions of the poor in major towns and cities. Progress took years to achieve. In some parts of Britain, improvements did not occur until well into the twentieth century.

The Public Health Act of 1848

The Central Board of Health, of which Chadwick was a member, was set up, with the power to establish local boards in areas where the death rate from disease was particularly high. These local authorities had the power to manage street cleaning, collection of refuse, supply of clean water and installation of sewerage systems. This system led to improvements in some towns but was not very effective across the whole country.

London sets the standard

As the largest city in Britain, London experienced particularly bad sanitation problems. In 1847 the Commission of Sewers was set up to remove all the cesspits and replace them with underground sewerage. By 1865 a sewerage system had been established for all of London.

SOURCE 3 The construction of sewers in London removed cesspits from the streets and improved sanitation.

The Public Health Acts of 1872 and 1875

These laws divided the whole country into sanitary districts, setting up local health boards to control water supply and sewerage systems. Further laws passed at this time gave local councils the power to purchase whole slum districts, demolish them and replace them with improved housing, including parks and gardens.

DID YOU KNOW?

People living in crowded houses would frequently empty their toilet pot out the window, often from one or two storeys above the street. To warn anybody walking below, they would call out the French, *Gardez l'eau!* ('Beware of the water!'). This came to be expressed as 'Gardey loo!' and is said to be the origin of the word loo as an alternative term for toilet.

6.12 SKILL ACTIVITY: Historical perspectives and interpretations

How different are the provisions in the various Factory Acts to today's employment standards?

1. Look into Australia's National Employment Standards. The Australian Government website is a good place to start.
2. **Identify** what is different about them compared to the Factory Acts. These might be specific differences, but could also be more general — for example, who is affected by them.
3. **Identify** what is similar about them. Once again, these could be specific similarities or they could be broad ideas.
4. Arrange your ideas in a Venn diagram similar to the one on the right. These can be very useful for comparing similarities and differences, and for measuring change over time.
5. **Summarise** your conclusions in a clear but concise paragraph.

Factory Acts

National Employment Standards

Similarities
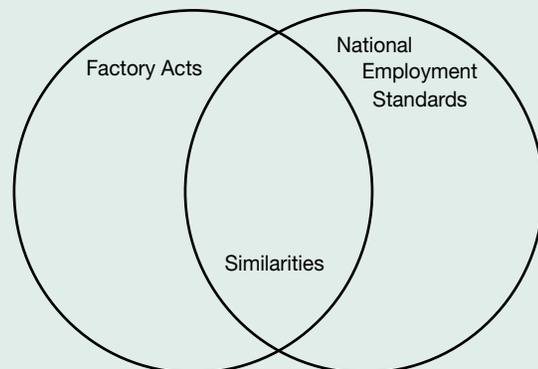
6.12 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 4, 5	3, 6, 7	8, 9, 10

These questions are even better in jacPLUS!
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Check your understanding

1. Robert Owen was able to run a successful business and make good profits without having to exploit his employees. True or false?
2. How did Lord Ashley use his position as a member of Parliament to deal with issues of child labour?
   - **A.** He promoted the passing of laws to not improve the working conditions of ordinary working people.
   - **B.** He promoted the passing of laws to improve the working conditions of ordinary working people.
   - **C.** He promoted the passing of laws to improve the profit of the factory owners.
   - **D.** He promoted the passing of laws to improve the conditions of middle-class people.
3. **Describe** the contribution made by Edwin Chadwick to the improvements in sanitation in England.
4. **Match** the Factory Acts of 1819 and 1833, and the Ten Hour Act of 1847, with how they affected the working hours of children. Place the corresponding letter into the answer column.

Factory Act of 1819		**a.** Working hours for women and children were limited to 10 hours per day.
Factory Act of 1833		**b.** Children could no longer work more than 12 hours per day or 84 hours per week.
Ten Hour Act of 1847		**c.** Children under 9 were banned from working in factories, and the working hours of 10- to-13-year-olds were limited to a 48-hour week.

5. **Identify** the role of the Central Board of Health, created by the Public Health Act of 1848.
6. **Explain** the improvements that occurred as a result of the Public Health Acts of 1872 and 1875.

Apply your understanding

Using historical sources

7. **SOURCE 2** indicates that initially only four factory inspectors were appointed to enforce the Factory Act of 1833. **Explain** how well you think this Act would have been enforced. Give reasons for your answer.
8. Examine **SOURCE 3** and **explain** why the provision of an underground sewerage system can be regarded as a major achievement.

Historical perspectives and interpretations

9. **Create** a timeline to demonstrate the improvements in urban living standards that occurred in Britain after 1842.
10. What effect would you expect the improvements in sanitation to have had on population growth in Britain? **Justify** your conclusion.

LESSON
6.13 Why do people move?

LEARNING INTENTION

By the end of this lesson you should be able to explain some of the reasons for the movement of people around the world and describe the impacts of those movements.

TUNE IN

It is not unusual for families or groups of people to migrate from one part of the world to another. It must be emotionally and physically exhausting to start a new life in a different place, and the situation in the eighteenth and nineteenth centuries was not so very different.

SOURCE 1 Migrants disembarking

1. What sort of emotions do you think the migrants in **SOURCE 1** felt as they set foot in Australia?
2. What do you think their biggest hopes and fears might be about starting a new life in Australia?
3. How do you think you would feel arriving in a foreign country to start a new life?

6.13.1 Push factors, pull factors

The decisions of migrants to travel thousands of kilometres from their homelands to Australia were based on a variety of factors. These factors are generally divided into 'push' and 'pull' factors.

Push factors are the reasons for a migrant to leave their home. Those factors might be economic, social, political, or religious. Migrants might make a conscious choice to migrate because they see opportunities elsewhere — you'll see this when you investigate the Henty family later in this topic. Others might be forced to make a decision because of unfavourable push factors. This would probably be the case for those fleeing the Irish Famine, or those unable to find work because of the changing nature of society at the time. Either way, push factors are the reasons a person feels they could, or need to, move from their homeland.

The other factors are pull factors. Those are the reasons behind the choice of a particular destination. The pull factor for migrants deciding to come to Australia might be the opportunity to work the land, or to be — in the case of migrants from the British Isles — in a colony with similar laws and culture. These are all things that 'pull' a migrant towards a particular destination.

Generally speaking, both push and pull factors both play a role at the same time. Someone who has every reason to leave their home but no opportunity to leave would likely remain where they are. Alternatively, someone who likes the idea of life in Australia but has no reason to leave is unlikely to take the risk. That means that those who do undertake the journey do so with some level of risk in the attempt to gain something for them and their family.

Of course, some of those who move overseas have no say in whether or not they leave or where they go. These are sometimes called 'unwilling' migrants. Two examples you will have the opportunity to investigate are slaves and convicts.

6.13.2 The population explosion

Before the eighteenth century

The period of the agricultural and industrial revolutions saw rapid population growth throughout Great Britain, but particularly in England and Wales. Improved farming methods appear to have been one cause of the population explosion that occurred between 1750 and 1850. The increase in population provided a ready workforce for newly industrialised factory production.

Population figures for most of Great Britain before the nineteenth century are estimates only, as the first official census was not held until 1801. The best information suggests that population levels had moved up and down dramatically between 1300 and 1700. From a high of close to 6 million people in 1300, the influence of the **Black Death** and years of **famine** had seen the population depleted to around 2 million by 1500.

During the sixteenth century the population appears to have doubled, but it grew more slowly during the first half of the seventeenth century, reaching only about 5 million by 1650. Disease epidemics such as the Great Plague of the 1660s caused the population to level out during the second half of the seventeenth century and by 1700 it remained at about 5 million.

Black Death a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.

famine a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time

SOURCE 2 The Black Death struck Europe in the late 1340s and kept the populations low in Britain for centuries.
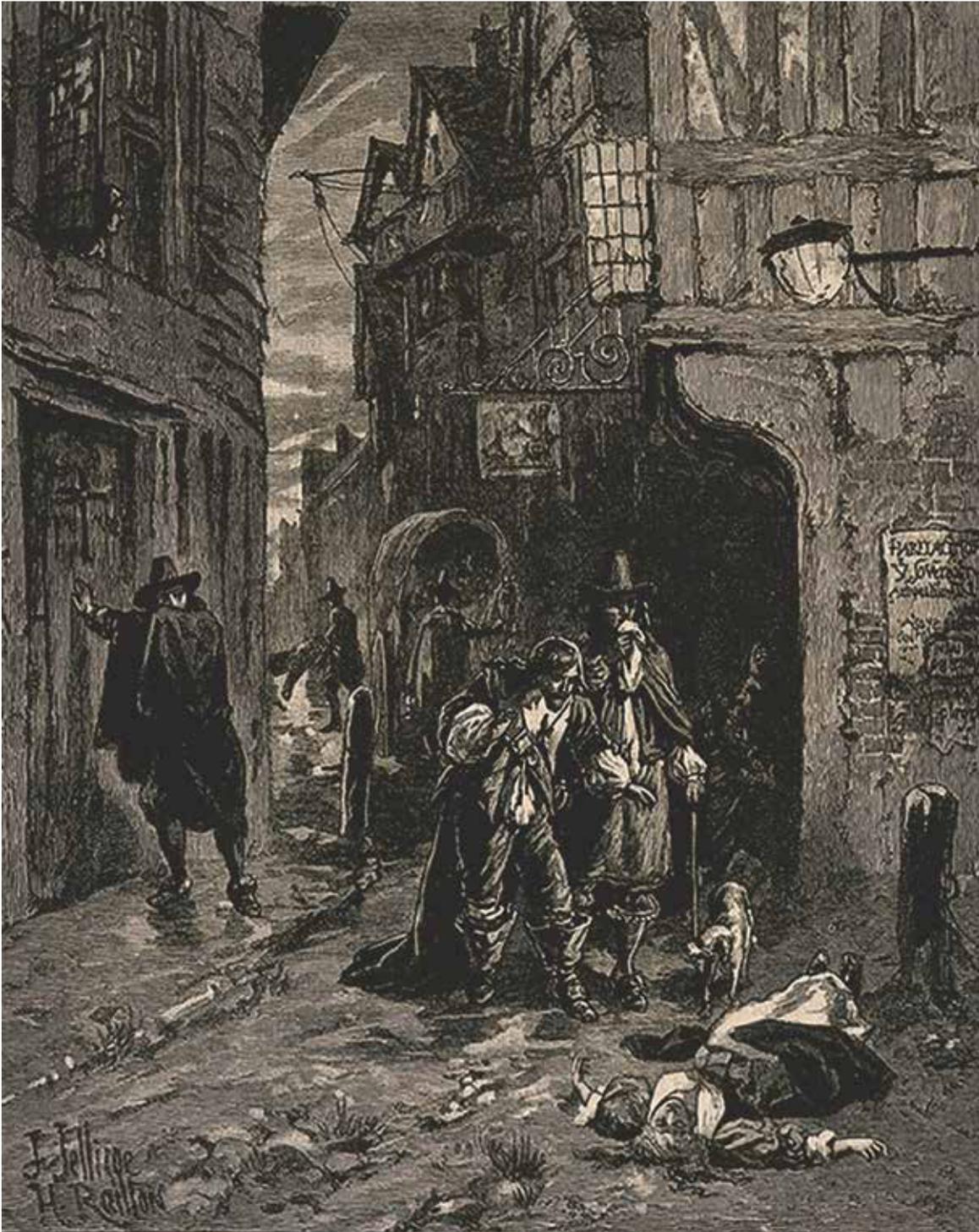
6.13.3 Eighteenth-century population growth

The British population began to increase steadily again during the first half of the eighteenth century, reaching 6 million by the late 1750s. Eradication of the plague and improvements in medical science saw a fall in the death rate. By mid-century the changes in agriculture had begun to have an impact, increasing the supply of good-quality food capable of feeding a larger population.

The population explosion

The population really took off in Britain after 1760, doubling over the next 60 years, and doubling again in the following 60 years (see **SOURCE 3**).

Agricultural improvements meant that good crops could be relied on every year, removing fears of the periodic famine that had been common for centuries. Fresh meat was now available in winter; cheaper potatoes could be eaten all year round, and dairy produce, such as butter and cheese, was enjoyed more widely.

SOURCE 3 Population growth in England and Wales, 1761–1881

Year	Population
1761	6 146 000
1781	7 042 000
1801	8 893 000
1821	12 000 000
1841	15 914 000
1861	20 066 000
1881	25 974 000

Source: From Gardiner and V. Wenborn (eds), *The History Today Companion to British History*, London, 1955, p.150.

SOURCE 4 Edward Jenner pioneered vaccination against smallpox in 1796, as shown in this nineteenth-century artwork.

In the latter part of the eighteenth century, vaccination against diseases such as smallpox began to reduce deaths from infectious diseases. Dietary deficiency diseases such as scurvy and rickets declined as food quality improved, leading also to a decline in the infant mortality rate. The widespread use of child labour in factories and mines in the late eighteenth and early nineteenth centuries appears to have encouraged many families to have more children as a means of increasing family income.

6.13.4 The impact of the population explosion

The Industrial Revolution saw small-scale domestic production superseded by factory production. The rapid growth in population provided a market for the products of these new factories, with cheap clothing readily available because of improvements in textile production. The growing demand provided incentives for the owners of factories to increase production and improve their methods. The population explosion also provided a workforce to work in these factories. While wages were not high, if all members of the family were employed, they could earn enough to provide for the basic essentials of food, clothing and shelter.

SOURCE 5 As seen in this artwork from 1840, all members of a family, including mothers and children, were often employed in English textiles factories.

6.13.5 Social unrest, protests and riots

As the industrial and agricultural revolutions progressed, many factory, mine and farm workers were dissatisfied with their working conditions. Initially this materialised as protests and even riots, but as the nineteenth century progressed, workers began to organise into unions to work towards improvements in their working lives.

The social upheaval resulting from the agricultural and industrial changes led to several protest movements by ordinary working people in the early nineteenth century. In addition, trade unions were formed, banned, and then permitted again, and demands for representation were made by workers.

The Combination Acts

In 1799 and 1800 Parliament passed the Combination Acts, which effectively banned workers from combining to form unions. The Combination Acts were **repealed** in 1824, but a series of **strikes** led to the passing of the Combination Act of 1825. This allowed unions to bargain with employers over wages and hours of work, but banned them from using strike action.

The Chartists

The right to vote for the election of members of the British Parliament had always been restricted to men who owned property worth a relatively substantial value. This meant that the majority of men could not vote, and that no women could vote. In the period after the end of the Napoleonic Wars (1803–1815), many groups were formed to promote the idea of making the vote more democratic.

In 1832, the Parliament passed the Reform Act, which lowered the value of the property that a voter was required to own and allowed tenant farmers paying rent above a certain level to vote. In the minds of many people this did not go far enough. When the Poor Law Amendment Act was passed in 1834, it further angered many people, because it was seen to be punishing people who had no voting rights.

In 1836 a group of tradesmen formed the London Working Men's Association. Its leaders, William Lovett and Henry Hetherington, had been active in promoting greater rights for the working class. Hetherington had printed a number of newspapers promoting universal adult male **suffrage**.

In 1838 the association published its People's Charter, which set out six aims. These were:
1. the vote for all men over the age of 21
2. secret ballot at elections
3. no property qualification for members of parliament
4. payment of members of parliament, so that standing for parliament was not restricted to the rich
5. equal-sized electorates, so that each vote had equal value
6. annual elections for parliament.

Supporters of the People's Charter became known as Chartists. A number of large public meetings were then held in various parts of England, Wales and Scotland, supporting the aims of the charter. These meetings were attended by many thousands of working-class people.

In 1839 the Chartists presented a petition signed by 1.3 million working people, but the parliament refused to hear the petition. Protest marches were held throughout the country, some of which were met with armed troops. Some Chartist leaders were arrested, and Lovett himself spent a year in prison.

In 1842 large numbers of workers went on strike in support of improved wages and the principles contained in the People's Charter. Many were arrested and more than fifty Chartists were sentenced to transportation to the Australian colonies. All six aims of the charter, except for annual elections, were eventually adopted within Britain, and have formed the basis for democratic government in many countries around the world.

repeal withdrawal of a law or set of laws by Parliament

strike attempt by employees to put pressure on their employer by refusing to work

suffrage the right to vote

6.13 SKILL ACTIVITY: Questioning and researching, Communicating

Your task is to design an action figure based on a historical figure. That figure is someone who was significant in Australia's voting history.

Use the **Voting history** weblink in the Resources panel to investigate the history of Australia's voting rights.
1. As you read through the milestones, **identify** their significance to the colonies and in the global history of voting. In what ways was Australia's voting system pioneering?
2. **Select** one of the following topics: Eureka Stockade, Male suffrage, The Secret Ballot or Women's Suffrage. **Research** the key individuals who played a role in your chosen event.
3. **Design** your action figure. What are they wearing? Does it reflect their background or profession? Your action figure is allowed to have up to three accessories. What would you choose to most effectively tell the story of who they were?
4. **Write** a brief blurb of no more than 50 words that will appear on the packaging for your figurine and **sketch** your packaging.
5. Share and promote your action figure as part of a class display.

6.13 Exercise

learnon

6.13 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 8	6, 7

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Check your understanding

1. _____ factors are the reasons to leave one's home. _____ factors are the reasons to choose a destination.
2. **Identify** how the Reform Act made the ability to vote more accessible.
   A. Lowered the value of the property that a voter was required to own
   B. Increased the value of property that a voter was required to own
   C. Abolished the requirement of owning property to vote
   D. Further restricted the ability to vote for farmers
3. The growth in population encouraged factory owners to increase production. True or false?
4. How does the People's Charter continue to impact many countries today?
5. **Explain** how the changes in agricultural production methods contributed to population growth after 1700.

Apply your understanding

Using historical sources

6. **Examine SOURCE 5.** As seen in this artwork from 1840, all members of a family, including mothers and children, were often employed in English textile factories. What conclusions can you draw about the conditions experienced by women and children working in factories?

Historical perspectives and interpretations

7. It could be said that population growth in Britain before 1800 helped *cause* the Industrial Revolution, while population growth after 1800 was an *effect* of the Industrial Revolution. **Decide** if you agree or disagree with this proposition, using what you have learned so far about industrialisation in Britain in this period.
8. **Explain** what is meant by the term 'unwilling migrants'.

LESSON

6.14 INQUIRY: What was it like to grow up in an industrial town?

LEARNING INTENTION

By the end of this lesson you should understand further details about the life of young people in urban areas during the Industrial Revolution.

Background

You are researching the life of a 14-year-old living in one of the large industrial towns in Britain during the Industrial Revolution, so that you can provide a record for future generations to understand what life was like for working-class people at this time. You will create an annotated visual summary of your daily life to describe the living and working conditions that children experienced.

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 process

Step 1: Questioning and researching

Write your **inquiry question**.

Conduct research to find appropriate images. Your visual diary should consist of a collection of relevant images that represent different aspects of life in the industrial towns of Britain at this time. Those images could be images you have created yourself or can be images gathered from online sources. Some of the images in this topic that are relevant could be used, but try to look further to gather more perspectives.

Step 2: Using historical sources

Construct a question around each image that will help unpack the overall question. For example, 'How does this image reveal the working conditions for 14-year-olds in industrial towns?'

Step 3: Historical perspectives and interpretations

Each image should be accompanied by a paragraph that answers the question you have asked in your own words. It should **explain** what is happening and make the connection to the life of a 14-year old. It might be something that affects them directly, or it could be an indirect connection because it affects their family. You might like to include a subheading for each image to highlight the aspect of life you are presenting.

Remember the guiding inquiry question: 'What was it like to grow up in an industrial town?' Your images and paragraphs will provide your response to this question. You should provide an overall summary of your answer to the question in a single paragraph.

Step 4: Communicating

Communicate your findings in the form of a a booklet, a poster (A2 size), or a PowerPoint (or similar) presentation.

Complete your self-assessment using the **Inquiry rubric** or access the 6.14 exercise set to complete it online.

on Resources

📄 **Digital document**   Inquiry rubric (doc-39692)

LESSON
6.15 Review

6.15.1 Key knowledge summary

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

6.2 How do we know about the Industrial Revolution's impact on people?

- Contemporary writers and commentators can give us an insight into the changes that took place in Britain during the Industrial Revolution.
- During the eighteenth and nineteenth centuries, the British government began collecting statistics about population, recording information about where people lived and the changes that occurred in society during this time.
- The evidence given at special government inquiries can provide evidence of people's living conditions.
- Painters and other artists are useful sources of information in relation to changes during the Industrial Revolution.

6.3 How did enclosure change lives?

- Agricultural improvements led to a large increase in the population from the latter part of the eighteenth century onwards.
- The enclosure of farmland was of benefit to landowners, but ordinary farm workers suffered as a result.
- Food riots in 1795 and the Swing Riots of 1830 are examples of unrest in rural areas.

6.4 How did conditions in factories and mines change over time?

- Working conditions in textile factories were very unpleasant and often dangerous, with factory workers, including women and children, forced to work long hours.
- Men, women and children all worked in coalmines, in dangerous and unhealthy conditions.
- The Mines Commission of 1840–42 heard evidence on the working conditions in mines.
- The Mines Act of 1842 placed restrictions on the employment of women and children in coalmines.

6.5 How were children exploited and protected?

- Young children were employed in textile factories in the dangerous jobs of 'piecers' and 'scavengers'.
- Young girls were employed in mines as 'hurriers', pulling carts of coal along narrow tunnels.
- Children as young as four or five were employed in mines as 'trappers', opening and shutting ventilation doors.
- Young boys were also employed to climb into chimneys and clean them.

6.6 How did the Industrial Revolution create urbanisation?

- Near textile factories, towns grew into large cities, with overcrowding, a lack of sanitation and very little planning.
- Buildings were often erected cheaply, so accommodation for factory workers was of very poor quality.

6.7 How did the Industrial Revolution help create the slave trade?

- Slavery became an intercontinental industry with the arrival of Europeans to the Americas.
- Slavery became an important part of the economic success of the Americas.
- The 'Triangular trade' is the term that refers to the routes taken by slave ships across the Atlantic Ocean.
- The thriving cotton industry of the Americas ensured the long-term demand for slave labour for much of the nineteenth century.

6.8 What happened to those 'left behind'?

- Following a government inquiry, the Poor Law of 1834 forced the poor into workhouses.
- Life in the workhouses was made as unpleasant as possible, with families split up and cruel punishments for those who broke the rules.
- Inmates of the workhouses were put to work at menial tasks.

6.9 How did people legally, and illegally, challenge the conditions of the time?

- Rapid changes led to unrest and protests, such as those of the Luddites.
- Trade unions had been banned, but were allowed to operate after 1824.
- The Chartist movement developed during the 1830s, calling for democratic reforms in the election of parliament.
- As the nineteenth century progressed, trade unions gradually became established as legitimate organisations.

6.10 Why was the French Revolution a turning point in history?

- The French Revolution was inspired by Enlightenment ideas.
- It was made possible by an uprising of sans culottes in the cities and peasants in the countryside.
- It ended absolute monarchy in France along with aristocrats' privileges.
- The revolutionary forces had to fight foreign intervention and royalist uprisings.
- The Second French Revolution was more radical but was overthrown in 1794.

6.11 What new ideas for society were formed during the Industrial Revolution?

- Economic theories such as capitalism and socialism presented different ideas as to how businesses, workers and the economy should operate.
- The development of imperialism saw the expansion of European empires into Asia and Africa.
- The political idea of egalitarianism grew from the eighteenth-century European Enlightenment, and inspired both the American and French revolutions, as well as the aims of groups such as the Chartists.
- Nationalism first developed in France as a response to the wars against other European powers, and became a driving force behind the unification of Italy and Germany in the nineteenth century.
- Charles Darwin proposed a scientific theory of evolution, which became known by many as 'Darwinism'.

6.12 Who led the movement for changes in working and living conditions?

- Prominent reformers such as Robert Owen and Lord Ashley campaigned for improved working conditions in mines and factories.
- Reformers such as Edwin Chadwick campaigned for improved sanitation in large cities.
- During the nineteenth century, Parliament passed a number of Factory Acts, gradually improving conditions for ordinary workers.
- Large cities such as London were given the power to improve urban living conditions, and gradually worked to deal with public health issues, such as the need for sewerage systems.

6.13 Why do people move?

- Reasons for moving are divided into 'push' factors and 'pull' factors.
- The population explosion of the eighteenth and nineteenth centuries created new challenges for societies.
- Agricultural advances helped society support a larger population.
- The Potato Famine in Ireland highlighted social challenges as well as agricultural ones.

6.14 INQUIRY: What was it like to grow up in an industrial town?

- To gain an understanding of life in another time, it's important to consult a variety of sources.

6.15.2 Key terms

absolute monarch   a ruler who governs alone, unrestrained by laws or constitution

abolition   the end of legal acceptance of slavery

biased account   narrative or description in which a writer presents only one side of an issue in an attempt to convince the reader

Black Death   a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.

bourgeoisie   capitalist middle classes; the owners of the means of production, distribution and exchange — factories, shipping, banks and other businesses

cesspits   pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

cholera   a bacterial disease of the intestines, causing vomiting and diarrhoea. It is transmitted through contaminated water and can lead to death through dehydration.

constitution   rules for government

depose   remove from power

divine right   chosen by God to rule

enclosure   consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

Estates General   representatives elected by the three French Estates

famine   a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time

feudal dues   obligations and payments imposed on peasants since the Middle Ages

guillotine   device designed to execute people by decapitation (cutting off their heads)

impartial observations   comments that recognise all sides and opinions relating to an issue or event, leaving it to the reader to form his or her own judgement

indoor relief   the provision of assistance to the inmates of a workhouse

intercontinental   involving or occurring between two or more continents

Levée en masse   mass conscription, forcing people to fight to defend the state

Luddites   a group of protesters who expressed their opposition to industrialisation by smashing factory machines

naturalist   a term once used to describe a scientist who studies plants and animals. Today such a person would be called a biologist.

New Spain   Spanish territories in the New World, including much of North America

outdoor relief   the provision of assistance to the poor while allowing them to remain in their own homes

parish   an area of local government centred on the local church, which fulfilled some of the functions that local municipal councils perform in society today

pauper   a very poor person

picking oakum   unpicking short lengths of rope coated in tar. Oakum would be rammed between the planks on wooden ships to make them watertight.

proletariat   the working class, especially industrial wage earners

radicals   those who advocate far-reaching political and social changes

repeal   withdrawal of a law or set of laws by Parliament

republic   a form of government that relies on popular representation rather than a monarchy

royal commission   a special public inquiry set up by government to investigate a particular issue and to make recommendations for changes in the law

sans-culottes   in revolutionary France, working-class people of the cities

strike   attempt by employees to put pressure on their employer by refusing to work

suffrage   the right to vote

treadwheel   a punishment device, also called the 'everlasting staircase', comprising a large, iron-framed, hollow cylinder with wooden steps. As the device rotated slaves were forced to keep stepping forward.

typhus   a fatal disease spread through the bites of lice and fleas

workhouse   an institution built to house the poor

6.15.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

The Industrial Revolution was a period of rapid technological progress and social transformation; but did the changes that occurred benefit everyone?

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 you 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-11467)
	Reflection (ewbk-11469)
	Crossword (ewbk-11470)
Interactivity	The Industrial Revolution: The impact on people (int-7637)

6.15 Review exercise

Multiple choice

1. The use of photography became common in the second half of the nineteenth century. Why might photographs be of more use to historians than paintings?
   A. Paintings can reflect an artist's personal perspective, and so may be biased in presentation.
   B. Paintings never reflect an artist's personal perspective, and are never biased.
   C. Photographs are never biased and paintings are.
   D. Photographs are never more useful than paintings

2. Who was responsible for looking after the poor in pre-industrial England?
   A. The village or parish
   B. The village minister
   C. The village doctor
   D. The local manor lord

3. Why was there a deliberate policy to make the workhouse an unpleasant place to live?
   A. To make them cheaper to run
   B. To punish poor people
   C. To make the workhouse a reasonable option
   D. To make work seem a better option

4. What was the purpose of the Combination Acts?
   A. To allow the combination of worker and employer unions
   B. To prevent workers from using combine harvesters
   C. To prevent workers from combining to form unions
   D. To allow for workhouses to be combined with factories

5. Which of the following was not an article of the National Constituent Assembly of France: Declaration of the Rights of Man and of the Citizen, 1789?
   A. Men are born and remain free and equal in rights. Social distinctions can be founded only on the common good.
   B. The law has the right to forbid only actions harmful to society. Anything which is not forbidden by the law cannot be impeded, and no one can be constrained to do what it does not order.
   C. Liberty consists of doing anything which does not harm others: thus, the exercise of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights. These borders can be determined only by the law.
   D. The goal of any political association should be the restriction of the rights of man. These rights are liberty, property, safety and resistance against oppression.

6. How many hours a day did the Factory Act of 1819 limit children to working?
   A. 4
   B. 8
   C. 10
   D. 12

7. Which of the following was not an aim of the Chartists?
   A. A secret ballot at elections
   B. Annual election for parliament
   C. The vote for all men and women over the age of 21
   D. No property qualifications for members of parliament
8. Which of the following areas of Africa was not controlled by a European nation in 1914?
   A. Abyssinia
   B. Angola
   C. Nigeria
   D. Rhodesia
9. Which of the following was NOT a hazard brought about by the development of deeper coal mines?
   A. Inadequate ventilation
   B. The presence of explosive gases
   C. Poor diet
   D. The need to haul coal greater distances
10. What key development in for unions came about in 1875?
    A. The right to strike
    B. The right to own property
    C. The right of individuals to join a union
    D. The right to bargain over wages

Short answer

Historical perspectives and interpretations

11. **Identify** the differences and similarities in living conditions that a family might notice when moving from a small country village to a large industrial city.
12. a. **Identify** what the treatment of paupers under the New Poor Law tells us about attitudes towards poverty in nineteenth-century Britain.
    b. **Elaborate** how this relates to the high value placed on business success and entrepreneurship at this time.
13. Support for the Tolpuddle Martyrs and the People's Charter demonstrates that many people were becoming more politically active. **Identify** and **explain** two underlying or long-term causes of this increased activism.
14. **Determine** how we can tell that the British Parliament was more strongly influenced by the interests of factory owners than by those of ordinary workers. Why might this have been the case?

Communicating

15. **Describe** the Reign of Terror during the French Revolution.

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7 China (1750–1918)

LESSON
7.1 Overview

How did foreign influence challenge and change China between 1750 and 1918?

In 2019–2020, a wave of demonstrations engulfed Hong Kong. It was one of the largest movements of this type in Hong Kong's history and thousands were arrested in often violent clashes. The short-term causes were complex, and the demands of the protestors evolved and changed as the months progressed, and the government's response developed, but the demands remained centred around the issues of democratic development in Hong Kong and illustrated the complex relationship between Hong Kong and mainland China. The long-term causes can be traced back more than a century to the end of imperial rule in China and the crises that would result in the Communist Party assuming control in 1949.

For 2000 years, up to 1911, China was a unified empire governed by successive generations of ruling dynasties. The Qing was the last imperial dynasty to rule China. It collapsed in 1911 after a series of revolutions and pressures both internal and external, ending more than 2000 years of imperial rule.

The period of Qing rule coincided with Europe's expansion of trade and acquisition of colonies. As the Qing dynasty attempted to restrict foreign access, conflict with foreign countries became inevitable and created crises that the dynasty was unable to address.

SOURCE 1 A fraction of the nearly two million people who demonstrated against a proposed extradition bill which they claimed would impede Hong Kong's autonomy.

Resources

🗒 **eWorkbook** Customisable worksheets for this topic (ewbk-10597)

▶ **eLesson** China (1750–1918) (eles-2397)

SOURCE 2 A timeline of key events in China, 1750–1918

CE

1790

1792
Britain sends Sir George Macartney to China in an attempt to encourage diplomatic relations.

1800

1810

Early 1800s
Despite an import ban on opium,the British smuggle large amounts of it into China. Much of the population becomes addicted.

1820

1830

1839
The First Opium War begins.

1840

1842
The First Opium War ends with the signing of the Treaty of Nanjing.

1847–52
Natural disasters strike China, placing great strain on the government.

1850

1850
The Taiping Rebellion begins.

1856
The Second Opium War (Arrow War) begins.

1861
The new Empress Dowager Cixi comes to power.

1860

1860
The Second Opium War (Arrow War) ends.

1864
The Taiping Rebellion is finally subdued.

1870

1880

1890

1894–5
Sino-Japanese War

1898
The Hundred Days' Reform attempts to modernise China.

1900

1899–1901
Boxer Rebellion

1908
The Dowager Empress Cixi dies.

1911
Revolutions erupt across much of China.

1910

1912
Pu Yi, the last Chinese emperor, abdicates.

1915
Japan declared '21 demands' on China.

1917
China declared war on Germany.

1920

CE

LESSON
7.2 How do we know about China from 1750–1918?

LEARNING INTENTION

By the end of this lesson you should be able to identify the value and limitations of different types of sources relevant to this topic.

TUNE IN

The development of photography during the nineteenth century also provided a new medium through which to study many of the key events.

SOURCE 1 shows the aftermath of a battle in the First Opium War.

How do you think photos like that in **SOURCE 1** would provide a new perspective for historians?

How would they change the way in which people of the time thought about particular events?

SOURCE 1 This photograph shows the aftermath of a battle in 1860 during the Second Opium War. Before photography, scenes like this could only be imagined by most people.

7.2.1 Sources of information

After China started to open up to foreign influence, traders engaged in commercial activity with foreigners, and international diplomats negotiated treaties with other countries. As a result, this period is richly documented with many written sources that give us the opportunity to study aspects of Chinese society during this vibrant age.

Chinese sources

Traditional Chinese society placed great importance on the study of history, in the belief that knowledge of the past influenced present behaviour. As a result, historians of China are able to draw on a diverse range of sources. Foremost of these are the dynastic histories, written by educated scholars to record the events of preceding dynasties. Many different scholars worked on the histories, so they provide a range of perspectives of the same event. The Chinese belief in the **mandate of heaven** imposed a limitation on the dynastic histories, however.

It was believed that a dynasty, ruling family or lineage collapsed, because the gods were displeased with the emperor. So the histories sometimes examined the various reasons for the downfall of the previous dynasty. This provided the current emperor with a kind of moral compass, a guide to follow to avoid the fate of earlier emperors. Despite this limitation, the dynastic histories are very valuable documents.

> **mandate of heaven** the idea that heaven blessed the rule of a just emperor but could rescind that blessing if the emperor ruled unjustly
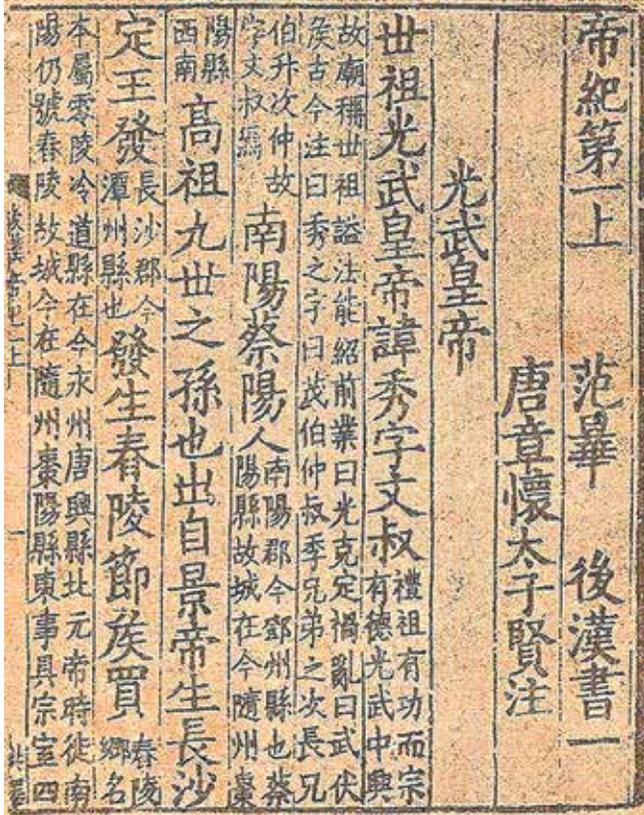
'Foreign' sources

Information about China spread to the world beyond its borders mostly by way of Western visitors, who tended to see in China a reflection of more familiar European empires. The emperor was seen as a king who ruled over a nation of loyal subjects. The writings of Jesuit missionaries such as Francis Xavier in the sixteenth century were important in influencing the attitude of foreigners towards China.

But as relations between China and the West deteriorated in the nineteenth century, the portrayal of the Chinese became less favourable. The view of the emperor changed from that of a noble king to that of a power-hungry **despot**. Despite these changing views, there are still many documents from the time that are useful to historians. These include letters, diary entries and copies of the treaties that were signed.

Photographs

The invention of photography in the nineteenth century provided a completely new medium through which to interpret historical events. The Second Opium War 1856–1860 was one of the first wars to be recorded photographically. Much can be learned from photographs that other sources cannot reveal. Even everyday scenes take on a new dimension when seen in a photograph. A common error, however, is to assume that photographs are necessarily reliable historical sources because they show real events. It is important to keep in mind that behind every camera there is a photographer with his or her own intentions and perspectives.

despot a ruler with almost unlimited power who uses it unfairly or cruelly

SOURCE 4 A picture paints a thousand words. This photograph of Canton Harbour in the mid-nineteenth century is more evocative than most written descriptions could be.

7.2 SKILL ACTIVITY: Using historical sources

You've been asked to write a paragraph about how the development of photography brought a new dimension to the recording of history. You'll need to refer to **SOURCE 1** and **SOURCE 5** to help you analyse what changed.

SOURCE 5 Chinese soldiers in action against British troops during the First Opium War, painted after the event

For each source, **consider** the following questions:
1. Who constructed the image?
2. Why might they have decided to show a particular type of scene?
3. What can a painting bring that a photograph can't?
4. Could they have made a conscious decision as to how to construct the image for maximum effect? **Explain** your response.

Once you've answered those questions you're ready to construct your paragraph, answering the question: What did photography bring to the recording and study of history?

7.2 Exercise

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7.2 Exercise

Learning pathways

■ **LEVEL 1**
1, 2, 4, 5

■ **LEVEL 2**
3, 6, 8

■ **LEVEL 3**
7, 9

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Check your understanding

1. Western views of China changed over time due to
   A. increasing tensions between China and the West, with the view of the emperor shifting from that of a loving king to a power hungry despot.
   B. Western society realising that their romanticised view of China was inaccurate.
   C. the poor quality of the Jesuit missionary writings used to communicate about Chinese society to the West.
   D. the decrease of Western visitors to the region, who had previously been the main source of information about Chinese society.
2. Examine **SOURCE 2**. Complete the following paragraph to explain why the dynastic histories are useful to historians.
   The dynastic histories show a record of _____; they also give an impression of the _____ the Chinese placed on _____ history; finally, they can reveal the _____ towards different people and issues, even if they might be subjective.
3. **Describe** how Western visitors initially viewed Chinese culture.
4. **Outline** why traditional Chinese society placed great importance on the study of history.
5. Photography provided an unfiltered view and a new way of recording history. True or false?

Apply your understanding

Using historical sources

6. **Consider** why it is important to remember that behind every photograph there is a photographer.
7. **Examine SOURCE 2** and explain what the limitations are of this kind of source.
8. **Describe** the attitude towards China as it appears in **SOURCE 3**.
9. **Compare SOURCES 4** and **1**. In what ways could photographs like these be unreliable?

LESSON
7.3 What was life like during the Qing dynasty?

LEARNING INTENTION

By the end of this lesson you should be able to identify and discuss the key features of the Qing dynasty in China.

TUNE IN

To the east lay the vast Pacific Ocean, to the west was the mountainous Tibetan Plateau — the 'roof of the world'. In the north was the expansive Gobi Desert, and to the south were mountain ranges and dense jungles.

This was China, largely unknown to the European world until the seventeenth century. Its vast size gave access to a range of raw materials resulting in self-sufficiency. Its location shaped its isolation, and its isolation shaped its culture and politics.

SOURCE 1 This map shows the geographical extent of the Qing dynasty.

Source: Map drawn by Spatial Vision.

1. Use the scale on the map to roughly calculate the size of China during the Qing dynasty.
2. What modern day country can you find that is of a similar size?

7.3.1 Naming the emperor

The naming of monarchs in China can be difficult to follow because the monarchs went by several names.

They had their personal name, their 'era' name, and even another name that was used after their death. Their personal name was never used after they became the monarch, and was in many cases forbidden to be used at all.

The name given to the new monarch was known as the 'era name' and was intended to reflect the political situation of the time. This is why an emperor would be referred to as, for example, the 'Guangxu emperor' or simply 'Guangxu', but not 'emperor Guangxu'

The illustration in **SOURCE 2** shows the Kangxi emperor, the fourth emperor of the Qing dynasty. It is from a silk scroll that today hangs in the Palace Museum, Beijing.

7.3.2 Confucianism

At the core of China's traditional beliefs was Confucianism. The philosopher Confucius (551–479 BCE) developed strong beliefs about society from an early age. As an adult he taught that the family was the basic building block of society and that it was the duty of the ruler to behave like a father to his people. He believed that each person should adopt and live by certain moral values. People should respect and obey their parents, and rulers should be chosen because of their wisdom, rather than their wealth. Confucius taught the 'five virtues': humanity, honesty, knowledge, integrity and manners. With its focus on harmonious relationships, Confucianism disdained military pursuits and war, believing they were not needed when Confucian values were in balance.

SOURCE 2 The Kangxi emperor, the fourth emperor of the Qing dynasty.

SOURCE 3 The flag of the Qing dynasty

Confucian beliefs dominated Chinese society from the second century CE and were incorporated into the way both the family and the state were run. With such a rigid philosophical system in place, rebellion or discontent seemed unimaginable, yet there were many rebellions, uprisings and dynastic changes over the centuries.

7.3.3 Government, art and economy

Government

In traditional Chinese society the emperor ruled with the 'mandate of heaven', meaning his rule was legitimate as long as the gods judged his actions to be in harmony with the natural order of the universe. He had to rule with fairness and wisdom or risk a loss of his mandate. Famine caused by crop failure due to flood or drought might indicate a loss of mandate, justifying the emperor's overthrow.

Helping the emperor maintain power were the Grand Council, made up of the nobility and high-ranking bureaucrats, and the six Boards of Civil Office that controlled various aspects of daily life — revenue, punishment, war, work, ceremonies and civil affairs. Holders of these offices were selected through a rigorous examination process to ensure the most talented candidates were chosen.

In 1644 the last imperial dynasty to rule China, the Qing (also known as the Manchu) dynasty, came to power. Under the Qing, the country was divided into 18 provinces, each ruled by a governor. The provinces, in turn, were divided into districts. At district level a district magistrate governed a group of local neighbourhoods, each made up of roughly 1000 homes. It was expected that households would report local crimes, because a whole neighbourhood could be collectively punished if crimes were not reported. Similarly, an entire village could be held responsible for the lawlessness of a few. This climate of fear helped to dissuade would-be rebels.

The artful Qing

During the reign of the Qing dynasty, art, architecture and literature became more diverse than under previous dynasties. New materials such as glass and enamel were now used in artworks, but at the same time many craftsmen turned to very old themes for their art. Painters of the time learned new techniques that Jesuits had developed in Europe during the Renaissance. The technique of perspective and the use of oil-based paints became common during the Qing dynasty.

Economy

In 1750 China's economy was strong. There had been a period of conflict after the overthrow of the previous Ming dynasty, but as the Qing gained power over all of China, peace was restored. The era of peace, combined with the introduction of a range of new foreign food crops, allowed the population to grow. The export of silk, tea and manufactured goods to Europe gave rise to a time of general prosperity. Although trade with foreign powers was regarded with suspicion, within China people were encouraged to participate in local markets. Until the mid-nineteenth century, the Qing economy could be described as active and growing. But this was to change dramatically.

7.3.4 Women in traditional China

China during the Qing Dynasty was strongly influenced by Confucianism, but what did this actually mean for those who lived their lives under the emperor?

Confucianism holds that the family is the basic building block of society. Subsequently, women held a largely domestic role in traditional Chinese society and were considered inferior and **subordinate** to men.

> **subordinate** having a lower or less important position

Such was the status of women in China that in popular traditional literature a female character might even say that in a previous life she was a man but had been reborn a woman to punish her for sins committed in that life. The life of a woman in China was seen in terms of the 'three subordinations'; firstly to her father when growing up, secondly to her husband, and lastly to her eldest son after her husband's death.

Marriage in China was less a union between a man and a woman, and more like a union between two families. Therefore, it was organised by the parents of those being married. Their domestic role meant that women were never the head of the household in China; however, a woman's important role in the house was seen as compensation for her exclusion from public affairs.

The subservient status of women in traditional Chinese society was also reflected in the practice of foot binding. Its origins remain unclear but it is thought that the practice was begun to imitate the appearance of a favourite **concubine** of a ninth-century emperor. It was a painful process in which the toes on both feet except for the big toes would be broken and bound against the soles of the feet to make a pointed triangular shape. Foot binding spread from the upper classes and was widely practised across China.

concubine a woman who lives with a man she is not married to and has a lower social rank than his wife

In spite of these disadvantages some women made their mark on traditional China. Among these women were scholars and poets, but also leaders. The Dowager Empress Cixi ruled China when her very young son inherited the throne in 1861. She eventually ruled on her own until 1908.

Large numbers of women fought during the Taiping Rebellion in the 1850s (see lesson 7.5), and at the turn of the twentieth century the Boxer Rebellion (see lesson 7.7) saw groups of women called the Red Lanterns support and at times fight for the cause of the Boxers. A song from the time celebrated their involvement in the rebellion with the line 'The Red Lanterns and the Boxers are brothers and sisters in revolt; with one heart they fight the foreign officials'.

The basket shown in **SOURCE 4** was used to obscure the bride's face in the same way that a veil is used in Western weddings. It was customary that the bride's face would not be seen until she was in her new husband's home.

tlvd-10680

SOURCE 4 A bride on her way to her wedding in the early twentieth century.

SOURCE 5 A 1911 photograph of a woman reveals the effects of years of foot binding.

7.3.5 Men in traditional China — the four occupations

Social organisation in imperial China was similar in some ways to Europe's feudal system. All classes were subservient to the emperor. The hierarchical class structure categorised the population into the 'four occupations'. In order of importance, these were:

- Shi — aristocrats, philosophers and government administrators
- Nong — farmers; considered important because they grew the food that fed the nation
- Gong — artists and craftsmen; also valued because they produced goods essential to society
- Shang — merchants; placed at the lowest recognised level because they did not produce anything but rather profited from others' work.

Prior to the mid-nineteenth century, the four occupations would be almost exclusively occupied by men.

The four occupations reflected those who ruled, those who produced, those who created, and those who traded. Some of the many occupations not included are soldiers, priests and other religious clergy, and domestic servants.

7.3.6 Children

In China, sons were much more highly valued by their family than daughters. This was because when they married, a son would stay in the family and contribute to its success, but a daughter would not. During times of hardship or famine, a boy's health and wellbeing would be put ahead of that of a girl. Subsequently, many more girls died during harsh times than boys.

At a young age children were schooled in the Confucian virtues of humanity, honesty, knowledge, integrity and manners. Upon reaching about five years of age, peasant boys began helping in the fields and girls began taking part in household chores. For those of higher social standing, education continued, although learning was strictly in line with Confucian ideals.

tlvd-10681

SOURCE 6 A mid-nineteenth-century photograph of a Chinese man with his children

SOURCE 7 Chinese peasants of the Qing dynasty. This print dates from around 1830.
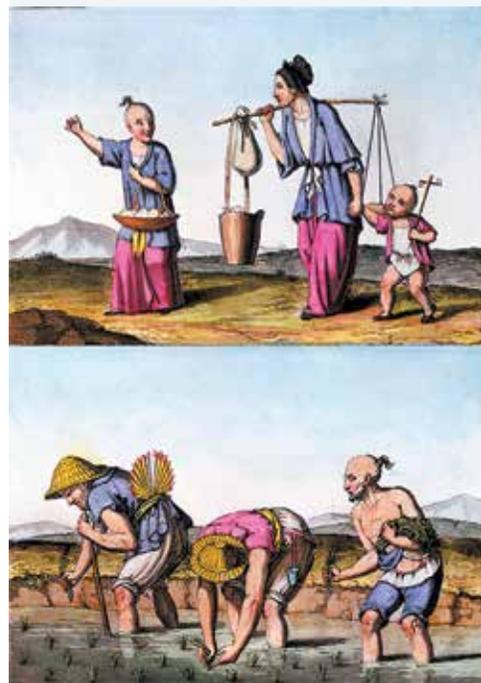
7.3 SKILL ACTIVITY: Using historical sources

Consider the change over time of the geographic nature of Qing dynasty China. Use **SOURCE 1** as a starting point for your research. You should print it, or copy it to an app in which you can edit or mark up the image.
1. Firstly, use an atlas to **identify** which modern day countries are within the borders of the Qing Dynasty.
2. Shade the area of each one in a different colour and label which country it is today.
3. **Annotate** each with a sentence that explains when each one became independent from China.
4. Is there a pattern to the changes? Did the changes occur violently or peacefully?

7.3 Exercise

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7.3 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 4, 6	3, 5, 7, 9	8, 10, 11

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Check your understanding

1. How was marriage in traditional China different from how we would view it today?
   A. It was viewed as a union between two villages rather than as a union between a man and a woman.
   B. It was viewed as a union between a man and a woman rather than as a union between two families.
   C. It was viewed in much the same way.
   D. It was viewed as a union between two families rather than as a union between a man and a woman.
2. In what way was China self-sufficient?
   A. China had few natural resources and little arable land.
   B. China had vast arable lands but few natural resources.
   C. China had vast natural resources but little arable land.
   D. China had vast natural resources and arable land.
3. An important idea of Confucianism is that the family is the core of society.
   True or False?
4. Name four geographical features that influenced the isolation of China.
5. **Explain** the impact that favouring the wellbeing of boys over girls might have on Chinese society

Apply your understanding

Communicating

6. Look at **SOURCE 3**. **Suggest** reasons why you think a dragon was chosen for the flag of the Qing dynasty.
7. **Summarise** the structure of the Qing government in a simple diagram. How does this help to indicate how much power the emperor held?
8. **Explain** how **SOURCES 4** and **5** reflect the social standing of women in traditional China.
9. **Compare** the clothes of the peasants shown in **SOURCE 7** with those of the Kangxi emperor in **SOURCE 2**. **Determine** what information this provides about traditional Chinese society.
10. **Describe** the features in **SOURCE 6** that might help to indicate the family's social class.
11. **Discuss** the extent to which Confucianism encouraged change in China.

LESSON
7.4 How did foreign contact impact China?

LEARNING INTENTION

By the end of this lesson you should be able to explain the reasons for, and the impact of, early foreign contact with the Qing dynasty in China.

TUNE IN

From imperial superpower to crisis state within a century. This was China from the mid-1700s to the mid-1800s. The Qing dynasty went from being an imperial power to a crisis state facing rebellions within its borders and foreign pressures from beyond. What happened?

SOURCE 1 is a nineteenth-century French political cartoon that shows China being carved up by foreign powers; from left to right, Britain, Germany, Russia, France and Japan. The Qing Emperor is protesting in the background.

Look at **SOURCE 1**. From what you know of the Qing dynasty so far from this topic, what appears to be changing according to this image? What questions does this image raise for you that you want to answer?

SOURCE 1 Nineteenth-century French political cartoon

7.4.1 Early contact

Foreign influence and interference, beginning in the eighteenth century, had an enduring effect on China. It played a major part in the eventual downfall of the dynastic system and helped bring about the beginning of a new era in Chinese history. It also brought great suffering to a large part of the population, especially through forced trade and the rebellions that arose against foreign influence.

The combination of China's self-sufficiency and the central role played by the rigid ideals of Confucianism generated a feeling of disdain towards foreigners. The Qing dynasty believed that China was at the centre of the world and that foreigners could offer nothing of value. The military system was structured to ensure China was protected from foreign interference. Central to this structure were the 'Banner Armies', so named because the different units were identifiable by differently coloured banners. Developed by the previous dynasty, the Banner Armies defended the empire against foreign intervention and helped the emperor crush internal rebellion.

The Ming dynasty, which preceded the Qing, was equally scornful of foreigners. Until the sixteenth century, the only foreigners to venture to China were merchant adventurers who followed the famous **Marco Polo**, or missionaries hoping to spread Christianity. Small in number, they were regarded as posing no threat;

Marco Polo merchant from Venice who travelled through Asia in the thirteenth century; generally credited with introducing Europeans to China and Central Asia

indeed, they were usually looked on merely as curiosities. But in 1514 an interesting convergence occurred. The Portuguese, who had discovered the sea route to the Spice Islands of the East Indies, were regularly trading in South-East Asia for the valuable spices found there. At the same time Chinese merchants were travelling south through the same region to trade silk, porcelain and other items and often used the same harbours as the Portuguese. Impressed with what they saw, and keen to establish trading ties with the Chinese, the enterprising Portuguese followed the **junks** back to China.

Initially their approaches were rebuffed, but as relations improved the Portuguese were permitted to establish a trading post south of the city of Guangzhou (Canton) that came to be known as Macao. This system of opening a limited number of ports to foreign trade became known as the Canton System. Foreigners continued to be regarded as barbarians, but the Portuguese were tolerated largely because they were prepared to pay tribute to the emperor through the giving of gifts or other valuables. The emperor saw this as an acknowledgement of their inferiority.

SOURCE 2 An archer from one of the emperor's Banner Armies

SOURCE 3 A sixteenth-century Chinese junk looked similar to this.

7.4.2 Increasing European influence

Once the Portuguese had established trading posts in China, other rival European powers wanted to do the same. The Spanish, Dutch and British also wanted to trade in silk, porcelain, tea and other goods, but their efforts were generally seen by the Chinese as little more than a nuisance. By the late 1700s however, the British had established themselves as the key foreign trader in China. Their base in India, as well as the popularity of tea in Britain, meant they had both the market and the ships needed to maintain busy trade routes.

The Chinese had previously restricted and regulated foreign trade and travel in China. The British, determined to expand operations in China, resented these rules. For example, foreign trade was restricted to the city of Guangzhou between October and May. Merchants were also forced to pay various taxes and tariffs that appeared to change without notice and often seemed excessive.

In 1792, to try to find a diplomatic breakthrough, the British sent an ambassador, Sir George Macartney, to Beijing (see **SOURCE** 4). The mission was ultimately unsuccessful. Initially this was explained by Macartney's insulting refusal to **kowtow** in the presence of the emperor. A broader explanation, however, points to the incompatibility between the world views held by the British and the Chinese.

junk Chinese sailing ship
kowtow to kneel and touch the forehead to the ground in deep respect for an emperor

The Chinese were an inward-looking nation, content with minimal trade, while the British were determined to expand and establish British traditions around the world. Subsequently, the emperor sent a letter to England's King George III in which he pointed out that China already had everything it needed and saw no value in or use for the items Britain wanted to trade (see **SOURCE 5**). The Chinese saw Macartney's failed mission as further proof of their superiority to foreigners. For the British, it merely signalled a small delay in their plans.

SOURCE 4 A caricature of Lord Macartney's visit to China in 1792, published in Britain the same year. The emperor is portrayed as cunning while Macartney, it is suggested, maintains his composure.

SOURCE 5 From the letter Emperor Qian Long of China sent to George III in 1793

As your Ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious, and have no use for your country's manufactures.

SOURCE 6 An excerpt from Lord Macartney's journal of his mission to China

… such exquisite workmanship, and in such profusion, that our presents must shrink from the comparison and hide their diminished heads.

SkillBuilders to support skill development

- 1.10 Analysing cause and effect

7.4 SKILL ACTIVITY: Communicating, Historical perspectives and interpretations

1. When cultures collide, it usually has a range of both intended and unintended effects. This is as true for foreign contact with China as it is for any other topic. Use a grid like the one below to **consider** the intended and unintended effects that foreign contact had on China. There is space to consider 'what next' so you can try to predict how things might turn out in the long-term.

An intended effect of foreign contact for China was:	The long-term impact of this effect might be:
An unintended effect of foreign contact for China was:	The long-term impact of this effect might be:
An intended effect of foreign contact for one of the foreign countries was:	The long-term impact of this effect might be:
An unintended effect of foreign contact for one of the foreign countries was:	The long-term impact of this effect might be:

2. **Consider** this statement: When two cultures clash, the long term impacts cannot be foreseen.

   Could this be true when considering foreign contact with China in the eighteenth and nineteenth centuries? What evidence can you use to **justify** your ideas?

7.4 Exercise

learn**on**

7.4 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 5	4, 6, 7	8, 9, 10

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Check your understanding

1. **Select** which of the following statements best sum up how Confucianism influenced Chinese attitudes to foreigners.
   A. The Chinese believed that China was at the edge of the world and that foreigners could offer a lot.
   B. The Chinese believed that China was at the edge of the world and that foreigners could offer nothing of value.
   C. The Chinese believed that China was the centre of the world and that foreigners could offer nothing of value.
   D. The Chinese believed that China was the centre of the world and that foreigners could offer a lot.
2. Complete the following sentences. _____ armies were the main army units identified by different-coloured _____. Their role was to _____ the empire against foreign _____ and to crush _____.
3. The Portuguese traders were tolerated because they paid tribute to the emperor, who saw that as an acknowledgement of their inferiority. True or false?
4. **Describe** how luck played a role in the 1514 contact between Portuguese and Chinese traders.
5. **Summarise** how Britain came to play a major trading role in China.

Apply your understanding

Using historical sources

6. **Investigate SOURCE 4**. Why do you think the British artist has portrayed the Chinese emperor in this way?
7. **Analyse SOURCE 4** along with the image portrayed in **SOURCE 2** in lesson 7.3. What are the key differences?
8. **Determine** what might explain the change in British attitudes towards China.
9. **Compare** and **contrast SOURCES 5** and **6** in their attitudes towards Chinese products.
10. **Examine SOURCES 5** and **6**. **Evaluate** why would a historian accept these sources as reliable.

LESSON
7.5 Why did contact lead to conflict?

LEARNING INTENTION

By the end of this lesson you should be able to understand why foreign contact with China developed into conflict, and the results of that conflict.

TUNE IN

As is often the case with wars throughout history, the conflicts between China and Western nations had their origins in economics. When trade conditions were not favourable to one side, demands were made on the other, and when those demands were refused the resulting diplomatic crisis escalated until one side used military action to force an outcome.

SOURCE 1 When diplomacy fails. In this image the British Navy bombards Canton during the First Opium War.

BOMBARDMENT OF CANTON BY THE ENGLISH.

SOURCE 1 shows the bombardment of a Chinese port by the British Royal Navy. What do you think the intended outcome of this action was for the British? Why do you think they would actively destroy a port that they could use themselves?

7.5.1 Tension boils over in the First Opium War 1839–1842

When the Chinese began to trade with the British they enjoyed a 'trade surplus', meaning that the value of their exports to Britain was greater than the value of the goods being imported. This meant China was making a profit. Eager to balance the trade, the British began importing opium into China. In China opium had been a rarely used, expensive recreational and medicinal drug, but the increase in availability due to the British trade made it cheaper and more widespread.

Despite an import ban on opium, the British began to smuggle large amounts of it into China. Corruption was widespread and Chinese officials were easily bribed, making the trade easy. As much of the population became addicted, the illicit trade grew. The social and economic impact of the opium trade — explored further in the next lesson — forced the emperor to act. He appointed a politician named Lin Zexu to the role of Imperial Commissioner to deal with the illegal opium trade. Lin approached the matter with both diplomacy and force. He wrote an open letter to Queen Victoria in which he emotionally urged her to acknowledge the damage the opium trade was inflicting and to end it (see **SOURCE 2**).

SOURCE 2 Lin Zexu wrote the following open letter to Queen Victoria. It was published in newspapers in China. In it he refers to the British merchants who illegally trade opium as 'barbarians' and outlines a range of reasons why the trade should cease. Queen Victoria did not see the letter until after the First Opium War had begun.

Dear Your Royal Highness Queen Victoria,

… You have traded in China for two hundred years, and as a result, your country has become wealthy. But after this long period of trade, there appear both good persons and bad. There are those who smuggle opium to seduce the Chinese people and cause the spread of the poison to all provinces. Such persons who only care to profit themselves, and disregard their harm to others, are not tolerated by Chinese law and are hated.

The law [in China] calls for the death penalty for people who sell opium or smoke opium. Those barbarians who through the years have been selling opium, then the deep harm they have caused, and the great profit they have made, should justify their execution according to law. Fortunately we have received a specially extended favor from His Majesty the Emperor, who considers that for those who voluntarily surrender there are still some circumstances to pardon their crime, and so for the time being he has magnanimously excused them from punishment. But … it is difficult for the law to pardon them repeatedly.

I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood. Since it is not permitted in your own country, then even less should you let it be passed on to harm other countries.

Is there a single article from China which has done any harm to foreign countries? Take tea, for example; the foreign countries cannot get along for a single day without them. Moreover the textiles of foreign countries cannot be woven unless they obtain Chinese silk. If China cuts off these beneficial exports, what profit can the barbarians expect to make? There is also ginger, cinnamon, and so forth, and articles for use, beginning with silk, satin, chinaware, which foreign countries want from China. On the other hand, articles coming from the outside to China can only be used as toys. What difficulty would there be if we closed our frontier and stopped the trade?

Anyone who dares again attempt to plant and manufacture opium should be severely punished.

He who sells opium shall receive the death penalty and he who smokes it also the death penalty. Now consider this: if the barbarians do not bring opium, then how can the Chinese people resell it, and how can they smoke it? The fact is that the wicked barbarians beguile the Chinese people into a death trap.

The Emperor cannot bear to execute people without having first tried to reform them by instruction. Therefore he enacts these fixed regulations. The barbarian merchants of your country, if they wish to do business for a prolonged period, are required to obey our statutes respectfully and to cut off permanently the source of opium.

May you check your wicked people before they come to China, in order to guarantee the peace of your nation, to show further the sincerity of your politeness and submissiveness, and to let the two countries enjoy together the blessings of peace! After receiving this dispatch will you immediately give us a prompt reply regarding the details and circumstances of your stopping the opium traffic.

Yours sincerely, Lin Zexu, Commissioner of the Celestial Empire (China)

Around the same time, though, when Lin arrived in Guangzhou, he quickly had hundreds of opium dealers arrested and tens of thousands of opium pipes confiscated. When he could not persuade foreign companies to hand over their opium stockpiles, he had the warehouses in Guangzhou besieged to force their compliance. When they eventually surrendered the opium, it was destroyed, further increasing tensions between China and Britain. Despite this apparent success for the Chinese, tensions with the British remained high. When a Chinese man named Lin Weixi was killed in Kowloon by a British sailor on 4 September 1839 and the culprit could not be found, the Chinese demanded that someone — anyone — should be handed over to the authorities for punishment. This was not unusual in China, where the community was held responsible for its lawbreakers, but to the British it was unthinkable, and they refused. When found, the men were tried by the British under British law and fined for unruly behaviour. Unsatisfied, Lin confronted the British with a fleet of war junks and prevented the sale of food to the British, once again effectively besieging them in the harbour until the culprits were handed over. The British again refused and shots were exchanged, signalling the start of the First Opium War.

The Chinese were outclassed technologically by the British forces. Their ships were inferior to the British navy's, and China's soldiers were only a part-time force armed mainly with bows and arrows and knives,

whereas the standing British army was made up of well-trained troops armed with modern muskets. The war ended in 1842 with the signing of the Treaty of Nanjing. Under the terms of the treaty, the Chinese were forced to open a number of ports to British trading ships, Hong Kong was ceded to the British and remained a British colony until 1997, and China was forced to pay several million silver dollars to the British as compensation for the opium destroyed at the beginning of the war and for the cost of the war to the British. The treaty was the first of a number of what the Chinese called 'unequal treaties' because the British, for their part, faced no obligations under the terms.

7.5.2 More conflicts and rebellion

The Taiping Rebellion

Historians still debate whether the First Opium War was a direct cause of the Taiping Rebellion. The Qing dynasty already faced a number of internal problems, including social conflict, economic stagnation and a population growth rate that was putting a heavy strain on resources. The country also suffered a major drought in 1847 and disastrous floods in 1849 and 1852. All these problems, compounded by their humiliating defeat at the hands of the British in the First Opium War, were too much for the Chinese government to deal with.

The Taiping Rebellion began in 1850 and spread over most of southern China before finally being suppressed in 1864. It was led by Hong Xiuquan who, after religious visions experienced during an illness, was inspired to preach a new form of Christianity in China. The aim of the rebels was to overthrow the Qing dynasty and replace it with a new kingdom in which all land belonged to the state and women were given a more equal status with men, and they nearly succeeded. It is estimated that some 20 million people died over the course of the rebellion, making it one of the deadliest conflicts in history.

SOURCE 3 One of a series of 20 nineteenth-century paintings commemorating the Taiping Rebellion. The image shows rebels retreating across a bridge pursued by Chinese imperial forces. It portrays some sense of the scale of the battles that were fought during the rebellion.

While the rebellion raged, the Second Opium War broke out with Britain, this time allied with France. Also known as the Arrow War, it began when Chinese authorities boarded a ship called the Arrow and arrested the crew under suspicion of piracy. Unable to manage the crisis of the Taiping Rebellion at the same time as this new conflict, China was forced to sign another humiliating treaty. Over the two decades of the 1840s and 1850s, China signed no fewer than six separate treaties with France, Britain, Russia and the United States, each one forcing more concessions to the foreigners (see **SOURCE 4**). In an effort to protect their new gains, the British and French sided with the Qing against the Taiping rebels, supplying weapons and soldiers. Although this helped crush the rebellion, it also further cemented in the minds of many Chinese an image of Qing weakness and submission to foreign influence.

Some of the unequal treaties imposed on China by foreign powers in the nineteenth century

Year	Treaty of	Imposed by
1842	Nanjing	Britain
1844	Wangxia	USA
1844	Whampoa	France
1858	Tianjin	Britain, France
1858	Aigun	Russia
1859	Beijing	Britain, France

A new empress

In 1861 the Xianfeng emperor died. Because his five-year old son was too young to rule on his own, a group of regents (people appointed to rule in the place of the monarch if they are too young or incapacitated) was formed to take over his duties. Soon, though, the young emperor's mother, Cixi, eliminated the other members of the group and established herself as the new ruler of China — the Empress Dowager (see **SOURCE 5**). In 1889 she nominated the new Guangxu emperor to take over power when she retired from her role as dowager empress. However, in reality he never ruled in his own right, and was always under Cixi's influence even after she stepped down.

During the time of Cixi, although without her backing, there arose some hopes for reforms of the more rigid aspects of dynastic rule. The scholar Kang Yuwei planned and implemented a series of reforms with the help of the Guangxu emperor. In 1898 the 'Hundred Days' Reform' was intended to introduce radical decrees that would help modernise China, but the powerful and conservative Cixi, who still effectively ruled, rescinded almost all the reforms. She had the emperor arrested and many of the reformers executed. Her absolute rule was once again established over China, yet the problems she faced did not go away.

SOURCE 5 The Empress Dowager Cixi ruled China from 1861 to 1908

SOURCE 6 From the Guangxu emperor's Reform Decree of 1898

aud-0521

I shall never feel that my duty as Sovereign is fulfilled until I have raised them all [the Chinese people] to a condition of peaceful prosperity. Moreover, do not the foreign Powers surround our Empire, committing frequent acts of aggression? Unless we learn and adopt the sources of their strength, our plight cannot be remedied.

The Sino-Japanese War

It was not only European powers that were looking to expand their influence into Qing China. Later in the nineteenth century, Japan, too, had ambitions of territorial expansion. They fought with China over control of Korea in 1894 and 1895. The Meiji Restoration period after 1868 had seen Japan become an industrialised state as new technology was introduced from the West. As a result Japan extended its influence in the region and the Korean Peninsula, a longstanding area of conflict between Japan and China, was once again fought over in the Sino-Japanese War of 1894–95.

Japan was victorious and the war ended with the signing of the Treaty of Shimonoseki. The treaty gave Japan considerable rights over the area of Korea, but in addition Japan was also ceded the island of Taiwan as well as

large regions of Manchuria in northern China. Almost more important than China's loss of territory was its loss of prestige. The end of the war resulted in Japan playing a more significant role as a foreign power in China and altered the political balance of power in the region. This would have long-term consequences into World War I.

7.5 SKILL ACTIVITY: Using historical sources

Locating and identifying relevant primary and secondary sources

Conduct research into what historians have said of the 'unequal treaties'.
1. Using Ebsco Host, Google Scholar, Trove, or other relevant online archives, search for information about one of the unequal treaties and what has been said about it by historians.
2. **Arrange** your findings visually. You might find a range of different perspectives from different times, in which case you should arrange them on a timeline. Have perspectives about the treaties changed over time? Why might that have happened?
3. Does it seem to you that most historians would agree that the treaties were 'unequal'? Why or why not?

7.5 Exercise

learnon

7.5 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 4	5, 6, 7	8, 9, 10, 11

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Check your understanding

1. The First Opium War ended in 1842 with the signing of the _____, bringing victory to Britain.
2. The unequal nature of treaties led to much anger in China. True or false?
3. Why did the death of the Xianfeng emperor cause political instability?
   A. Because he left no heir
   B. Because his son was too young to rule
   C. Because he left too many heirs, who fought over the throne
   D. Because he had only daughters
4. In your own words, **summarise** the long-term and short-term causes of the First Opium War.
5. Using bullet points, **create** a timeline that **summarises** the causes of the Taiping Rebellion. Separate them into what you would consider long-term and short-term causes.
6. **Explain** how the loss of prestige in the Sino-Japanese War in 1895 was more important than the loss of territory.

Apply your understanding

Communicating

7. **Summarise** the reforms that are called for in the Guangxu emperor's Reform Decree in **SOURCE 6**.
8. **Explain** the key reasons why Lin Zexu, in **SOURCE 2**, wants the opium trade to stop.
9. Write a response to the letter from, or on behalf of, Queen Victoria. In it you should **elaborate** on your understanding of the trade as well as your thoughts on whether or not it should, or could, be stopped.
10. Using the information you have gathered so far in this topic, answer the following question in an extended response: 'Why were British and Chinese world views incompatible in the eighteenth century?'
11. **Consider** what your response would be to the statement that the rigid system of government and power in China helped lead to tension with foreign powers. Use specific evidence to support your ideas.

LESSON
7.6 How did China change internally?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the patterns of change and continuity in China. You should also be able to consider the relationship between events, ideas, people and movements.

TUNE IN

The impacts of foreigners on Chinese society since their first arrival in the sixteenth century varied widely. Missionaries spread the ideas of Christianity to many parts of the land; the trade of Western goods introduced new ideas; but perhaps no foreign import had a greater social impact than the addictive drug, opium.

SOURCE 1 A British observer's remarks on the effects of opium, from 1847

Those who begin its use at twenty may expect to die at thirty years of age: the countenance becomes pallid, the eyes assume a wild brightness, the memory fails, the gait totters, mental exertion and moral courage sink ... atrophy reduces the victim to a ghastly spectacle, who has ceased to live before he has ceased to exist.

SOURCE 1 outlines some of the effects of opium. What effects would this start to have on the different levels of society — the individual, the ability to work and, eventually, the economy? What do you think the reaction from those in power in China might be to those who take opium and those who trade in it?

7.6.1 Economic effects

The signing of the Treaty of Nanjing in 1842 may have ended the Opium War, but it did not end the opium trade. In fact, the trade increased because trade with the British was forced upon China — opium meant business, and business was booming. In return for the opium that the British imported to China, tea and silk were exported back to Britain. In the years from 1843 to 1855 the export of tea increased from 7000 tonnes to 42 000 tonnes. In the same period, silk exports rose from 2000 bales in 1843 to 56 000 bales in 1855.

On the surface, this may seem like a positive aspect of the trade. Certainly, tea- and silk-producing regions close to the trading ports did expand and benefit from the trade. But a closer look will reveal that these benefits were short term. As demand for these two commodities increased, production shifted away from food crops and so less food was being produced. This shortage of food crops pushed prices up which made simple survival more difficult for many people.

The trade in silk had a further long-term effect. China's textile industry had a very long history — as far back as 3000 BCE. It had undergone a variety of developments over the centuries, but ironically it was the high quality

SOURCE 2 The sap of the opium poppy flower is harvested and refined to produce the drug.

of local textiles that caused the industry to decline. In addition to bringing in opium, Western countries also introduced cheaper, machine-produced textiles with which to trade. This caused a decrease in the demand for locally made goods and crippled the local textile industry.

Even China's traditional trade routes were suffering. Under the existing Canton System, foreign goods arrived at port and were then transported through inland waterways and coastal roads. As a result, many people had come to rely on the passing traffic for their livelihoods, either by selling food or offering other services. The opening of other trading ports meant goods were now transported from one port to another by sea, so those people who relied on inland traffic for their income suffered.

7.6.2 Social effects

As the trade in opium continued, a drug that had been used medicinally in China for centuries soon became a drug of dependency for a large proportion of the population. As the quantity of opium coming into China increased, it became cheaper. Opium was soon available not just to the wealthy but to a wide cross-section of society. At the turn of the nineteenth century, about 2500 tonnes of opium were being imported into China annually. By the middle of the century, that figure had increased almost tenfold to 23 000 tonnes. It is estimated that at the height of opium usage in China, almost all men used it and about a quarter of the entire male population was addicted.

Access to opium and the high unemployment caused by the economic situation in China were a devastating combination. Opium dens like the one in **SOURCE 3** became popular, especially with unemployed men who did not work during the day. Patrons reclined and smoked opium through long pipes. Some dens were highly

SOURCE 3 An opium den in Canton, China, c. 1900

ornate and richly furnished; others were simple rooms. The décor reflected the social standing of those who used the rooms. The profusion of opium dens indicates just how widespread the use of the drug was. The effects of long-term use of opium are described in **SOURCE 1**. Despite attempts to ban the drug and threats of harsh punishments for selling it, as illustrated in **SOURCES 5** and **6**, trade and use of opium continued.

Eventually some British politicians recognised the responsibility they had for the disastrous situation in China. Some sixty years after the end of the Opium War, Lord Justice Fry of the British Court of Appeal expressed his views, seen in **SOURCE 4**. However, by then the damage had been done.

SOURCE 4 Lord Justice Fry's comment regarding Britain's moral responsibility for the situation in China, from around 1908

We English, by the policies we have pursued, are morally responsible for every acre of land in China which is withdrawn from the cultivation of grain and devoted to that of the poppy; so that the fact of the growth of the drug in China ought only to increase our sense of responsibility.

SOURCE 5 Edict following the ban on opium in 1839

Let the buyers and smokers of opium be punished with one hundred blows, and condemned to wear the wooden collar for two months. Then, let them declare the seller's name, that he may be seized and punished.

SOURCE 6 An 1804 engraving of a wooden punishment collar as described in **SOURCE 5**. The writing indicates the crime for which the prisoner is being punished.
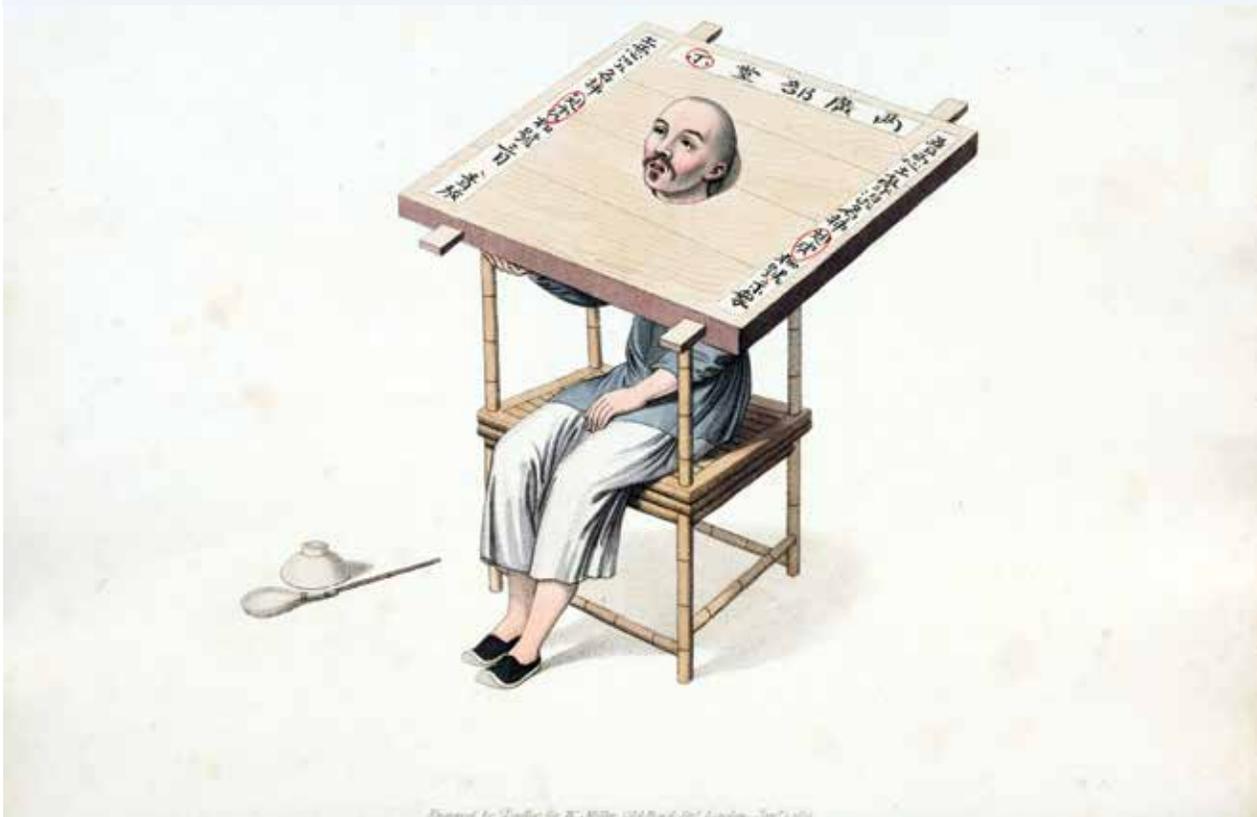
7.6.3 Expanding contacts

Foreign ideas

The **Jesuit** missionaries of the sixteenth century brought with them not only Christianity but also European ideas and technology, particularly in the fields of astronomy and science. They shared their European views with the Chinese and returned to Europe with tales of China's wonders. Yet their numbers were small and any ideas or new technology they conveyed tended to remain within the emperor's inner circle rather than circulated throughout the country.

Some missionaries, however, came to be trusted within the emperor's court and played an important role in early Chinese and European relations. Matteo Ricci and Adam Schall von Bell were two early examples. They learned the language and translated classical Western texts into Chinese, which helped to spread the ideas of European scholars such as Galileo. Particularly in the sixteenth and seventeenth centuries, the Jesuit missionaries promoted what was the first example of cultural exchange between China and the West.

As the inflow of foreigners in China increased in the eighteenth and nineteenth centuries, the spread of Western ideas also began to increase. During this time, Chinese citizens were beginning to travel abroad and brought home with them new ideas in the fields of science, technology and social reform. The nineteenth century had seen such unrest in China that more and more people were beginning to question their traditional beliefs. The Qing dynasty appeared to be losing the mandate of heaven.

In 1898, many of these ideas were brought together and promoted in what became known as the Hundred Days' Reform. The reformers, led by the Guangxu emperor, decided that for China to become strong again some changes were needed. They thought that reforms must be accompanied by fundamental changes to institutions and ideology. These ideas included the modernisation of the education system, the restructure and strengthening of the military and the modernisation of China's industrial capability.

The Hundred Days' Reform failed when conservative opponents, supported by Empress Cixi, removed Guangxu from power. The conservatives did not necessarily oppose the modernisation of China; but they feared that the intended reforms would only increase foreign influence.

The Chinese Diaspora

During the nineteenth century a large number of Chinese decided, or were forced, to emigrate due to different factors. This spreading of the population became known as the Chinese Diaspora. Famines in the southern coastal provinces of Fujian and Guangdong, combined with the effects of the Opium Wars and the Taiping Rebellion, disrupted agricultural and economic activity in many areas, putting further strains on Chinese resources. Around the same time slavery was being abolished in many parts of the world, which created labour shortages. In North America, Chinese migrants replaced African slaves as the major source of labour. The large-scale emigration alarmed the Qing but there was little they could do about it; the unequal treaties forced the government to allow emigration to colonial regions.

While many Chinese migrated to other Asian countries in search of work, a great number travelled further afield — to the United States, Canada, Australia and Europe. In 1849 gold was discovered in California, and when merchants brought

Jesuit a religious order of the Catholic Church whose main goal was to educate people around the world about Catholicism

news of the find to China a wave of migration to 'Gold Mountain' occurred. The Australian gold rushes of the 1850s provoked similar migrations and 'New Gold Mountain', as the Australian goldfields became known, saw the beginning of a long period of Chinese migration to Australia.

Across the world Chinese emigrants established what has become the most visible result of the Chinese Diaspora — the 'Chinatown'. Chinatown is the generic name given to that area of a city outside China in which Chinese businesses and restaurants predominate. There are about 20 Chinatowns in Australia, and many of them are thriving areas used as a focal point for traditional celebrations such as Chinese New Year. **SOURCE 8** shows Melbourne's Chinatown.

SOURCE 7 This photograph from the early twentieth century shows two Chinese labourers at work in the Australian outback.

SOURCE 8 Chinatown in Melbourne. This community was originally established in the 1850s during the gold rushes.

7.6 Exercise

learn on

7.6 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3, 5, 7	4, 6, 9	8, 10

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Check your understanding

1. What was the Canton System?
   - **A.** Local goods arrived at port and were then transported via inland waterways and coastal roads.
   - **B.** Local goods arrived at one port and were then transported via other ports.
   - **C.** Foreign goods arrived at one port and were then transported via other ports.
   - **D.** Foreign goods arrived at port and were then transported via inland waterways and coastal roads.
2. The British and Chinese traders ignored the 1839 ban on opium because it was too lucrative for them to want to stop, despite the social effects. True or false?
3. **Name** three intended outcomes of the Hundred Days' Reform Movement.
4. **Create** a flow chart to explain the sequence of economic impacts of the opium trade.
5. **Define** what is a 'diaspora'.

Apply your understanding

`Using historical sources`

6. **Explain** why the Qing government would be concerned by the image in **SOURCE 3**.
7. **Summarise** the detrimental effects of opium as expressed in **SOURCE 1**.
8. **Determine** how the attitude in **SOURCE 4** differs from most British attitudes towards the opium trade.
9. **Explain** what **SOURCE 7** suggests about the extent and scale of the Chinese Diaspora.
10. **Evaluate** which negative effects of opium use outlined in **SOURCE 1** might be identifiable in **SOURCE 3**.

LESSON
7.7 How did resistance become revolution?

LEARNING INTENTION

By the end of this lesson you should be able to develop a historical argument as to why the Qing dynasty was unable to address the challenges it faced. You should also be able to identify how China changed in the twentieth century.

TUNE IN

Confucianism helped generate a view in China that foreigners were little more than barbarians. It was believed that there was little that could be gained from contact with the outside world. Many people and organisations in China actively sought to get rid of foreigners once and for all, even if that meant challenging the Qing dynasty directly.

tlvd-10683

SOURCE 1 Partition of China in 1900, at the time of the Boxer Rebellion

Look at **SOURCE 1** and discuss the following:
a. What is happening to China?
b. What are the foreign powers doing?
c. How does this help explain why many in China wanted to expel foreigners from China once and for all?

7.7.1 The Boxer Rebellion 1899–1901

The Society of Righteous and Harmonious Fists, known as the Boxers, was a secret society that called for a return to traditional values and the expulsion of foreigners. They were anti-foreign and anti-Christian and resented the **gunboat diplomacy** used against China. Embracing **Daoist** and Buddhist ideas, the Boxers believed that through a combination of martial arts training and **spirit possession** they would be impervious to guns and cannon. Special women's groups such as the Red Lanterns and the Cooking Pot Lanterns helped feed the fighters. The Boxers also won over provincial officials to their program of helping the Qing expel foreigners.

In 1899 the Boxers began to attack Christian missionaries in protest of their increasing numbers and their interference with traditional Chinese life. A common sentiment was that missionaries were yet another attempt by foreign powers to divide and colonise China. The European 'extraterritoriality clause' meant that Europeans in China were exempt from most Chinese laws and were considered under the

gunboat diplomacy a coercive form of diplomacy in which a country threatens the use of military force to achieve its objectives

Daoist ancient Chinese philosophical/religious tradition emphasising simple living in harmony and balance with the universe

spirit possession an alleged supernatural event in which a spirit or god takes control of the human body, creating changes in behaviour

jurisdiction of their own countries' legal systems, thereby heightening the sense of helplessness towards the foreigners felt by many Chinese.

The Boxers also targeted telegraph lines and 'iron centipedes' (railway tracks). In the face of such lawlessness the Qing government had to act, but it faced a dilemma. The foreign powers demanded that Cixi suppress the uprising but, while she publicly condemned the Boxers, secretly the Dowager Empress supported their cause.

In June 1900 the Boxers arrived in Beijing (then known as Peking), laying siege to the foreign **legations**. An attack by the foreign Western powers and Japan on the Taku Forts in north-eastern China forced Cixi's hand. Unable to oppose the Boxers for fear of losing further Chinese support, on 21 June she formally declared war on the foreign powers.

legation a foreign country's diplomatic office, similar to an embassy

SOURCE 2 This map from 1912 shows that the foreign legations were concentrated in a small area in Peking (as they had been in 1900), providing focus points for anti-foreign sentiment during the Boxer Rebellion.

PEKING. — LEGATION QUARTER

1. Tzŭ-chin Ch'eng.
2. Tsung-jên Fu.
3. Li-pu.
4. Tu-chih-pu (formerly Hu-pu).
5. Li-pu.
6. French Hospital (St-Michel).
7. U. S. American Guard.
8. U. S. American Legation.
9. Netherlands Legation and { a. Minister, Guard .... { b. Guard.
10. Russian Guard.
11. Russian Legation.
12. Russo-asiatic Bank.
13. Banque de l'Indo-Chine.
14. Hôtel des Wagons-lits.
15. German Post Office.
16. Russian Post Office.
17. Hongkong and Shanghai B. C.
18. Yokohama Specie Bank.

19. Spanish Legation.
20. Japanese Guard.
21. Japanese Legation.
22. French Post Office.
23. French Legation.
24. French Guard.
25. French Catholique Church (St-Michel).
26. German Legation.
27. Belgian Legation.
28. German Guard.
29. Deutsch-Asiatische Bank.
30. Stores.
31. German Lazaret.
32. Hopkins Memorial Hospital.
33. Electric Station.
34. Imperial Maritime Customs, Residences and Head Offices.
35. Peking Club.
36. Imperial Post of China, Secretary's Office.

37. Inspectorate General of Imperial Maritime Customs.
38. Austro-Hungarian Guard.
39. Austro-Hungarian Legation.
40. Italian Legation.
41. Italian Guard.
42. British Legation { a. Minister, { b. 1st Secretary, { c. 2nd Secretary, { d. Church.
43. British Guard.
44. Portuguese Legation.
45. Chinese Post Office.
46. Hôtel de Pekin.
47. Peking Han-k'ou R. R., Head Office.
48. International Banking Corporation.
49. Mexican Legation.
50. Telegraph Office.
51. Hôtel du Nord.

The Eight Nation Alliance of foreign powers comprised Japan, Russia, Great Britain, France, the United States, Germany, Italy and Austria-Hungary. The Australian colonies, not yet federated into the Commonwealth, offered support to the British, and troops from Victoria and New South Wales were formed into naval brigades.

Australia's first contingents, mainly men from Victoria and New South Wales, sailed for China on 8 August 1900. Troops from the Eight Nation Alliance were already fighting in China and by the time the Australians arrived most of the fighting was over.

Six Australians died in the Boxer Rebellion, but none were the result of enemy action — all were from sickness and injury.

The siege of the foreign legations was one of the most significant episodes of the uprising. This was the area of Beijing in which the foreign powers had their diplomatic legations or embassies.

SOURCE 3 A Boxer fighter from around 1900 with a spear and flag

SOURCE 4 Officers of the Australian Naval Brigade serving in China during the Boxer Rebellion

The siege in Beijing lasted 55 days. By the time they were relieved on 14 August 1900, 66 foreigners and many more Christians had been killed across China. Cixi fled Beijing but returned when peace terms were arranged.

Yet again superior foreign military forces had quickly defeated China. Yet again a punishing peace treaty was forced on the country, resulting in more reparation payments and the further deployment of foreign troops in China. And, yet again, the Qing government's weakness against foreign powers had been demonstrated. Cixi finally realised that reform offered the only hope for the survival of the Qing and of China. Most of the reforms that had previously been resisted by Cixi over the previous years were now initiated.

SOURCE 5 The aims of the Boxers as expressed in a rhyme in 1900

No talented people are in sight;

There is nothing but filth and garbage,

Rascals who undermine the Empire,

Leaving its doors wide open.

But we have divine power at our disposal

To arouse our people and arm them,

To save the realm and to protect it from decay.

Our pleasure is to see the Son of Heaven unharmed.

Let the officials perish,

But the people remain invincible.

Bring your own provisions;

Fall in to remove the scourge of the country.

SOURCE 6 This photograph from around 1900 shows the public execution of captured Boxer rebel fighters.
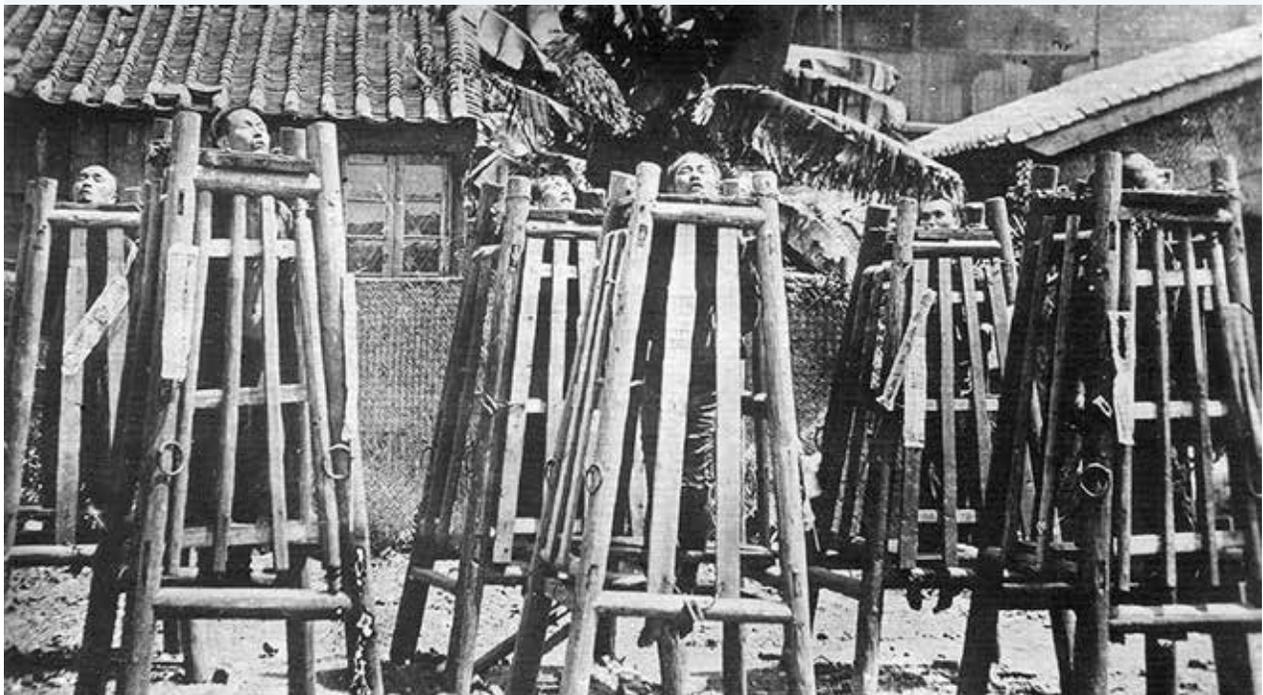
SOURCE 7 Sentiments expressed by Prince Kung of the Imperial Qing Court around 1900 about the foreign presence in China

Take away your opium and your missionaries, and you will be welcome! … Do away with your extraterritoriality clause and missionaries may settle anywhere and everywhere; but retain it and we must do our best to confine you and our troubles to the treaty ports.

7.7.2 Reform and revolution

Reform

Major educational changes were among the reforms introduced by the Qing government under the terms of the Boxer Protocol. Modernisation of the curriculum began and for the first time Western subjects were introduced. This helped placate some of the people; for example, those who promoted the Hundred Days' Reform, but it had some negative effects for the government. The new curriculum introduced beliefs and values that conflicted with traditional Confucian beliefs. Those who went through the new system tended to be more critical of the dynasty and were hungry for further change. In losing control of the education system, the Qing lost a key area of popular support.

In 1908 work began on a constitution in which the emperor would retain control over the armed forces, foreign policy and the judicial system but would extend the administrative powers of provincial and local leaders. The military was also decentralised, making it more efficient to run, and was also equipped with Western weapons and trained in Western tactics.

Despite, or perhaps because of, these reforms, the Qing dynasty was doomed. The reforms were intended to modernise China and restore faith in the government, but they were only partially successful. While they did manage to modernise China, they also provided a degree of freedom for its people that was never known before. With this freedom came a demand for further change and, eventually, a demand for the Qing government to be removed from power altogether. A new sense of nationalism was evolving and people began to dream of a new, independent China free from foreign interference.

Revolution

Over the course of the nineteenth century, the Chinese people had witnessed the Qing dynasty's powerlessness to stop foreign encroachment into China. The violent upheavals of the Opium Wars, the Taiping Rebellion and the Boxer Rebellion repeatedly demonstrated the weakness of the Qing and the dynasty's inability to resolve pressures both from within and from outside China. Many Chinese came to believe that revolution, rather than reform, was the only way to save the country. This belief would be violently expressed in 1911.

Before her death in 1908, the Empress Dowager had nominated the three-year-old Pu Yi to be the next emperor. Pu Yi's father, Prince Jun, was himself not considered worthy of rule but would act as regent until Pu Yi was old enough to rule on his own. However, one man in particular had no time for a new emperor. His name was Sun Yixian and he would become a key figure in modern China.

Sun wanted to transform China into a republic and had already tried to overthrow the Qing in 1895. After this attempted coup failed he fled into exile but, in 1911, he saw a new opportunity, and this time he was more successful. Dissatisfaction with the Qing government's apparent weaknesses in the face of internal problems and foreign intervention had boiled over into open rebellion in many provinces. The imperial army refused to oppose the rebels unless the government granted the long-awaited constitution. When it refused to do so, the downfall of the Qing became only a matter of time. Without the army on its side there was no hope for the dynasty.

Sun Yixian was confirmed as president designate on 1 January 1912; only weeks later, on 12 February, Pu Yi abdicated. However, Sun had a rival — General Yuan Shikai — with very different goals for the new China. Many areas of the country were still under the control of local warlords, and Sun did not have the military power to bring order to strife-torn China. That power rested with Yuan, so to avoid civil war Sun Yixian stepped down on 10 March.

The declaration of a republic in China ended 267 years of Qing rule and some 2000 years of the imperial system. But this fundamental political change still did not bring peace to China.

7.7.3 A new emperor?

After coming to power it seemed that Yuan Shikai's true ambitions became clear. He had avoided civil war when Sun Yixian (see **SOURCE 8**) had stepped down from power, but China now found itself with two opposing political parties — Sun Yixian's Guomindang (GMD) or Nationalist Party, and the Jinbudang or Progressive Party. Both were formed in 1912. When Yuan organised the murder of a GMD leader in 1913, Sun launched a 'Second Revolution' to remove Yuan from the presidency. Yuan responded by declaring the GMD illegal and suspending Parliament. He also began to talk about making himself emperor.

Had China gone through so much turmoil to end the old imperial system only to have it replaced with a new one? Yuan put the question of his becoming emperor to a vote, but only those who were specially selected were allowed to cast a ballot. Unsurprisingly, the vote was in favour of the new empire, so Yuan crowned himself emperor in December 1915. In defiance of the vote, eight provinces declared independence and nationwide protests ensued. It seemed that China had had enough of monarchy. In March 1916 Yuan finally accepted that his imperial dream was out of reach and announced a return to republican government. He died in June that same year, leaving China once again in political turmoil.

SOURCE 8 Sun Yixian, founder and first leader of the Guomindang
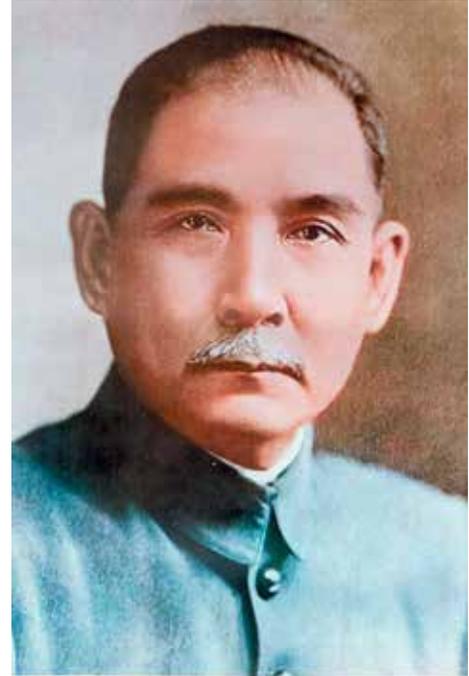
7.7.4 China and World War I

In 1914 the new Chinese republic, only three years old, found itself an ally of the British and French in World War I. The move away from absolute monarchy was seen as a positive step by the West and China was certainly keen to improve its standing on the world stage. While officially neutral until declaring war on Germany in 1917, from the start of the war China sent more than 100 000 volunteer labourers to the Western Front to help dig trenches, work in factories or engage in other support work. But China gained little by being an ally of the British and French.

At the end of the war, when the Treaty of Versailles was forced upon Germany, the decision was made to confiscate all of Germany's overseas colonies. Some of these were in China and had been leased to Germany by the Qing government. However, these colonies were not returned to China but instead handed over to Japan. In 1915 Japan had taken advantage of its position as an ally of Great Britain and the United States to make a list of 'Twenty-One Demands' on China. These included territorial gains and would see Japan become a more powerful country in the region. Britain and the United States offered some opposition but even after some review the Japanese succeeded in most of their demands. Anti-foreign sentiment once again became common and in 1919 a massive protest was held against the government's perceived failure to protect Chinese interests following World War I. The subsequent renewal of anti-foreign sentiment in China created conditions that would play a role in the creation of the Chinese Communist Party in 1921, and ultimately help to shape China in the twentieth century.

SOURCE 9 Yuan Shikai, first president of the Republic of China

7.7.5 Change or continuity?

Politically, China had changed a great deal by the early twentieth century. The centuries-old imperial system had come to an end and the country had seen a new – albeit brief – president in Sun Yixian. The upheavals of the previous century saw many areas of the country still in turmoil. But for much of the population, particularly the poorer classes, it is doubtful whether very much about their lives had actually changed for the better.

SOURCE 10 Chinese peasants, 1920

SOURCE 11 Peasants, late nineteenth century

SOURCE 12 Present-day photo of a Chinese farmer tending the fields

SOURCE 13 Present-day photo of a Chinese farmer tending the fields

7.7 SKILL ACTIVITY: Historical perspectives and interpretations

Gather a selection of newspaper or magazine articles that address China in some way. This could be to do with trade, culture or sport. Think about how China is represented in the different articles. **Summarise** your thoughts using the following questions:

a. What are the similarities and differences between the different articles and the way China is presented?

b. As you would do for a historical source, **outline** the values and limitations of each article. **Consider** who wrote the articles, what their focus is, and how this can influence their tone. For example, an article about the Beijing

Winter Olympics would likely have a different tone to an editorial which addresses the treatment of political dissidents in China.

c. What do your answers to the above questions highlight about the nature of international relations and the way different countries are portrayed in the media?
d. How do you think this shaped perspectives towards the events you investigated in this lesson?

7.7 Exercise

7.7 Exercise

Learning pathways

■ LEVEL 1	■ LEVEL 2	■ LEVEL 3
1, 2, 3	4, 5, 6, 7, 8	9, 10

These questions are even better in jacPLUS!
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Check your understanding

1. Why did Cixi secretly support the Boxers?
   A. She was frightened of a revolution.
   B. She wanted to stem the increasing influence of foreigners in China.
   C. They forced her to support them.
   D. She was passionate about their cause.
2. Controlling education was important in maintaining Qing dynasty. True or false?
3. Complete the following sentences. The key change of the new constitution was its _____. The emperor was still in command, but the provincial and local leaders would have more power and _____ control. The same changes would be made to the military.
4. **Compare** how Sun Yixian and Yuan Shikai differed in their ambitions for China.
5. **Describe** reasons for the rise in the level of anti-foreign sentiment in China in the initial period after World War I.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 5** and answer the following:
   a. Who were the 'scourge of the country'?
   b. What is this document asking Chinese people to do?
7. **Explain** what **SOURCE 2** suggests to you about the nature of the fighting during the Boxer Rebellion.

Historical perspectives and interpretations

8. **Describe** the main concerns held by Prince Kung about the foreign presence. **Select** key words from **SOURCE 7** to use as evidence in your response.
9. **Discuss** the extent to which you think change had occurred for peasants in China over the time period studied in this topic.
10. **Compare SOURCES 10–13** and record the changes and continuities that you can see in the photographs.

LESSON
7.8 INQUIRY: Key events visual summary

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of major events that took place from 1750–1918. You should also be able to evaluate the significance of change by determining the substance, permanence and widespread nature of the changes that took place in China.

Your task

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.

Is it possible to determine if one historical event was more significant than another?

The period 1750 to 1918 saw a series of key events take place in China that changed the nation, if not the world, dramatically. These events included:
- Lord Macartney's visit to China (1792)
- the First Opium War (1839–1842)
- the Taiping Rebellion (1850–1864)
- the Second Opium War (1856–1860)
- the Sino-Japanese War (1894–95)
- the Hundred Days' Reform (1898)
- the Boxer Rebellion (1899–1901)
- the downfall of the Qing dynasty (1911)
- World War I (1914–1918)

The significance of some of these would have been obvious at the time, but for others it may be that their importance was only realised some time afterwards.

Your task is to undertake an **analysis** of these major events and choose the four that you believe were most significant, and to share your findings in an appropriate way with your class.

Step 1: Questioning and researching

Refer back through this topic and **consider** why these events were important. There are many ways to 'measure' significance. One helpful way is to **consider** the following three themes:
1. The SUBSTANCE of change: did the event create a substantial change to the way people lived their lives, or perhaps the way the country was governed, or the way a conflict or dispute would be settled?
2. The PERMANENCE of change: did the event create a long-term change, or did it create change but only for a short time period?
3. The WIDESPREAD NATURE of change: did the event affect many people? Was it spread across much or most of the country, or was it isolated to a small area?

Using these factors can help you sort your ideas and **decide** on the four events you consider to be the most significant.

Step 2: Using historical sources

Present your findings in a visual or graphic organiser. Include a **description** of why you consider those events to be significant and include an image that helps express your thoughts.

Step 3: Historical perspectives and interpretations

If possible, find out what was said about the event at the time it occurred, either from somebody involved or from newspaper articles of the time, and then find what historians have said about it more recently. Has it always been considered significant, or has its significance been realised more recently?

Step 4: Communicating

Share, display or present your findings among your class as directed by your teacher. Comment on each other's visual summaries with questions, queries or other appropriate comments.

Complete your self-assessment using the **Inquiry rubric** or access the 7.8 exercise set to complete it online.

SOURCE 1 Front page of a July, 1900, edition of *Le Petit Parisien*, a popular French newspaper. It ran regular updates and stories during the Boxer Rebellion and its readers were captivated. Images like these can help reveal the significance that events had at the time they were occurring.
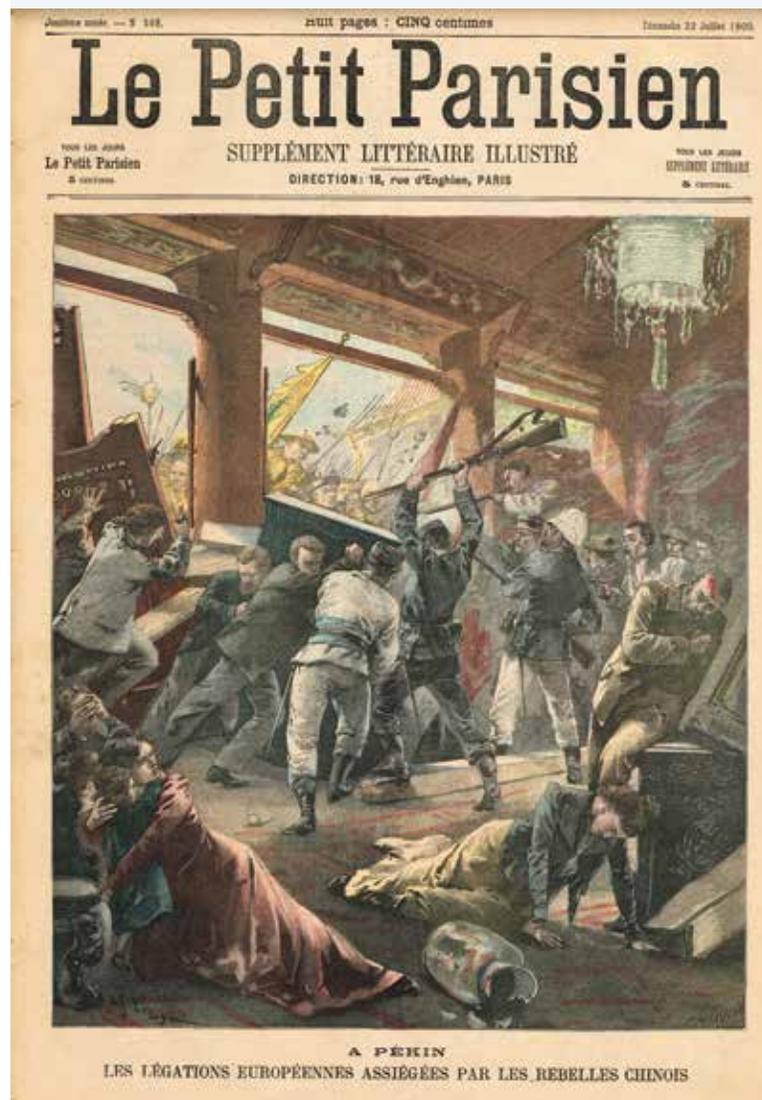
Resources

📄 **Digital document** Inquiry rubric (doc-39692)

LESSON
7.9 Review

7.9.1 Key knowledge summary

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

7.2 How do we know about China from 1750–1918?

- Traditional Chinese Confucian society placed great importance on knowledge and study.
- Chinese royal historians recorded the events of the royal families in what were known as the 'dynastic histories'.
- Modern historians must evaluate these sources carefully because they would often portray the represented dynasty in a very positive way, even though that was not always the case.
- The development of photography provided an entirely new medium through which to interpret historical events. However, like any other source, photography must be viewed with a critical eye.

7.3 What was life like during the Qing dynasty?

- Prior to the seventeenth century, China was largely isolated from and unknown to the European world.
- The key influencing philosophy of Confucianism formed the basis of Chinese culture, law and society for centuries, resulting in an inward-looking traditional system of government.
- The emperor had ultimate power and ruled by what was known as the 'mandate of heaven'.
- If heaven turned against the emperor through bad harvests or failure in warfare, then the emperor was seen to have lost the mandate. This often resulted in the overthrow of the emperor and the rise of a different ruling family or 'dynasty'.
- Life in traditional China was governed closely by Confucianism, which resulted in a social structure not unlike the feudal system in Europe.
- The family was seen as the basic building block of society, so its structure remained very rigid.
- All members of the family were expected to know their place; women were subordinate to men.
- Socially, the 'four occupations' classified the population into a hierarchy, though in reality not all occupations were reflected in these four.
- Political challenges in the late nineteenth century began to defy social norms. As a result, twentieth-century Chinese society saw dramatic changes to many rules and customs previously held for centuries.

7.4 How did foreign contact impact China?

- The first Europeans to make contact with China were traders, in the fifteenth and sixteenth centuries.
- They were not regarded as a threat to the Chinese, who felt that there was little that foreigners could offer them.
- However, more European powers began to seek trade. The Chinese attempted to limit the trade to specified cities under what became known as the 'Canton System'.
- This ultimately led to conflict with the foreign powers, in particular the British, when the British attempts to increase trade were rebuffed.
- Traditional Chinese weapons were no match for Western technology and China's repeated defeats at the hands of the foreign powers led to a range of 'unequal treaties' being signed and an increased sense of bitterness and resentment towards foreign influence in China.

7.5 Why did contact lead to conflict?

- The mid- to late-nineteenth century saw great change in China, brought about largely by foreign influence.
- Pleas from Lin Zexu directly to Queen Victoria had little effect on foreign trade and influence.
- China's defeat in the Opium Wars, fought against a coalition of foreign powers, led to internal resentment towards the weak Qing dynasty.
- The resultant Taiping Rebellion and Boxer Rebellion saw Chinese anger directed both at the foreign powers and at the Qing dynasty itself.
- The emergence of Japan as a major world power presented a new threat for China.
- The monarchy found itself under threat from home and abroad, and attempts at reform to modernise and strengthen the country were resisted by then Empress Dowager Cixi.

7.6 How did China change internally?

- In addition to the political changes influenced by foreign powers, the economic and social effects also began to be felt more widely.
- The shift in agriculture from food crops to silk and tea to meet the British demand resulted in a fall in food production.
- This shortage drove prices up, making it difficult for poorer people to afford basic staple products.
- Socially, British imports of opium had a significant impact.
- More opium coming into China resulted in greater quantities of the drug being available more cheaply than ever before.
- Its use became widespread and at one point an estimated one-quarter of the adult male population was addicted.
- Foreign ideas also started to spread in China.
- Reformers called for modernisation of the country, but this was resisted because of the fear of ever-increasing foreign influence.
- The Qing dynasty was trying desperately to hang on to traditional power in a modernising world.

7.7 How did resistance become revolution?

- The Boxer Rebellion is the most well known of the violent reactions to foreign influence.
- The Boxers called for the expulsion of foreigners from China and a return to traditional values.
- The Empress Dowager Cixi was in a difficult position because secretly she agreed with the Boxers, but publicly denounced the uprising in the hope of reducing the harsh treatment imposed by the foreign powers after the uprising was crushed.
- Cixi's death in 1908 resulted in a power struggle between Sun Yixian and Yuan Shikai, which ultimately led to the declaration of China as a republic in 1911 and the end of the 267-year-old Qing dynasty.
- Politically, the China that emerged in the first part of the twentieth century was drastically different to the China of the nineteenth century.
- It had become a republic with a president as head of state, rather than a monarchy with an all-powerful emperor.
- However, the new government faced challenges of its own.
- Japan's 'Twenty-One Demands' of 1915 was yet another humiliating imposition on China that once again saw foreign influence creating tensions both within China and with the international community.

7.8 INQUIRY: Key events visual summary

The key events that occurred Between 1750 and 1918 in China that had a profound impact:

- Lord Macartney's visit to China (1792)
- the First Opium War (1839–1842)
- the Taiping Rebellion (1850–1864)
- the Second Opium War (1856–1860)
- the Sino-Japanese War (1894–95)

- the Hundred Days' Reform (1898)
- the Boxer Rebellion (1899–1901)
- the downfall of the Qing dynasty (1911)
- World War I (1914–1918)

7.9.2 Key terms

concubine   a woman who lives with a man she is not married to and has a lower social rank than his wife

Daoist   ancient Chinese philosophical/religious tradition emphasising simple living in harmony and balance with the universe

despot   a ruler with almost unlimited power who uses it unfairly or cruelly

gunboat diplomacy   a coercive form of diplomacy in which a country threatens the use of military force to achieve its objectives

Jesuit   a religious order of the Catholic Church whose main goal was to educate people around the world about Catholicism

junk   Chinese sailing ship

kowtow   to kneel and touch the forehead to the ground in deep respect for an emperor

legation   a foreign country's diplomatic office, similar to an embassy

mandate of heaven   the idea that heaven blessed the rule of a just emperor but could rescind that blessing if the emperor ruled unjustly

Marco Polo   merchant from Venice who travelled through Asia in the thirteenth century; generally credited with introducing Europeans to China and Central Asia

spirit possession   an alleged supernatural event in which a spirit or god takes control of the human body, creating changes in behaviour

subordinate   having a lower or less important position

7.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How did foreign influence challenge and change China between 1750 and 1918?

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 you 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-10597)
	Reflection (ewbk-10598)
	Crossword (ewbk-10599)
Interactivity	China (1750–1918) crossword (int-7641)

7.9 Review exercise

Multiple choice

1. Which of the following best describes the structure of Qing China's government?
   A. The emperor was elected by the people in a direct vote.
   B. The emperor answered only to the members of the Grand Council.
   C. The emperor ruled by the 'mandate of heaven'.
   D. None of the above.
2. The Opium War was fought over
   A. the failure of China to sell opium to Britain.
   B. China's refusal to pay for British imports of tea.
   C. China's naval blockade that prevented British ships from entering its ports.
   D. British demands for further trading rights in China.
3. The rebellion that spread through southern China in the 1850s was
   A. the Taiping Rebellion.
   B. the Arrow War.
   C. the Boxer Rebellion.
   D. None of the above.
4. Which of the following best describes the economic effects of foreign influence in China?
   A. Increased trade in silk made it more affordable for more of the population to wear silk clothing.
   B. A shift from food crops to cash crops gave peasants the opportunity to diversify their crops.
   C. A shift from food crops to cash crops made food more expensive and unaffordable for the poor.
   D. A shift from cash crops to food crops made food less expensive and more affordable for the poor.
5. What was the Chinese Diaspora?
   A. Movement of the Chinese population within China
   B. Mass migration of Chinese around the world
   C. The returning home of many Chinse migrants after the fall of the Qing dynasty
   D. The migration of many Chinese to Japan as one of the 'Twenty-one Demands'
6. The Hundred Days' Reform movement called for
   A. the modernisation of China in the areas of education and the military.
   B. the explusion of all foreigners from China.
   C. a declaration of war by China on Great Britain.
   D. the closure of all trading ports and an end to the Canton System.
7. Which of the following provided a 'pull' factor for large numbers of Chinese migrants to Australia in the nineteenth century?
   A. Australian federation
   B. The prospect of large areas of pasture land
   C. The gold rushes
   D. The centenary of European settlement in 1888

8. Which of the following statements is most accurate?
    A. The end of the Qing dynasty in 1915 led to China's involvement in World War I.
    B. The death of Cixi in 1908 resulted in a power struggle between Sun Yixian and Yuan Shikai.
    C. Dissatisfaction with the Qing government in 1911 led to internal uprisings and the fall of the dynasty.
    D. Sun Yixian briefly appointed himself emperor but was forced to reintroduce a republican government.
9. Examine the source below. It depicts a number of foreign nations ready to fight over the unconscious China. Analyse the source by answering the following questions.

PUCK.

THE REAL TROUBLE WILL COME WITH THE "WAKE".

The Western cartoon from 1900 is entitled 'The real trouble will come with the wake'. The cartoon shows animal personifications of the countries that had a strong influence in China.
    a. The caption states that 'The real trouble will come with the wake'. A wake is a gathering held after a funeral. With that in mind, what does the caption suggest will happen next?
        A. China will take its revenge on the other foreign countries.
        B. The remaining countries will start fighting each other for territory.
        C. China will no longer exist as a sovereign country.
        D. China will become a part of the British Empire.
    b. Another interpretation could be that the Chinese dragon is simply sleeping, and that the caption could be a play on the word 'wake'. Considering this interpretation, suggest what might happen next.
        A. China will take its revenge on the other foreign countries.
        B. The remaining countries will start fighting each other for territory.
        C. China will no longer exist as a sovereign country.
        D. China will become a part of the British Empire.
10. The First Opium War ended in 1842 with the signing of a now infamous treaty.
    What was the name of the treaty?
    A. The Treaty of Beijing
    B. The Treaty of Nanjing
    C. The Treaty of Xi'an
    D. The Treaty of Luoyang

Short answer

11. **Explain** how the unequal treaties exposed weaknesses in the Qing dynasty.
12. **Outline** the role of women in the Qing dynasty.
13. **Explain** how the Boxer Rebellion could be rising against the Qing dynasty but be claiming to save China at the same time.
14. **Determine** how and why did Confucianism, which had helped provide a basis for stability in China for centuries, become one of the reasons for China's inability to address the challenges it faced in the period 1750–1918?
15. **Explain** how the end of imperial rule in China created new problems as much as solving old ones.

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GLOSSARY

abdicate   to step down from the throne or from other high office

abolition   the end of legal acceptance of slavery

absolute monarch   a ruler who governs alone, unrestrained by laws or constitution

animal husbandry   breeding and caring for livestock, usually in a farm environment

annex   to take, without permission, possession of territory

artefact   an object made or changed by humans

artillery   large-calibre guns

Australian Council of Trade Unions (ACTU)   the peak union organisation in Australia

baleen   a keratin substance in the mouth of the baleen whale to filter sea water and collect plankton and small fish to feed. When dried it is flexible but strong, used in clothing and other products.

bell pit   a traditional form of coalmining in which a shaft is dug down to a seam of coal and then excavated outwards, with the coal raised to the surface using a winch and buckets

biased   one-sided or prejudiced; seeing something from just one point of view

biased account   narrative or description in which a writer presents only one side of an issue in an attempt to convince the reader

blackbirding   the practice of kidnapping people from the Pacific Islands to work as forced labour in Australian industries such as pearling and sugar production

Black Death   a deadly disease that ravaged Europe, killing between a quarter and a half of the population in the second half of the fourteenth century. It continued to occur periodically over the next 300 years.

blast furnace   a type of furnace into which air is forced to raise the temperature sufficiently to carry out the smelting of iron ore

blockade   sealing off an area so that nothing can get in or out

bookkeeping   keeping records of financial accounts

bourgeoisie   capitalist middle classes; the owners of the means of production, distribution and exchange — factories, shipping, banks and other businesses

British Dominion   a self-governing territory belonging to the British Empire

carding   the process of untangling and straightening raw wool or cotton fibres

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

censorship   restriction or control of what people can say, hear, see or read

cesspits   pits into which householders with no toilets could empty their waste, which was later collected by workers known as nightmen

charter   a written grant from a sovereign, providing certain rights or privileges to the holder

cholera   a bacterial disease of the intestines, causing vomiting and diarrhoea. It is transmitted through contaminated water and can lead to death through dehydration.

coke   a type of fuel produced by using heat to remove impurities such as coal gas and tar from coal

colony   an area of land settled by people from another country. This can involve military conquest if the original inhabitants resist that settlement.

concubine   a woman who lives with a man she is not married to and has a lower social rank than his wife

conscription   compulsory enlistment of citizens to serve in the armed forces

constitution   rules for government

contestability   when particular interpretations of the past are open to debate; the idea that people's understanding of the past can differ depending on their perspective or their access to, and understanding of, evidence

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

convict   a person imprisoned for a crime

cottage industry   small-scale manufacturing in which raw materials are processed in workers' homes

Crimean War   war fought between Britain and its allies and Russia, 1853–56

Daoist   ancient Chinese philosophical/religious tradition emphasising simple living in harmony and balance with the universe

deadlock   a stalemate in which neither side can gain an advantage

deport   to forcibly remove someone from a country

depose   remove from power

despot   a ruler with almost unlimited power who uses it unfairly or cruelly

divine right   chosen by God to rule

Duma   the Russian parliament

dummies   people secretly acting for squatters, who selected land and later sold it to the squatters

egalitarianism   equality of all people

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

empire   a number of different countries or colonies controlled by the government of one country

enclosure   consolidation of open fields and common land into single farms owned by one farmer, and fenced off from neighbouring farms

enlist   to join voluntarily, usually the military

entrepreneur   a person who organises a business venture, and assumes the financial risks associated with it, in the hope of making a profit

entrepreneurship   the act of being an entrepreneur

Estates General   representatives elected by the three French Estates

evidence   information that indicates whether something has really happened

fallow   land left unplanted

famine   a severe shortage of food, leading to starvation, usually due to crop failures over a sustained period of time

Federation   movement of colonies to form a nation

feint   a dummy attack meant to deceive the enemy into moving troops from where the main attack will take place

feudal dues   obligations and payments imposed on peasants since the Middle Ages

goldsmith   a craftsman who works with gold and other precious metals

grazing   pasture to feed cows and sheep

guillotine   device designed to execute people by decapitation (cutting off their heads)

gunboat diplomacy   a coercive form of diplomacy in which a country threatens the use of military force to achieve its objectives

half-caste   of mixed race (a term widely used in the mid 1900s, but now considered offensive)

Hindenburg line   a heavily fortified (German) position on the Western Front

hypothesis   (plural: hypotheses) a theory or possible explanation

impartial observations   comments that recognise all sides and opinions relating to an issue or event, leaving it to the reader to form his or her own judgement

imperialism   the policy of an empire by which it gains land by conquest and rules other countries, or dominates them as colonies

incontrovertible   certain, undeniable

indenture   a form of labour in which a person is contracted to work without wages until a debt is repaid, such as the cost of transportation to the workplace

indoor relief   the provision of assistance to the inmates of a workhouse

industrialisation   the process by which a country transforms itself from mainly agricultural production to the manufacturing of goods in factories and similar premises

infant mortality rate   a means of measuring the percentage of babies who fail to survive to their first birthday

intercontinental   involving or occurring between two or more continents

Jesuit   a religious order of the Catholic Church whose main goal was to educate people around the world about Catholicism

junk   Chinese sailing ship

kinship   a social system that determines how people relate to each other and the land

kowtow   to kneel and touch the forehead to the ground in deep respect for an emperor

League of Nations   the world body set up at the Paris Peace Conference to solve disputes between nations peacefully

legation   a foreign country's diplomatic office, similar to an embassy

Levée en masse   mass conscription, forcing people to fight to defend the state

Luddites   a group of protesters who expressed their opposition to industrialisation by smashing factory machines

mandate of heaven   the idea that heaven blessed the rule of a just emperor but could rescind that blessing if the emperor ruled unjustly

Marco Polo   merchant from Venice who travelled through Asia in the thirteenth century; generally credited with introducing Europeans to China and Central Asia

maritime power   having strong naval forces

minority government   a government that has fewer than half the seats in a lower house of parliament

Napoleonic Wars   a series of wars between the French Empire, led by Napoleon Bonaparte, and a number of other European nations between 1803 and 1815

nationalism   feeling of loyalty to a nation

naturalist   a term once used to describe a scientist who studies plants and animals. Today such a person would be called a biologist.

New Spain   Spanish territories in the New World, including much of North America

no man's land   unoccupied ground between the front lines of opposing armies

outdoor relief   the provision of assistance to the poor while allowing them to remain in their own homes

pacifist   person who holds a religious or other conscientious belief that it is immoral to take part in war

pandemic   disease epidemic affecting many different countries

parish   an area of local government centred on the local church, which fulfilled some of the functions that local municipal councils perform in society today

parliamentary representation   the representation of people's views and interests in parliament through elected delegates

pastoral lease   land that is leased for the purpose of grazing sheep or cattle

patent   a legally enforceable right to make or sell an invention, usually granted by government, to protect an inventor's idea from being copied

pauper   a very poor person

peacocking   buying up land around creeks and rivers to make the rest of the area useless to selectors

penal colony   a settlement for convicts

perspective   point of view or attitude

picking oakum   unpicking short lengths of rope coated in tar. Oakum would be rammed between the planks on wooden ships to make them watertight.

pig iron   the initial product resulting from the smelting of iron ore in a blast furnace

primary sources   objects and documents that were created or written in the period of time that they relate to

proletariat   the working class, especially industrial wage earners

propaganda   distortion of the truth to persuade people to support an action or point of view

radicals   those who advocate far-reaching political and social changes

referendum   ballot in which voters decide on a political question

remuneration   monetary pay for services

repatriated   returned to home country

repeal   withdrawal of a law or set of laws by Parliament

republic   a form of government that relies on popular representation rather than a monarchy

republicanism   the belief that a country should be a republic (where the country has an elected or appointed head of state), not a monarchy (where the head of state is a king or queen)

rickets   a softening of the bones, leading to deformity of the limbs, caused by a deficiency of calcium and vitamin D

royal commission   a special public inquiry set up by government to investigate a particular issue and to make recommendations for changes in the law

rural population   people living in the countryside, rather than in towns or cities

sans-culottes   in revolutionary France, working-class people of the cities

scurvy   a disease caused by poor diet, especially a deficiency of vitamin C

secondary sources   reconstructions of the past written or created after the period that they relate to

shilling   a unit of Australian currency until decimal currency was introduced. There were 12 pence to a shilling and 20 shillings to a pound.

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

Sinn Fein   organisation formed in Ireland in 1905 to campaign for Irish independence from Britain

Slavic   belonging to the Slavs (a language group including Russians, Serbs and other Central and Eastern European peoples)

socialism   a political system in which the government controls the economy to ensure greater equality

Soviet   a council representing workers, peasants, soldiers and sailors

spinning   the twisting of carded fibres into lengths of continuous thread or yarn

spirit possession   an alleged supernatural event in which a spirit or god takes control of the human body, creating changes in behaviour

squatters   colonists who leased and occupied large tracts of what had been First Nations Australians' land

stalemate   (from chess) a situation in which neither side can gain a winning advantage

standard of living   how well off a country or community is, often measured by the level of wealth per head of population

stockade   a fortified enclosure

strike   attempt by employees to put pressure on their employer by refusing to work

subordinate   having a lower or less important position

subsistence farming   farming that provides only enough to satisfy the basic needs of the farmer or community

suffrage   the right to vote

sweated labour   workers exploited by being made to work for long hours and with low pay

tariff   a duty charged on imports

telegraph   device for sending messages over long distances

tenuous   weak, thin

terra nullius   land belonging to no-one

trading post   a store or settlement established by a foreign trader or trading company to obtain local products in exchange for supplies, clothing, other goods or cash

treadwheel   a punishment device, also called the 'everlasting staircase', comprising a large, iron-framed, hollow cylinder with wooden steps. As the device rotated slaves were forced to keep stepping forward.

trench foot   a painful, swollen condition caused by feet remaining wet for too long; if gangrene set in, the feet would have to be amputated

trustee   an individual or group appointed to manage property on behalf of another person or organisation

tucker   traditional Australian slang term for food

turnpike   a type of toll road

turnpike trusts   organisations established by parliament with the power to collect tolls on particular roads, and use the money to pay for maintenance of those roads

typhus   a fatal disease spread through the bites of lice and fleas

U-boats   German submarines

ultimatum   a final set of demands or terms backed by a threat

urban population   people living in cities or large towns

warp   the fixed vertical threads used in the weaving process

weft   the horizontal movable thread that is woven through the warp to create cloth

workhouse   an institution built to house the poor

INDEX